



*Always Innovating*

**South  
Texas ISD**

**RIO GRANDE VALLEY | GRADES 7-12**

# District & Campus Texas Academic Performance Report 2018-2019 School Year

South Texas Independent School District  
2018-2019 Texas Academic Performance Report

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2018-2019 Texas Academic Performance Report

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## Board of Directors

Officers: Doug Buchanan, President  
Yolanda Cuellar, Vice-President  
Henry LeVrier, Board Secretary

### Buildings & Grounds Committee

Robert J. Lerma, co-chair  
Irma Perez-Treviño, co-chair  
Abiel J. Cantú, member  
Richard Fleming, MD, member  
Homero Garcia, member  
Hector Gonzales, member  
Jaime Solis, member  
Rick Villarreal, DDS, member  
Doug Buchanan, ex-officio member  
Tony Lara, Ed.D., ex-officio member

### Standing Committees

#### Finance Committee

Henry LeVrier, co-chair  
Eduardo R. Rodriguez, co-chair  
Javier Farias, member  
Adrian Garcia, member  
Margarita Garcia, member  
Sylvia S. Garza, member  
Ramon Montalvo, III, member  
Israel G. Quintanilla, member  
Doug Buchanan, ex-officio member  
Tony Lara, Ed.D., ex-officio member

### Executive Committee

Doug Buchanan, President  
Yolanda Cuellar, Vice-President  
Henry LeVrier, Board Secretary  
Martin Castillo, DC, member  
Robert J. Lerma, member  
Eduardo R. Rodriguez, member  
Irma Perez-Treviño, member  
Rebecca Villarreal, member  
Tony Lara, Ed.D., ex-officio member

### Policy & Curriculum Committee

Rebecca Villarreal, co-chair  
Martin Castillo, DC,, co-chair  
Graciela Camargo, member  
Larry Cantu, member  
Yolanda Cuellar, member  
Yolanda Kamel, member  
Sylvia S. Lopez, member  
Doug Buchanan, ex-officio member  
Tony Lara, Ed.D., ex-officio member



# District Educational Improvement Council

Committee Role	Name	Position
Classroom Teacher	Virginia Leonardelli	Teacher (Mathematics) - STISD World Scholars & EIC Chairperson 2019-2020
Classroom Teacher	Isabel Rodriguez	Teacher (Spanish) - STISD Preparatory Academy
Classroom Teacher	Ruben Leo	Teacher (Social Studies) - STISD Preparatory Academy
Classroom Teacher	Jocelyn Alejandro	Teacher (Mathematics) - STISD Preparatory Academy
Non-classroom Professional	Lilia Liguez	Counselor - STISD Preparatory Academy
Classroom Teacher	Cassandra Garcia	Teacher (Science) - STISD Preparatory Academy
Classroom Teacher	Robert Schmidt	Teacher (English & ESL) - STISD Preparatory Academy
Non-classroom Professional	Kimberly Garza	Counselor - STISD World Scholars
Classroom Teacher	Patty Herrera	Teacher (Science) - STISD World Scholars
Classroom Teacher	Isabel Valdez	Teacher (Career Technology Business Technology) - STISD World Scholars
Classroom Teacher	William Prock	Teacher (Career Technology Criminal Justice) - STISD World Scholars
Classroom Teacher	Jeffrey Pierce	Teacher (Social Studies) - STISD World Scholars & EIC Secretary 2019-2020
Non-classroom Professional	Mayela Solana	Counselor - STISD Medical Professions
Classroom Teacher	Herlinda Robles	Teacher (Career Technology Health Science) - STISD Medical Professions
Classroom Teacher	Jose Colon	Teacher (Mathematics) - STISD Medical Professions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Patricia Hernandez	Teacher (Physical Education) - STISD Medical Professions
Non-classroom Professional	Gilberto Arreola	Instructional Technology Specialist - STISD Medical Professions
Classroom Teacher	Hanani Vasquez	Teacher (Career Technology Health Science) - STISD Medical Professions
Classroom Teacher	Stephany Bauer	Teacher ( Physical Education) - STISD Health Professions
Non-classroom Professional	Maria Nevares	Librarian - STISD Health Professions
Classroom Teacher	Ileana Garcia-Spitz	Teacher (English & ESL) - STISD Health Professions
Classroom Teacher	Lois Bauer	Teacher (English & ESL) - STISD Health Professions
Classroom Teacher	Yael Leal	Teacher (Science) - STISD Health Professions
Classroom Teacher	Fernando Almaguer	Teacher (Career Technology Health Science) - STISD Health Professions
Non-classroom Professional	Juan Hinojosa	Instructional Technology Specialist - STISD Rising Scholars Academy
Classroom Teacher	Fernando Andrade	Teacher (Career Technology Engineering) - STISD Rising Scholars Academy
Classroom Teacher	Christopher Wiley	Teacher (Fine Arts Music) - STISD Rising Scholars Academy
Classroom Teacher	Janette McKinney	Teacher (Fine Arts Art) - STISD Rising Scholars Academy
Classroom Teacher	Amy Pena	Teacher (English & ESL) - STISD Rising Scholars Academy
Classroom Teacher	Brian Arriola	Teacher (Mathematics) - STISD Rising Scholars Academy
Classroom Teacher	Michele Guajardo	Teacher (Science) - STISD Science Academy

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Lucinda Wiley	Teacher (English & ESL) - STISD Science Academy
Classroom Teacher	Elizabeth Arriola	Teacher (Fine Arts Art) - STISD Science Academy
Non-classroom Professional	Lorena Madrigal	Assistant Principal - STISD Science Academy
Classroom Teacher	Michael Overton	Teacher (Science) - STISD Science Academy
Classroom Teacher	Ana Cortez	Teacher (Social Studies) - STISD Science Academy
Non-classroom Professional	JP Villarreal	Assistant Superintendent for Support Services - South Texas ISD
Parent	Maria Alicia	Parent - STISD World Scholars
Parent	Elena Rashid	Parent - STISD Preparatory Academy
Parent	Luz Zamora	Parent - STISD Medical Professions
Business Representative	Omar Rodriguez	Business Representative
Business Representative	Patricia M. Blanco	Business Representative
Community Representative	Tina Atkins	Community Member
Community Representative	Solomon Torres	Community Member
Student	Michael D. Garcia	Student - STISD World Scholars
Student	Noor Rashid	Student - STISD Preparatory Academy
Student	Diego Alvear	Student - STISD Medical Professions

## STRATEGIC PLAN 2017-2022

### CALL TO ACTION

Each student thrives  
in real world challenges  
as a visionary in a  
global society.

## STRATEGIC PLAN GOALS

1. We will promote and market our district to create broad based community awareness attracting families to STISD.
2. We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.
3. We will design, implement and evaluate support systems that attract and retain students.
4. We will implement and evaluate aligned curriculum, instruction and assessments that provide real world experiences and profound learning for all students.
5. We will expand and create social and extracurricular opportunities that enrich all students' lives.

# Guidelines

## 2018–19 Texas Academic Performance Report

December 2019

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 days of receiving the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

- 1. Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F*, the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in late spring. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

- 2. PEIMS Financial Standard Reports (2017–18 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district's annual report must include the 2018–19 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F*.
4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus's progress toward meeting those objectives must be included in the district's annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on 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 its 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
  - 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

For more information about the report of violent or criminal incidents, please see the Safe and Healthy Schools website at [http://tea.texas.gov/Texas\\_Schools/Safe\\_and\\_Healthy\\_Schools/](http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/).

7. **Student Performance in Postsecondary Institutions** TEC, §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.

The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its website at <http://www.txhighereddata.org/index.cfm?objectid=B299B000-3F79-11E9-B09D0050560100A9>. The report is titled *Report of 2016–2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018*. The first page explains the purpose of the report and data calculation methods.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 8. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
- 9. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

- 10. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 11. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2018–19 TAPR.

- 12. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct TSDS PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 13. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 14. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists sources for data in the TAPR, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
  - **PDF and System Data Sources** Although the online TAPR system will be updated as new data become available, the TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
  - **The Accountability Subset** The PDF TAPR includes the STAAR results of only those students enrolled in the campus or district as of October 26, 2018 (for the spring 2019 test). See the *TAPR Glossary* or the [2019 Accountability Manual](#) for a more complete explanation of the accountability subset criteria.
  - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/masking.html>.
- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.



# 2018-19 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

District Number: **031916**

2019 Accountability Rating: **A**

Distinction Designations:

**Postsecondary Readiness**

*2019 Special Education Determination Status:*

***Meets Requirements***

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District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
 District Number: 031916

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	96%	100%	95%	96%	-	100%	-	*	62%	80%	*	96%	93%	92%
	2018	74%	71%	96%	*	96%	100%	*	98%	*	100%	82%	100%	-	96%	95%	93%
At Meets Grade Level or Above	2019	49%	45%	79%	89%	76%	84%	-	94%	-	*	31%	80%	*	79%	70%	66%
	2018	48%	44%	79%	*	76%	86%	*	90%	*	100%	73%	57%	-	79%	72%	73%
At Masters Grade Level	2019	29%	25%	55%	67%	52%	53%	-	78%	-	*	23%	80%	*	55%	45%	49%
	2018	29%	25%	57%	*	53%	65%	*	74%	*	100%	45%	43%	-	57%	45%	40%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	*	-	*	-	-	-	-	-	*	-	-	*	*	*
	2018	72%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
At Meets Grade Level or Above	2019	43%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	*
	2018	40%	41%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
At Masters Grade Level	2019	17%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	*
	2018	18%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	95%	89%	95%	98%	-	100%	-	*	54%	80%	*	95%	94%	91%
	2018	69%	67%	95%	*	95%	100%	*	98%	*	100%	83%	86%	-	95%	92%	92%
At Meets Grade Level or Above	2019	42%	42%	81%	89%	78%	82%	-	96%	-	*	23%	80%	*	81%	73%	73%
	2018	43%	41%	80%	*	77%	95%	*	93%	*	100%	58%	71%	-	80%	72%	64%
At Masters Grade Level	2019	18%	17%	50%	56%	46%	57%	-	73%	-	*	8%	60%	*	50%	41%	45%
	2018	15%	13%	42%	*	37%	59%	*	67%	*	63%	42%	43%	-	42%	32%	27%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	99%	*	99%	100%	*	100%	*	*	89%	100%	-	99%	100%	99%
	2018	86%	83%	99%	100%	98%	100%	-	100%	-	*	78%	100%	-	99%	98%	96%
At Meets Grade Level or Above	2019	55%	50%	83%	*	81%	92%	*	94%	*	*	56%	80%	-	83%	80%	70%
	2018	49%	43%	74%	40%	74%	83%	-	71%	-	*	67%	60%	-	74%	70%	63%
At Masters Grade Level	2019	28%	23%	47%	*	44%	76%	*	67%	*	*	17%	20%	-	47%	42%	30%
	2018	27%	22%	41%	20%	41%	37%	-	47%	-	*	0%	20%	-	41%	39%	35%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	99%	100%	99%	100%	-	100%	-	*	92%	100%	*	99%	99%	98%
	2018	86%	88%	98%	*	98%	97%	*	100%	*	100%	75%	100%	-	98%	98%	96%
At Meets Grade Level or Above	2019	57%	58%	82%	78%	79%	84%	-	100%	-	*	31%	100%	*	81%	74%	74%
	2018	51%	55%	77%	*	74%	78%	*	95%	*	100%	50%	67%	-	77%	69%	68%
At Masters Grade Level	2019	17%	16%	34%	44%	29%	44%	-	64%	-	*	15%	60%	*	34%	26%	30%
	2018	15%	17%	34%	*	29%	33%	*	68%	*	38%	38%	33%	-	34%	26%	24%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	83%	-	88%	-	-	*	-	-	*	*	-	83%	91%	83%
	2018	76%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
At Meets Grade Level or Above	2019	51%	49%	50%	-	53%	-	-	*	-	-	*	*	-	50%	64%	83%
	2018	52%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
At Masters Grade Level	2019	25%	23%	17%	-	18%	-	-	*	-	-	*	*	-	17%	18%	33%

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District STAAR Performance

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies	2018	28%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
At Approaches Grade Level or Above	2019	69%	69%	94%	*	93%	100%	*	98%	*	100%	63%	100%	-	94%	91%	87%
	2018	65%	67%	96%	75%	95%	100%	-	98%	-	100%	64%	100%	-	96%	94%	90%
At Meets Grade Level or Above	2019	37%	37%	76%	*	73%	92%	*	93%	*	89%	47%	71%	-	76%	68%	56%
	2018	36%	37%	76%	63%	72%	93%	-	91%	-	100%	50%	67%	-	76%	67%	61%
At Masters Grade Level	2019	21%	20%	54%	*	51%	64%	*	77%	*	56%	26%	71%	-	54%	45%	34%
	2018	21%	21%	56%	50%	52%	58%	-	87%	-	80%	14%	50%	-	56%	45%	42%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	64%	90%	100%	89%	96%	*	94%	-	100%	67%	47%	58%	91%	85%	78%
	2018	65%	62%	92%	100%	91%	92%	*	98%	-	*	43%	*	71%	92%	91%	83%
At Meets Grade Level or Above	2019	50%	44%	80%	88%	79%	83%	*	88%	-	100%	48%	40%	21%	82%	71%	52%
	2018	44%	39%	75%	100%	73%	84%	*	86%	-	*	17%	*	0%	76%	69%	57%
At Masters Grade Level	2019	11%	9%	27%	38%	26%	17%	*	54%	-	60%	9%	7%	0%	28%	18%	10%
	2018	7%	5%	16%	60%	14%	22%	*	34%	-	*	4%	*	0%	17%	12%	3%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	92%	100%	91%	98%	*	99%	-	*	67%	55%	94%	91%	88%	78%
	2018	67%	63%	89%	80%	88%	92%	-	95%	-	*	53%	67%	90%	88%	86%	72%
At Meets Grade Level or Above	2019	49%	44%	79%	100%	78%	90%	*	93%	-	*	43%	18%	82%	78%	73%	54%
	2018	48%	42%	77%	80%	75%	82%	-	94%	-	*	20%	33%	78%	76%	70%	53%
At Masters Grade Level	2019	8%	5%	18%	50%	15%	31%	*	42%	-	*	7%	0%	12%	20%	10%	3%
	2018	8%	5%	19%	40%	17%	28%	-	42%	-	*	3%	0%	11%	21%	13%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	98%	100%	97%	93%	*	100%	*	100%	82%	90%	*	98%	96%	95%
	2018	83%	86%	96%	100%	95%	98%	*	100%	-	100%	82%	100%	*	96%	93%	91%
At Meets Grade Level or Above	2019	61%	67%	87%	80%	86%	83%	*	97%	*	100%	71%	80%	*	88%	82%	79%
	2018	55%	58%	79%	88%	77%	91%	*	95%	-	83%	32%	67%	*	79%	74%	68%
At Masters Grade Level	2019	37%	45%	69%	80%	66%	71%	*	86%	*	100%	32%	60%	*	69%	59%	58%
	2018	32%	34%	57%	63%	54%	65%	*	85%	-	50%	25%	33%	*	57%	50%	50%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	98%	100%	98%	100%	*	98%	*	100%	82%	86%	*	98%	97%	97%
	2018	87%	85%	98%	100%	98%	98%	*	100%	-	100%	86%	100%	*	98%	97%	95%
At Meets Grade Level or Above	2019	62%	56%	87%	83%	86%	86%	*	97%	*	100%	57%	71%	*	87%	81%	77%
	2018	59%	52%	82%	100%	79%	95%	*	98%	-	83%	48%	100%	*	82%	77%	63%
At Masters Grade Level	2019	25%	18%	54%	33%	51%	64%	*	78%	*	64%	36%	43%	*	54%	40%	30%
	2018	24%	17%	46%	75%	41%	65%	*	84%	-	67%	24%	50%	*	46%	36%	29%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	99%	*	99%	100%	-	100%	-	*	91%	83%	99%	99%	99%	100%
	2018	92%	91%	98%	100%	98%	100%	*	100%	-	100%	71%	*	98%	99%	98%	94%
At Meets Grade Level or Above	2019	73%	67%	88%	*	86%	96%	-	96%	-	*	59%	67%	89%	87%	84%	66%
	2018	70%	63%	85%	83%	83%	97%	*	95%	-	80%	36%	*	86%	85%	81%	50%
At Masters Grade Level	2019	45%	35%	58%	*	55%	57%	-	90%	-	*	27%	17%	65%	55%	50%	32%
	2018	40%	31%	55%	50%	51%	81%	*	80%	-	80%	36%	*	58%	53%	47%	18%

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District STAAR Performance

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	96%	97%	95%	98%	89%	99%	*	98%	75%	77%	94%	96%	94%	91%
	2018	77%	77%	95%	93%	95%	98%	89%	99%	*	100%	70%	95%	94%	95%	94%	90%
At Meets Grade Level or Above	2019	50%	50%	82%	85%	81%	86%	67%	95%	*	97%	50%	63%	82%	82%	76%	68%
	2018	48%	47%	79%	80%	77%	89%	56%	93%	*	93%	39%	65%	78%	79%	73%	63%
At Masters Grade Level	2019	24%	22%	45%	50%	42%	52%	33%	71%	*	67%	21%	36%	35%	46%	36%	33%
	2018	22%	20%	42%	50%	38%	53%	22%	70%	*	65%	20%	33%	36%	42%	33%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	93%	100%	92%	97%	*	98%	*	95%	70%	61%	91%	93%	90%	86%
	2018	74%	72%	93%	89%	92%	96%	*	97%	*	100%	57%	91%	89%	93%	90%	85%
At Meets Grade Level or Above	2019	48%	45%	80%	88%	78%	87%	*	92%	*	95%	46%	44%	77%	80%	73%	60%
	2018	46%	43%	76%	72%	75%	84%	*	89%	*	94%	31%	50%	72%	77%	70%	62%
At Masters Grade Level	2019	21%	18%	33%	48%	30%	40%	*	58%	*	62%	12%	17%	12%	35%	24%	24%
	2018	19%	16%	30%	39%	27%	38%	*	51%	*	75%	8%	18%	11%	31%	22%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	98%	100%	98%	96%	*	100%	*	100%	86%	93%	*	98%	97%	96%
	2018	81%	83%	97%	100%	96%	98%	*	100%	*	100%	80%	100%	*	97%	95%	93%
At Meets Grade Level or Above	2019	52%	55%	85%	79%	84%	83%	*	98%	*	100%	60%	87%	*	85%	79%	77%
	2018	50%	52%	78%	82%	76%	86%	*	95%	*	93%	40%	67%	*	79%	72%	68%
At Masters Grade Level	2019	26%	28%	54%	57%	51%	57%	*	77%	*	85%	29%	60%	*	54%	45%	45%
	2018	24%	25%	48%	55%	44%	53%	*	77%	*	43%	31%	33%	*	48%	41%	38%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	73%	95%	89%	95%	98%	-	100%	-	*	54%	80%	*	95%	94%	91%
	2018	66%	68%	95%	*	95%	100%	*	98%	*	100%	83%	86%	-	95%	92%	92%
At Meets Grade Level or Above	2019	38%	41%	81%	89%	78%	82%	-	96%	-	*	23%	80%	*	81%	73%	73%
	2018	41%	42%	80%	*	77%	95%	*	93%	*	100%	58%	71%	-	80%	72%	64%
At Masters Grade Level	2019	14%	15%	50%	56%	46%	57%	-	73%	-	*	8%	60%	*	50%	41%	45%
	2018	13%	12%	42%	*	37%	59%	*	67%	*	63%	42%	43%	-	42%	32%	27%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	98%	100%	98%	100%	*	97%	*	100%	77%	87%	*	98%	97%	96%
	2018	80%	81%	98%	100%	98%	98%	*	100%	-	100%	87%	100%	*	98%	97%	95%
At Meets Grade Level or Above	2019	54%	54%	86%	83%	86%	86%	*	95%	*	100%	55%	73%	*	87%	81%	77%
	2018	51%	50%	82%	100%	79%	95%	*	98%	-	83%	50%	100%	*	82%	77%	63%
At Masters Grade Level	2019	25%	23%	53%	33%	50%	64%	*	77%	*	64%	35%	40%	*	53%	40%	30%
	2018	23%	20%	46%	75%	41%	65%	*	84%	-	67%	23%	50%	*	46%	36%	29%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	97%	83%	96%	100%	*	99%	*	100%	78%	92%	99%	96%	96%	91%
	2018	78%	79%	97%	86%	97%	100%	*	99%	-	100%	68%	100%	98%	97%	97%	92%
At Meets Grade Level or Above	2019	55%	52%	83%	83%	81%	94%	*	94%	*	91%	54%	69%	89%	81%	78%	60%
	2018	53%	50%	81%	71%	79%	94%	*	93%	-	90%	43%	71%	86%	80%	76%	57%
At Masters Grade Level	2019	33%	28%	56%	50%	53%	61%	*	83%	*	64%	27%	46%	65%	54%	48%	33%
	2018	31%	26%	56%	50%	51%	68%	*	83%	-	80%	25%	57%	58%	55%	46%	33%

District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
 District Number: 031916

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Progress

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 7 ELA/Reading	2019	77	78	<b>85</b>	86	85	83	-	93	-	*	85	80	-	85	81	82
	2018	76	78	<b>87</b>	*	86	94	-	90	*	*	90	100	-	87	84	88
Grade 7 Mathematics	2019	63	65	<b>100</b>	-	*	-	-	100	-	*	-	-	-	100	*	*
	2018	67	70	<b>*</b>	-	*	-	-	-	-	-	*	-	-	*	*	-
Grade 8 ELA/Reading	2019	77	78	<b>79</b>	*	77	86	*	92	*	*	75	90	-	79	79	81
	2018	79	79	<b>77</b>	60	77	77	-	82	-	*	67	70	-	77	78	76
Grade 8 Mathematics	2019	84	88	<b>85</b>	75	85	88	*	91	*	90	77	90	-	85	83	82
	2018	81	89	<b>75</b>	*	73	83	-	85	*	*	79	67	-	75	74	75
End of Course English II	2019	69	67	<b>75</b>	92	74	84	*	76	-	*	76	30	73	75	72	71
	2018	67	66	<b>71</b>	*	71	68	-	72	-	*	58	40	71	71	71	62
End of Course Algebra I	2019	75	79	<b>92</b>	*	92	93	*	94	*	100	85	93	-	92	90	88
	2018	72	73	<b>86</b>	81	85	96	-	95	-	100	71	86	-	86	84	81
All Grades Both Subjects	2019	69	69	<b>81</b>	85	80	85	100	88	*	86	77	76	73	82	79	80
	2018	69	70	<b>79</b>	75	78	83	-	85	*	94	70	75	71	79	77	78
All Grades ELA/Reading	2019	68	68	<b>78</b>	90	77	84	*	85	*	80	78	67	73	79	76	79
	2018	69	69	<b>76</b>	70	76	76	-	80	*	88	67	74	71	77	76	77
All Grades Mathematics	2019	70	70	<b>85</b>	77	85	86	*	92	*	92	76	88	-	85	83	83
	2018	70	72	<b>82</b>	80	81	93	-	91	*	100	75	77	-	82	80	78

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
Mathematics	2018	47%	53%	-	-	-	-	-	-	-	-	-	-	-
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	44%	<b>66%</b>	*	63%	*	-	*	-	-	42%	57%	58%
	2018	38%	40%	<b>70%</b>	-	69%	-	-	*	-	-	*	68%	60%
Mathematics	2019	45%	53%	*	-	*	-	-	-	-	-	*	*	*
<b>Student Success Initiative</b>														
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	<b>96%</b>	*	96%	100%	*	100%	*	*	71%	96%	77%
Students Requiring Accelerated Instruction														
	2019	22%	24%	<b>4%</b>	*	4%	0%	*	0%	*	*	29%	4%	23%
STAAR Cumulative Met Standard														
	2019	85%	83%	<b>99%</b>	*	99%	100%	*	100%	*	*	88%	100%	95%
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	<b>98%</b>	100%	98%	98%	-	98%	-	*	75%	97%	87%
Students Requiring Accelerated Instruction														
	2019	18%	17%	<b>2%</b>	0%	2%	2%	-	2%	-	*	25%	3%	13%
STAAR Cumulative Met Standard														
	2019	88%	89%	<b>99%</b>	100%	99%	100%	-	100%	-	*	92%	99%	96%

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**  
Bilingual Education/English as a Second Language

(Current EL Students)

					Bilingual	BE-Trans	BE-Trans	BE-Dual	BE-Dual		ESL	ESL	LEP No	LEP with	Total
					Education	Early Exit	Late Exit	Two-Way	One-Way	ESL	Content	Pull-Out	Services	Services	EL
State					Region 01	District									
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	96%	-	-	-	-	-	81%	57%	82%	90%	81%	82%
	2018	77%	77%	95%	-	-	-	-	-	78%	79%	75%	75%	78%	78%
At Meets Grade Level or Above	2019	50%	50%	82%	-	-	-	-	-	47%	21%	48%	50%	47%	48%
	2018	48%	47%	79%	-	-	-	-	-	35%	35%	32%	43%	35%	36%
At Masters Grade Level	2019	24%	22%	45%	-	-	-	-	-	18%	7%	18%	14%	18%	18%
	2018	22%	20%	42%	-	-	-	-	-	12%	13%	8%	8%	12%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	93%	-	-	-	-	-	72%	43%	74%	95%	72%	75%
	2018	74%	72%	93%	-	-	-	-	-	67%	69%	61%	68%	67%	67%
At Meets Grade Level or Above	2019	48%	45%	80%	-	-	-	-	-	34%	0%	36%	37%	34%	35%
	2018	46%	43%	76%	-	-	-	-	-	27%	29%	22%	44%	27%	30%
At Masters Grade Level	2019	21%	18%	33%	-	-	-	-	-	8%	0%	8%	11%	8%	8%
	2018	19%	16%	30%	-	-	-	-	-	7%	9%	0%	0%	7%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	98%	-	-	-	-	-	92%	*	93%	88%	92%	91%
	2018	81%	83%	97%	-	-	-	-	-	87%	85%	92%	75%	87%	85%
At Meets Grade Level or Above	2019	52%	55%	85%	-	-	-	-	-	66%	*	66%	63%	66%	66%
	2018	50%	52%	78%	-	-	-	-	-	45%	42%	58%	33%	45%	43%
At Masters Grade Level	2019	26%	28%	54%	-	-	-	-	-	35%	*	35%	38%	35%	35%
	2018	24%	25%	48%	-	-	-	-	-	19%	16%	33%	25%	19%	20%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	95%	-	-	-	-	-	81%	-	81%	*	81%	80%
	2018	66%	68%	95%	-	-	-	-	-	87%	87%	-	-	87%	87%
At Meets Grade Level or Above	2019	38%	41%	81%	-	-	-	-	-	62%	-	62%	*	62%	60%
	2018	41%	42%	80%	-	-	-	-	-	50%	50%	-	-	50%	50%
At Masters Grade Level	2019	14%	15%	50%	-	-	-	-	-	33%	-	33%	*	33%	31%
	2018	13%	12%	42%	-	-	-	-	-	27%	27%	-	-	27%	27%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	98%	-	-	-	-	-	91%	*	90%	100%	91%	92%
	2018	80%	81%	98%	-	-	-	-	-	89%	91%	86%	88%	89%	88%
At Meets Grade Level or Above	2019	54%	54%	86%	-	-	-	-	-	57%	*	57%	50%	57%	56%
	2018	51%	50%	82%	-	-	-	-	-	31%	27%	36%	50%	31%	37%
At Masters Grade Level	2019	25%	23%	53%	-	-	-	-	-	9%	*	10%	17%	9%	10%
	2018	23%	20%	46%	-	-	-	-	-	6%	9%	0%	6%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	97%	-	-	-	-	-	81%	*	83%	83%	81%	82%
	2018	78%	79%	97%	-	-	-	-	-	75%	75%	*	-	75%	75%
At Meets Grade Level or Above	2019	55%	52%	83%	-	-	-	-	-	28%	*	30%	83%	28%	37%
	2018	53%	50%	81%	-	-	-	-	-	25%	30%	*	-	25%	25%
At Masters Grade Level	2019	33%	28%	56%	-	-	-	-	-	13%	*	13%	0%	13%	11%
	2018	31%	26%	56%	-	-	-	-	-	0%	0%	*	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	81%	-	-	-	-	-	77%	*	76%	76%	77%	77%
	2018	69%	70%	79%	-	-	-	-	-	75%	72%	90%	43%	75%	71%
All Grades ELA/Reading	2019	68%	68%	78%	-	-	-	-	-	72%	*	72%	71%	72%	72%
	2018	69%	69%	76%	-	-	-	-	-	73%	72%	83%	*	73%	70%
All Grades Mathematics	2019	70%	70%	85%	-	-	-	-	-	83%	*	82%	86%	83%	83%
	2018	70%	72%	82%	-	-	-	-	-	77%	73%	94%	45%	77%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	66%	-	-	-	-	-	56%	*	50%	*	56%	58%



District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**  
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	40%	70%	-	-	-	-	-	60%	60%	-	-	60%	60%
	2019	45%	53%	*	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	53%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
 District Number: 031916

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Participation

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>98%</b>	100%	98%	96%	100%	100%	*	98%	98%	97%	93%
Not Included in Accountability													
Mobile	4%	3%	<b>2%</b>	0%	2%	3%	0%	0%	*	2%	1%	2%	1%
Other Exclusions	1%	2%	<b>0%</b>	0%	0%	1%	0%	0%	*	0%	0%	1%	6%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	99%	100%	100%
Included in Accountability	94%	95%	<b>98%</b>	100%	98%	98%	100%	99%	*	100%	99%	97%	93%
Not Included in Accountability													
Mobile	4%	3%	<b>1%</b>	0%	1%	2%	0%	0%	*	0%	0%	2%	1%
Other Exclusions	1%	2%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	6%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

### 2018-19 District Attendance, Graduation, and Dropout Rates

District Name: SOUTH TEXAS ISD

County Name: CAMERON

District Number: 031916

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.5%	<b>96.1%</b>	97.8%	95.9%	96.2%	*	97.7%	*	97.5%	95.3%	95.7%	94.9%
2016-17	95.7%	95.7%	<b>96.6%</b>	98.6%	96.4%	96.8%	*	98.0%	*	97.9%	96.0%	96.2%	95.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.7%	<b>0.1%</b>	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
2016-17	1.9%	1.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	91.2%	<b>99.0%</b>	100.0%	98.8%	100.0%	-	100.0%	-	100.0%	100.0%	98.6%	100.0%
Received TxCHSE	0.4%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	3.6%	<b>0.8%</b>	0.0%	1.0%	0.0%	-	0.0%	-	0.0%	0.0%	1.2%	0.0%
Dropped Out	5.7%	5.0%	<b>0.2%</b>	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.3%	0.0%
Graduates and TxCHSE	90.4%	91.4%	<b>99.0%</b>	100.0%	98.8%	100.0%	-	100.0%	-	100.0%	100.0%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	<b>99.8%</b>	100.0%	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	99.7%	100.0%
Class of 2017													
Graduated	89.7%	90.3%	<b>98.6%</b>	*	98.6%	100.0%	-	98.1%	-	100.0%	83.3%	98.6%	*
Received TxCHSE	0.4%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	4.0%	4.0%	<b>1.2%</b>	*	1.2%	0.0%	-	1.9%	-	0.0%	16.7%	1.4%	*
Dropped Out	5.9%	5.4%	<b>0.2%</b>	*	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.1%	90.5%	<b>98.6%</b>	*	98.6%	100.0%	-	98.1%	-	100.0%	83.3%	98.6%	*
Graduates, TxCHSE, and Continuers	94.1%	94.6%	<b>99.8%</b>	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	92.5%	<b>99.8%</b>	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.6%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.5%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	5.8%	<b>0.2%</b>	*	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	92.7%	<b>99.8%</b>	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	94.2%	<b>99.8%</b>	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Class of 2016													
Graduated	91.6%	92.1%	<b>99.8%</b>	100.0%	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.7%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.2%	1.4%	<b>0.2%</b>	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	6.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.2%	92.5%	<b>99.8%</b>	100.0%	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	92.7%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%

District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
 District Number: 031916

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	6.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.9%	93.1%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
Class of 2015													
Graduated	91.8%	91.6%	99.7%	100.0%	99.6%	100.0%	*	100.0%	-	100.0%	100.0%	99.5%	100.0%
Received TxCHSE	1.0%	0.6%	0.2%	0.0%	0.2%	0.0%	*	0.0%	-	0.0%	0.0%	0.2%	0.0%
Continued HS	0.6%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.7%	7.0%	0.2%	0.0%	0.2%	0.0%	*	0.0%	-	0.0%	0.0%	0.2%	0.0%
Graduates and TxCHSE	92.8%	92.2%	99.8%	100.0%	99.8%	100.0%	*	100.0%	-	100.0%	100.0%	99.8%	100.0%
Graduates, TxCHSE, and Continuers	93.3%	93.0%	99.8%	100.0%	99.8%	100.0%	*	100.0%	-	100.0%	100.0%	99.8%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.2%	99.0%	100.0%	98.8%	100.0%	-	100.0%	-	100.0%	100.0%	98.6%	100.0%
Class of 2017	89.7%	90.3%	98.6%	*	98.6%	100.0%	-	98.1%	-	100.0%	83.3%	98.6%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	76.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	93.7%	0.0%	-	0.0%	*	-	*	-	-	*	0.0%	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.3%	2.3%	0.0%	2.3%	7.1%	-	1.2%	-	0.0%	0.0%	2.9%	0.0%
Class of 2017	6.0%	3.3%	1.1%	*	1.3%	0.0%	-	0.0%	-	0.0%	0.0%	0.6%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	89.0%	95.2%	100.0%	94.6%	92.9%	-	98.8%	-	100.0%	90.9%	93.3%	100.0%
Class of 2017	60.8%	77.3%	98.2%	*	97.9%	100.0%	-	100.0%	-	100.0%	100.0%	98.8%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	92.1%	97.5%	100.0%	96.9%	100.0%	-	100.0%	-	100.0%	90.9%	96.2%	100.0%
Class of 2017	85.9%	93.1%	95.8%	*	95.7%	90.5%	-	98.0%	-	100.0%	90.0%	94.7%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	60.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	92.3%	0.0%	-	0.0%	*	-	*	-	-	*	0.0%	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.3%	2.6%	0.0%	2.7%	7.1%	-	1.2%	-	0.0%	7.7%	3.0%	0.0%
2016-17	7.2%	10.4%	1.3%	*	1.5%	0.0%	-	0.0%	-	0.0%	10.0%	0.9%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	89.0%	94.8%	100.0%	94.1%	92.9%	-	98.8%	-	100.0%	84.6%	93.3%	100.0%
2016-17	56.5%	65.7%	98.2%	*	97.9%	100.0%	-	100.0%	-	100.0%	90.0%	98.7%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	91.1%	97.4%	100.0%	96.7%	100.0%	-	100.0%	-	100.0%	92.3%	96.4%	100.0%
2016-17	84.0%	91.4%	95.6%	*	95.5%	90.5%	-	98.0%	-	100.0%	90.9%	94.6%	*

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	619	100.0%	347,893	100.0%
By Ethnicity:				
African American	13	2.1%	43,502	12.5%
Hispanic	490	79.2%	173,272	49.8%
White	28	4.5%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	82	13.2%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	6	1.0%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	16	2.6%	49,432	14.2%
Foundation H.S. Program (Endorsement)	16	2.6%	16,542	4.8%
Foundation H.S. Program (DLA)	587	94.8%	272,526	78.3%
Special Education Graduates	13	2.1%	25,962	7.5%
Economically Disadvantaged Graduates	329	53.2%	166,956	48.0%
LEP Graduates	6	1.0%	21,359	6.1%
At-Risk Graduates	155	25.0%	144,805	41.6%

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.0%	<b>95.5%</b>	84.6%	95.1%	96.4%	-	98.8%	-	100.0%	96.2%	94.8%	66.7%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	52.9%	<b>90.5%</b>	76.9%	89.4%	92.9%	-	97.6%	-	100.0%	38.5%	88.8%	33.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	55.7%	<b>91.3%</b>	92.3%	90.2%	96.4%	-	95.1%	-	100.0%	46.2%	88.1%	16.7%
Mathematics													
2017-18	46.0%	44.3%	<b>82.2%</b>	69.2%	80.6%	89.3%	-	92.7%	-	66.7%	30.8%	78.7%	33.3%
Both Subjects													
2017-18	42.1%	39.3%	<b>80.0%</b>	69.2%	78.2%	89.3%	-	90.2%	-	66.7%	30.8%	75.7%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	29.5%	<b>61.9%</b>	38.5%	57.8%	78.6%	-	81.7%	-	100.0%	15.4%	53.8%	0.0%
2016-17	19.9%	30.3%	<b>67.9%</b>	*	65.2%	71.4%	-	86.3%	-	88.9%	9.1%	61.3%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.8%	<b>67.0%</b>	30.8%	68.4%	53.6%	-	69.5%	-	66.7%	30.8%	62.6%	33.3%
2016-17	20.1%	23.4%	<b>65.7%</b>	*	65.8%	52.4%	-	72.5%	-	33.3%	9.1%	63.4%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	4.6%	<b>0.5%</b>	0.0%	0.4%	0.0%	-	1.2%	-	0.0%	0.0%	0.6%	0.0%
2016-17	0.8%	2.7%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.6%	<b>1.8%</b>	0.0%	1.2%	0.0%	-	4.9%	-	16.7%	0.0%	2.4%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	43.9%	<b>59.7%</b>	57.7%	58.5%	66.1%	-	65.9%	-	50.0%	96.2%	61.4%	50.0%
2016-17	13.2%	24.2%	<b>49.3%</b>	*	48.1%	47.6%	-	59.8%	-	55.6%	36.4%	49.1%	*
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	8.6%	<b>25.5%</b>	30.8%	23.7%	35.7%	-	31.7%	-	33.3%	0.0%	28.3%	0.0%
2016-17	2.7%	5.4%	<b>12.7%</b>	*	10.6%	14.3%	-	29.4%	-	22.2%	0.0%	12.3%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.5%	<b>0.2%</b>	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	7.7%	0.3%	0.0%
2016-17	1.0%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	61.9%	<b>91.6%</b>	76.9%	90.6%	96.4%	-	100.0%	-	66.7%	92.3%	91.5%	100.0%
2016-17	17.3%	36.4%	<b>84.5%</b>	*	84.0%	81.0%	-	88.2%	-	88.9%	72.7%	84.4%	*

District Name: SOUTH TEXAS ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	7.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	2.2%	2.9%	<b>1.2%</b>	*	1.2%	0.0%	-	2.0%	-	0.0%	0.0%	1.2%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.9%	<b>1.9%</b>	0.0%	2.4%	0.0%	-	0.0%	-	0.0%	92.3%	2.4%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	2.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	3.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*

District Name: SOUTH TEXAS ISD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District CCMR-Related Indicators

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	46.0%	<b>53.2%</b>	30.8%	55.1%	46.4%	-	46.3%	-	66.7%	30.8%	53.8%	16.7%
2016-17	23.4%	37.4%	<b>41.5%</b>	*	42.5%	42.9%	-	33.3%	-	22.2%	18.2%	48.0%	*
Mathematics													
2017-18	23.7%	36.5%	<b>54.0%</b>	46.2%	54.5%	50.0%	-	53.7%	-	50.0%	23.1%	55.6%	16.7%
2016-17	19.8%	32.8%	<b>40.8%</b>	*	42.3%	33.3%	-	27.5%	-	33.3%	9.1%	45.9%	*
Both Subjects													
2017-18	18.1%	30.4%	<b>41.4%</b>	23.1%	42.2%	39.3%	-	39.0%	-	50.0%	23.1%	43.2%	0.0%
2016-17	12.9%	25.0%	<b>30.8%</b>	*	31.3%	33.3%	-	25.5%	-	22.2%	0.0%	35.4%	*
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	76.6%	<b>99.7%</b>	100.0%	99.6%	100.0%	-	100.0%	-	100.0%	100.0%	99.7%	100.0%
2016-17	50.5%	70.4%	<b>99.0%</b>	*	99.2%	95.2%	-	98.0%	-	100.0%	90.9%	99.4%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	3.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	2.4%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Mathematics													
2017-18	3.9%	3.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	2.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Both Subjects													
2017-18	0.9%	0.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	29.4%	<b>80.1%</b>	73.7%	78.9%	79.0%	*	89.6%	-	81.8%	n/a	78.7%	n/a
2017	26.2%	29.9%	<b>85.7%</b>	88.9%	84.9%	78.8%	-	93.3%	-	93.8%	n/a	86.0%	n/a
English Language Arts													
2018	15.3%	18.5%	<b>60.5%</b>	57.9%	57.9%	66.1%	*	77.1%	-	63.6%	n/a	57.9%	n/a
2017	15.9%	19.4%	<b>66.9%</b>	66.7%	65.2%	73.1%	-	77.0%	-	62.5%	n/a	67.9%	n/a
Mathematics													
2018	7.3%	5.9%	<b>26.0%</b>	26.3%	23.1%	27.4%	*	47.9%	-	18.2%	n/a	21.5%	n/a
2017	7.2%	5.8%	<b>25.4%</b>	11.1%	22.7%	30.8%	-	41.5%	-	62.5%	n/a	20.1%	n/a
Science													
2018	10.8%	12.1%	<b>45.6%</b>	42.1%	41.3%	43.5%	*	75.7%	-	81.8%	n/a	41.8%	n/a
2017	10.9%	11.5%	<b>53.0%</b>	38.9%	49.6%	51.9%	-	79.3%	-	62.5%	n/a	50.3%	n/a
Social Studies													
2018	14.5%	17.1%	<b>66.2%</b>	68.4%	63.9%	67.7%	*	81.3%	-	72.7%	n/a	64.0%	n/a
2017	15.0%	17.9%	<b>71.1%</b>	44.4%	69.2%	76.9%	-	85.2%	-	81.3%	n/a	72.5%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	34.5%	<b>53.7%</b>	42.9%	50.4%	65.3%	*	69.8%	-	77.8%	n/a	44.1%	n/a
2017	49.1%	33.2%	<b>52.4%</b>	37.5%	50.8%	58.5%	-	64.3%	-	46.7%	n/a	44.6%	n/a
English Language Arts													
2018	42.5%	16.4%	<b>39.7%</b>	45.5%	33.9%	58.5%	*	61.3%	-	71.4%	n/a	27.5%	n/a
2017	41.3%	14.2%	<b>32.9%</b>	33.3%	29.4%	44.7%	-	50.0%	-	40.0%	n/a	22.3%	n/a
Mathematics													
2018	52.8%	26.3%	<b>35.0%</b>	0.0%	29.9%	47.1%	-	52.2%	-	*	n/a	26.1%	n/a



District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District CCMR-Related Indicators

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	26.1%	43.8%	*	39.3%	75.0%	-	51.8%	-	40.0%	n/a	27.4%	n/a
2018	38.0%	12.5%	28.9%	25.0%	23.8%	48.1%	*	44.0%	-	33.3%	n/a	19.5%	n/a
2017 Social Studies	38.3%	14.4%	29.3%	28.6%	24.4%	51.9%	-	47.7%	-	20.0%	n/a	19.7%	n/a
2018	44.6%	16.5%	29.5%	46.2%	23.7%	59.5%	*	47.9%	-	62.5%	n/a	18.0%	n/a
2017	41.4%	13.8%	28.2%	12.5%	24.5%	47.5%	-	46.1%	-	23.1%	n/a	17.2%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	73.4%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	n/a	97.4%	n/a
2016-17	73.5%	69.3%	96.2%	100.0%	95.7%	90.5%	-	100.0%	-	100.0%	n/a	94.8%	n/a
At/Above Criterion													
2017-18	37.9%	21.7%	59.5%	35.7%	55.9%	79.3%	-	77.3%	-	57.1%	n/a	51.2%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	987	1131	1095	1107	1195	-	1243	-	1167	n/a	1089	n/a
English Language Arts and Writing													
2017-18	521	500	572	573	563	597	-	616	-	583	n/a	551	n/a
Mathematics													
2017-18	515	487	558	523	544	598	-	626	-	584	n/a	538	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	18.1	22.6	22.8	21.8	24.7	-	26.2	-	*	n/a	21.1	n/a
English Language Arts													
2017-18	20.3	17.5	22.8	23.9	22.0	25.3	-	26.2	-	*	n/a	21.0	n/a
Mathematics													
2017-18	20.6	18.2	21.9	21.1	21.1	24.3	-	25.8	-	*	n/a	20.6	n/a
Science													
2017-18	20.9	18.6	22.4	22.0	21.7	23.5	-	26.1	-	*	n/a	21.2	n/a

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Other Postsecondary Indicators**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	51.6%	<b>82.1%</b>	92.6%	81.2%	86.5%	*	87.1%	-	88.2%	82.1%	82.6%	51.4%
2016-17	37.1%	44.6%	<b>74.9%</b>	84.6%	74.0%	76.6%	*	80.1%	*	91.3%	54.4%	74.7%	51.5%
English Language Arts													
2017-18	17.3%	22.9%	<b>51.5%</b>	74.1%	48.7%	57.8%	*	72.3%	-	76.5%	46.2%	48.8%	28.4%
2016-17	16.8%	22.2%	<b>53.1%</b>	73.1%	50.4%	59.8%	*	70.0%	*	85.7%	32.8%	50.2%	24.2%
Mathematics													
2017-18	20.7%	24.5%	<b>36.7%</b>	48.1%	34.0%	41.4%	*	56.9%	-	70.6%	23.1%	34.4%	9.7%
2016-17	19.5%	20.9%	<b>32.6%</b>	46.2%	29.8%	37.3%	*	52.2%	*	61.9%	13.1%	30.0%	0.0%
Science													
2017-18	21.2%	24.9%	<b>52.2%</b>	81.5%	49.6%	54.3%	*	71.5%	-	82.4%	31.2%	52.1%	27.0%
2016-17	5.7%	6.2%	<b>25.3%</b>	30.4%	22.8%	22.8%	*	47.8%	*	50.0%	6.6%	24.1%	0.0%
Social Studies													
2017-18	22.8%	27.3%	<b>51.4%</b>	74.1%	49.7%	45.1%	*	68.7%	-	64.7%	37.7%	53.7%	25.0%
2016-17	21.8%	24.7%	<b>50.2%</b>	68.0%	49.2%	45.2%	*	57.6%	*	72.7%	27.7%	52.4%	26.6%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.7%	<b>80.3%</b>	*	80.4%	81.0%	-	86.3%	-	44.4%	54.5%	82.2%	*
2015-16	54.7%	57.2%	<b>83.1%</b>	100.0%	83.2%	75.6%	-	85.5%	-	80.0%	71.4%	81.6%	100.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	59.5%	<b>87.6%</b>	*	86.6%	85.7%	-	95.1%	-	*	33.3%	85.2%	*
2015-16	55.7%	55.0%	<b>82.3%</b>	83.3%	80.5%	85.7%	-	93.8%	-	*	40.0%	79.0%	0.0%

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	4,098	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	15,122	0.3%
Pre-Kindergarten	0	0.0%	238,810	4.4%
Kindergarten	0	0.0%	373,435	6.9%
Grade 1	0	0.0%	386,567	7.1%
Grade 2	0	0.0%	387,490	7.2%
Grade 3	0	0.0%	395,637	7.3%
Grade 4	0	0.0%	411,805	7.6%
Grade 5	0	0.0%	417,388	7.7%
Grade 6	0	0.0%	417,587	7.7%
Grade 7	556	13.6%	406,716	7.5%
Grade 8	562	13.7%	404,933	7.5%
Grade 9	766	18.7%	436,449	8.1%
Grade 10	892	21.8%	400,571	7.4%
Grade 11	682	16.6%	372,899	6.9%
Grade 12	640	15.6%	350,991	6.5%
Ethnic Distribution:				
African American	34	0.8%	684,349	12.6%
Hispanic	3,449	84.2%	2,847,629	52.6%
White	237	5.8%	1,484,069	27.4%
American Indian	6	0.1%	20,362	0.4%
Asian	341	8.3%	242,247	4.5%
Pacific Islander	1	0.0%	8,254	0.2%
Two or More Races	30	0.7%	129,490	2.4%
Economically Disadvantaged	2,207	53.9%	3,283,812	60.6%
Non-Educationally Disadvantaged	1,891	46.1%	2,132,588	39.4%
Section 504 Students	143	3.5%	354,440	6.5%
English Learners (EL)	166	4.1%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	56	1.3%	75,963	1.4%
Students w/ Dyslexia	15	0.4%	194,074	3.6%
At-Risk	856	20.9%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	113		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	56	49.6%	221,426	42.4%
Students with Physical Disabilities	11	9.7%	114,118	21.9%
Students with Autism	28	24.8%	71,373	13.7%
Students with Behavioral Disabilities	18	15.9%	107,604	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	7,387	1.4%

District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
 District Number: 031916

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	-	1.7%	-	6.2%
Grade 1	-	3.1%	-	5.5%
Grade 2	-	1.8%	-	2.3%
Grade 3	-	1.1%	-	0.9%
Grade 4	-	0.5%	-	0.5%
Grade 5	-	0.5%	-	0.6%
Grade 6	-	0.4%	-	0.5%
Grade 7	0.0%	0.6%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.7%
Grade 9	5.9%	7.2%	10.7%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	5	0.1%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	-	18.9
Grade 1	-	18.8
Grade 2	-	18.7
Grade 3	-	18.9
Grade 4	-	19.2
Grade 5	-	21.2
Grade 6	-	20.4
Secondary:		
English/Language Arts	16.0	16.6
Foreign Languages	14.2	18.9
Mathematics	16.5	17.8
Science	19.9	18.9
Social Studies	19.4	19.3

District Name: SOUTH TEXAS ISD  
County Name: CAMERON  
District Number: 031916

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	647.2	100.0%	719,502.5	100.0%
Professional Staff:	370.0	57.2%	461,380.1	64.1%
Teachers	299.7	46.3%	358,450.1	49.8%
Professional Support	53.0	8.2%	72,848.5	10.1%
Campus Administration (School Leadership)	14.9	2.3%	21,812.7	3.0%
Central Administration	2.4	0.4%	8,268.8	1.1%
Educational Aides:	26.0	4.0%	74,292.4	10.3%
Auxiliary Staff:	251.2	38.8%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	7.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	23.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	553.5	85.5%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	0.7%	37,875.6	10.6%
Hispanic	208.0	69.4%	99,261.7	27.7%
White	77.0	25.7%	209,288.6	58.4%
American Indian	3.0	1.0%	1,236.1	0.3%
Asian	9.0	3.0%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	0.7	0.2%	4,074.5	1.1%
Males	115.5	38.5%	85,138.1	23.8%
Females	184.2	61.5%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	4.0	1.3%	4,932.1	1.4%
Bachelors	182.7	61.0%	263,991.5	73.6%
Masters	112.0	37.4%	87,059.6	24.3%
Doctorate	1.0	0.3%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	1.0%	24,953.3	7.0%
1-5 Years Experience	32.0	10.7%	103,762.4	28.9%
6-10 Years Experience	62.7	20.9%	68,136.0	19.0%
11-20 Years Experience	108.5	36.2%	105,158.7	29.3%
Over 20 Years Experience	93.4	31.2%	56,439.7	15.7%
Number of Students per Teacher	13.7	n/a	15.1	n/a

District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
 District Number: 031916

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	9.0	6.3
Average Years Experience of Principals with District	8.5	5.4
Average Years Experience of Assistant Principals	5.4	5.3
Average Years Experience of Assistant Principals with District	4.1	4.7
Average Years Experience of Teachers:	16.8	11.1
Average Years Experience of Teachers with District:	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$47,108	\$47,218
1-5 Years Experience	\$50,071	\$50,408
6-10 Years Experience	\$55,490	\$52,786
11-20 Years Experience	\$61,947	\$56,041
Over 20 Years Experience	\$67,502	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$60,911	\$54,122
Professional Support	\$73,959	\$64,069
Campus Administration (School Leadership)	\$89,496	\$78,947
Central Administration	\$127,539	\$103,400
Instructional Staff Percent:	54.2%	64.5%
Turnover Rate for Teachers:	9.8%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: SOUTH TEXAS ISD  
 County Name: CAMERON  
 District Number: 031916

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	152	3.7%	1,066,099	19.7%
Career & Technical Education	3,491	85.2%	1,424,391	26.3%
Gifted & Talented Education	670	16.3%	436,361	8.1%
Special Education	113	2.8%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.1%	23,092.5	6.4%
Career & Technical Education	51.5	17.2%	17,483.0	4.9%
Compensatory Education	37.5	12.5%	9,548.1	2.7%
Gifted & Talented Education	50.7	16.9%	7,164.0	2.0%
Regular Education	99.7	33.3%	255,885.2	71.4%
Special Education	4.9	1.6%	32,449.2	9.1%
Other	54.9	18.3%	12,828.0	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.

'\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' 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 2017-18 Financial Actual Report](#)

# 2018-19 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS BUSINESS EDUCATION & T**

Campus Number: **031916001**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**



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District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	90%	85%	*	85%	83%	*	-	-	*	80%	*	43%	87%	82%	77%
	2018	65%	92%	88%	-	87%	*	-	*	-	-	50%	-	83%	89%	95%	89%
At Meets Grade Level or Above	2019	50%	80%	70%	*	70%	50%	*	-	-	*	70%	*	0%	73%	66%	39%
	2018	44%	75%	54%	-	52%	*	-	*	-	-	17%	-	0%	60%	45%	37%
At Masters Grade Level	2019	11%	27%	16%	*	16%	0%	*	-	-	*	20%	*	0%	17%	14%	3%
	2018	7%	16%	7%	-	6%	*	-	*	-	-	0%	-	0%	8%	8%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	92%	87%	-	87%	100%	-	*	-	*	83%	*	84%	88%	84%	72%
	2018	67%	89%	85%	*	86%	100%	-	60%	-	-	67%	*	79%	86%	82%	71%
At Meets Grade Level or Above	2019	49%	79%	72%	-	72%	60%	-	*	-	*	50%	*	68%	73%	69%	59%
	2018	48%	77%	69%	*	69%	100%	-	60%	-	-	17%	*	55%	72%	61%	45%
At Masters Grade Level	2019	8%	18%	13%	-	12%	20%	-	*	-	*	17%	*	5%	15%	7%	3%
	2018	8%	19%	9%	*	9%	20%	-	20%	-	-	6%	*	3%	10%	7%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	98%	97%	*	96%	*	*	-	-	*	*	*	-	97%	95%	94%
	2018	83%	96%	97%	-	96%	100%	-	-	-	*	*	-	-	97%	93%	94%
At Meets Grade Level or Above	2019	61%	87%	79%	*	80%	*	*	-	-	*	*	*	-	79%	77%	88%
	2018	55%	79%	71%	-	71%	83%	-	-	-	*	*	-	-	71%	63%	71%
At Masters Grade Level	2019	37%	69%	55%	*	54%	*	*	-	-	*	*	*	-	55%	49%	63%
	2018	32%	57%	42%	-	42%	50%	-	-	-	*	*	-	-	42%	37%	47%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	91%	*	90%	*	*	-	-	*	*	*	-	91%	91%	91%
	2018	87%	98%	95%	-	96%	83%	-	*	-	*	80%	-	*	95%	94%	87%
At Meets Grade Level or Above	2019	62%	87%	56%	*	57%	*	*	-	-	*	*	*	-	56%	55%	43%
	2018	59%	82%	66%	-	66%	83%	-	*	-	*	20%	-	*	67%	61%	48%
At Masters Grade Level	2019	25%	54%	18%	*	19%	*	*	-	-	*	*	*	-	18%	15%	4%
	2018	24%	46%	16%	-	15%	33%	-	*	-	*	0%	-	*	17%	10%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	99%	99%	*	99%	*	-	*	-	-	89%	*	96%	99%	99%	100%
	2018	92%	98%	97%	-	97%	*	-	*	-	-	80%	-	100%	95%	98%	94%
At Meets Grade Level or Above	2019	73%	88%	83%	*	82%	*	-	*	-	-	67%	*	79%	83%	78%	55%
	2018	70%	85%	74%	-	73%	*	-	*	-	-	40%	-	79%	71%	72%	50%
At Masters Grade Level	2019	45%	58%	57%	*	56%	*	-	*	-	-	22%	*	54%	57%	53%	40%
	2018	40%	55%	44%	-	42%	*	-	*	-	-	40%	-	49%	42%	41%	31%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	96%	91%	*	91%	94%	*	100%	-	*	82%	46%	85%	92%	89%	85%
	2018	77%	95%	92%	*	92%	96%	-	82%	-	*	72%	*	92%	92%	91%	85%
At Meets Grade Level or Above	2019	50%	82%	72%	*	72%	56%	*	88%	-	*	67%	38%	65%	73%	69%	54%
	2018	48%	79%	68%	*	68%	91%	-	64%	-	*	23%	*	64%	69%	62%	49%
At Masters Grade Level	2019	24%	45%	29%	*	29%	11%	*	50%	-	*	24%	8%	24%	29%	26%	18%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	42%	24%	*	23%	39%	-	45%	-	*	12%	*	29%	23%	20%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	93%	86%	*	86%	91%	*	*	-	*	81%	14%	77%	88%	83%	75%
	2018	74%	93%	86%	*	86%	100%	-	67%	-	-	63%	*	80%	87%	85%	78%
At Meets Grade Level or Above	2019	48%	80%	71%	*	71%	55%	*	*	-	*	63%	14%	57%	73%	68%	48%
	2018	46%	76%	65%	*	64%	100%	-	50%	-	-	17%	*	46%	68%	57%	42%
At Masters Grade Level	2019	21%	33%	14%	*	14%	9%	*	*	-	*	19%	0%	5%	16%	11%	3%
	2018	19%	30%	9%	*	8%	22%	-	17%	-	-	4%	*	3%	10%	7%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	98%	97%	*	96%	*	*	-	-	*	*	*	-	97%	95%	94%
	2018	81%	97%	97%	-	96%	100%	-	-	-	*	*	-	-	97%	93%	94%
At Meets Grade Level or Above	2019	52%	85%	79%	*	80%	*	*	-	-	*	*	*	-	79%	77%	88%
	2018	50%	78%	71%	-	71%	83%	-	-	-	*	*	-	-	71%	63%	71%
At Masters Grade Level	2019	26%	54%	55%	*	54%	*	*	-	-	*	*	*	-	55%	49%	63%
	2018	24%	48%	42%	-	42%	50%	-	-	-	*	*	-	-	42%	37%	47%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	98%	91%	*	90%	*	*	-	-	*	*	*	-	91%	91%	91%
	2018	80%	98%	95%	-	96%	83%	-	*	-	*	80%	-	*	95%	94%	87%
At Meets Grade Level or Above	2019	54%	86%	56%	*	57%	*	*	-	-	*	*	*	-	56%	55%	43%
	2018	51%	82%	66%	-	66%	83%	-	*	-	*	20%	-	*	67%	61%	48%
At Masters Grade Level	2019	25%	53%	18%	*	19%	*	*	-	-	*	*	*	-	18%	15%	4%
	2018	23%	46%	16%	-	15%	33%	-	*	-	*	0%	-	*	17%	10%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	97%	99%	*	99%	*	-	*	-	-	89%	*	96%	99%	99%	100%
	2018	78%	97%	97%	-	97%	*	-	*	-	-	80%	-	100%	95%	98%	94%
At Meets Grade Level or Above	2019	55%	83%	83%	*	82%	*	-	*	-	-	67%	*	79%	83%	78%	55%
	2018	53%	81%	74%	-	73%	*	-	*	-	-	40%	-	79%	71%	72%	50%
At Masters Grade Level	2019	33%	56%	57%	*	56%	*	-	*	-	-	22%	*	54%	57%	53%	40%
	2018	31%	56%	44%	-	42%	*	-	*	-	-	40%	-	49%	42%	41%	31%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Progress

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2019	69	75	<b>71</b>	-	70	*	-	*	-	*	*	*	73	70	68	67
	2018	67	71	<b>61</b>	-	61	70	-	*	-	-	63	*	50	63	63	57
End of Course Algebra I	2019	75	92	<b>83</b>	-	82	-	*	-	-	*	*	-	-	83	77	86
	2018	72	86	<b>88</b>	-	87	*	-	-	-	-	-	-	-	88	87	96
All Grades Both Subjects	2019	69	81	<b>74</b>	-	73	*	*	*	-	*	75	*	73	74	71	74
	2018	69	79	<b>69</b>	-	68	81	-	*	-	-	63	*	50	71	69	72
All Grades ELA/Reading	2019	68	78	<b>71</b>	-	70	*	-	*	-	*	*	*	73	70	68	67
	2018	69	76	<b>61</b>	-	61	70	-	*	-	-	63	*	50	63	63	57
All Grades Mathematics	2019	70	85	<b>83</b>	-	82	-	*	-	-	*	*	-	-	83	77	86
	2018	70	82	<b>88</b>	-	87	*	-	-	-	-	-	-	-	88	87	96

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
Campus Number: 031916001

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Prior Year and Student Success Initiative**

Total Students: 598  
Grade Span: 09 - 12  
School Type: High School

**There is no data for this campus.**

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 598  
 Grade Span: 09 - 12  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	96%	<b>91%</b>	-	-	-	-	-	79%	-	79%	100%	79%	81%
	2018	77%	95%	<b>92%</b>	-	-	-	-	-	76%	*	75%	71%	76%	76%
At Meets Grade Level or Above	2019	50%	82%	<b>72%</b>	-	-	-	-	-	46%	-	46%	50%	46%	46%
	2018	48%	79%	<b>68%</b>	-	-	-	-	-	31%	*	32%	57%	31%	34%
At Masters Grade Level	2019	24%	45%	<b>29%</b>	-	-	-	-	-	13%	-	13%	13%	13%	13%
	2018	22%	42%	<b>24%</b>	-	-	-	-	-	7%	*	8%	29%	7%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	<b>86%</b>	-	-	-	-	-	71%	-	71%	*	71%	73%
	2018	74%	93%	<b>86%</b>	-	-	-	-	-	64%	*	61%	*	64%	64%
At Meets Grade Level or Above	2019	48%	80%	<b>71%</b>	-	-	-	-	-	41%	-	41%	*	41%	42%
	2018	46%	76%	<b>65%</b>	-	-	-	-	-	20%	*	22%	*	20%	21%
At Masters Grade Level	2019	21%	33%	<b>14%</b>	-	-	-	-	-	0%	-	0%	*	0%	2%
	2018	19%	30%	<b>9%</b>	-	-	-	-	-	0%	*	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	98%	<b>97%</b>	-	-	-	-	-	90%	-	90%	*	90%	91%
	2018	81%	97%	<b>97%</b>	-	-	-	-	-	92%	-	92%	*	92%	93%
At Meets Grade Level or Above	2019	52%	85%	<b>79%</b>	-	-	-	-	-	80%	-	80%	*	80%	82%
	2018	50%	78%	<b>71%</b>	-	-	-	-	-	58%	-	58%	*	58%	64%
At Masters Grade Level	2019	26%	54%	<b>55%</b>	-	-	-	-	-	70%	-	70%	*	70%	64%
	2018	24%	48%	<b>42%</b>	-	-	-	-	-	33%	-	33%	*	33%	43%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	98%	<b>91%</b>	-	-	-	-	-	86%	-	86%	*	86%	88%
	2018	80%	98%	<b>95%</b>	-	-	-	-	-	86%	-	86%	*	86%	81%
At Meets Grade Level or Above	2019	54%	86%	<b>56%</b>	-	-	-	-	-	43%	-	43%	*	43%	41%
	2018	51%	82%	<b>66%</b>	-	-	-	-	-	36%	-	36%	*	36%	38%
At Masters Grade Level	2019	25%	53%	<b>18%</b>	-	-	-	-	-	7%	-	7%	*	7%	6%
	2018	23%	46%	<b>16%</b>	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	97%	<b>99%</b>	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	78%	97%	<b>97%</b>	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	55%	83%	<b>83%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	53%	81%	<b>74%</b>	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	33%	56%	<b>57%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	31%	56%	<b>44%</b>	-	-	-	-	-	*	-	*	-	*	*
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	81%	<b>74%</b>	-	-	-	-	-	74%	-	74%	*	74%	72%
	2018	69%	79%	<b>69%</b>	-	-	-	-	-	90%	-	90%	*	90%	91%
All Grades ELA/Reading	2019	68%	78%	<b>71%</b>	-	-	-	-	-	64%	-	64%	*	64%	67%
	2018	69%	76%	<b>61%</b>	-	-	-	-	-	83%	-	83%	-	83%	83%
All Grades Mathematics	2019	70%	85%	<b>83%</b>	-	-	-	-	-	89%	-	89%	*	89%	80%
	2018	70%	82%	<b>88%</b>	-	-	-	-	-	94%	-	94%	*	94%	95%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Participation

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	*	100%	-	*	100%	100%	100%
Included in Accountability	94%	98%	<b>96%</b>	*	97%	72%	*	100%	-	*	100%	97%	90%
Not Included in Accountability													
Mobile	4%	2%	<b>3%</b>	*	2%	8%	*	0%	-	*	0%	1%	0%
Other Exclusions	1%	0%	<b>1%</b>	*	1%	20%	*	0%	-	*	0%	2%	10%
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	*	0%	-	*	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	*	0%	-	*	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	*	0%	-	*	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	-	100%	-	*	98%	100%	100%
Included in Accountability	94%	98%	<b>97%</b>	*	97%	100%	-	92%	-	*	98%	98%	90%
Not Included in Accountability													
Mobile	4%	1%	<b>1%</b>	*	1%	0%	-	0%	-	*	0%	1%	0%
Other Exclusions	1%	0%	<b>1%</b>	*	1%	0%	-	8%	-	*	0%	0%	10%
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	2%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	2%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	0%	0%

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T

Campus Number: 031916001

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 598

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.1%	<b>95.1%</b>	96.6%	95.1%	95.6%	-	96.5%	-	*	93.8%	94.7%	94.7%
2016-17	95.7%	96.6%	<b>96.2%</b>	97.4%	96.2%	96.0%	-	97.2%	-	96.9%	95.5%	96.1%	95.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	1.9%	0.0%	<b>0.2%</b>	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	99.0%	<b>100.0%</b>	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	3.8%	0.8%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	5.7%	0.2%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	99.0%	<b>100.0%</b>	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	99.8%	<b>100.0%</b>	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Class of 2017													
Graduated	89.7%	98.6%	<b>97.9%</b>	-	98.5%	*	-	83.3%	-	*	100.0%	99.0%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	4.0%	1.2%	<b>1.4%</b>	-	0.8%	*	-	16.7%	-	*	0.0%	1.0%	*
Dropped Out	5.9%	0.2%	<b>0.7%</b>	-	0.8%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.1%	98.6%	<b>97.9%</b>	-	98.5%	*	-	83.3%	-	*	100.0%	99.0%	*
Graduates, TxCHSE, and Continuers	94.1%	99.8%	<b>99.3%</b>	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	99.8%	<b>99.3%</b>	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
Received TxCHSE	0.6%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.3%	0.2%	<b>0.7%</b>	-	0.8%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	99.8%	<b>99.3%</b>	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	99.8%	<b>99.3%</b>	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
Class of 2016													
Graduated	91.6%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Received TxCHSE	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	1.2%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Dropped Out	6.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	92.2%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	*



District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T

Campus Number: 031916001

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 598

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Dropped Out	6.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	92.9%	100.0%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	100.0%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Class of 2015													
Graduated	91.8%	99.7%	99.3%	*	99.3%	*	-	*	-	*	100.0%	99.0%	*
Received TxCHSE	1.0%	0.2%	0.7%	*	0.7%	*	-	*	-	*	0.0%	1.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	*	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.7%	0.2%	0.0%	*	0.0%	*	-	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	99.8%	100.0%	*	100.0%	*	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.3%	99.8%	100.0%	*	100.0%	*	-	*	-	*	100.0%	100.0%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	99.0%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Class of 2017	89.7%	98.6%	97.9%	-	98.5%	*	-	83.3%	-	*	100.0%	99.0%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	2.3%	0.6%	0.0%	0.0%	*	-	16.7%	-	*	0.0%	0.0%	*
Class of 2017	6.0%	1.1%	0.0%	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	95.2%	98.7%	100.0%	99.3%	*	-	83.3%	-	*	100.0%	98.8%	*
Class of 2017	60.8%	98.2%	100.0%	-	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	97.5%	99.4%	100.0%	99.3%	*	-	100.0%	-	*	100.0%	98.8%	*
Class of 2017	85.9%	95.8%	100.0%	-	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	2.6%	0.6%	0.0%	0.0%	*	-	14.3%	-	*	0.0%	0.0%	0.0%
2016-17	7.2%	1.3%	0.0%	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.8%	98.7%	100.0%	99.3%	*	-	85.7%	-	*	100.0%	98.8%	100.0%
2016-17	56.5%	98.2%	100.0%	-	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	97.4%	99.4%	100.0%	99.3%	*	-	100.0%	-	*	100.0%	98.8%	100.0%
2016-17	84.0%	95.6%	100.0%	-	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Graduation Profile**

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	159	100.0%	619	347,893
By Ethnicity:				
African American	6	3.8%	13	43,502
Hispanic	141	88.7%	490	173,272
White	3	1.9%	28	107,052
American Indian	0	0.0%	0	1,226
Asian	7	4.4%	82	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	2	1.3%	6	6,724
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	3,538
Foundation H.S. Program (No Endorsement)	1	0.6%	16	49,432
Foundation H.S. Program (Endorsement)	1	0.6%	16	16,542
Foundation H.S. Program (DLA)	157	98.7%	587	272,526
Special Education Graduates	7	4.4%	13	25,962
Economically Disadvantaged Graduates	82	51.6%	329	166,956
LEP Graduates	5	3.1%	6	21,359
At-Risk Graduates	56	35.2%	155	144,805

District Name: SOUTH TEXAS ISD

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 598

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	95.5%	<b>93.4%</b>	75.0%	94.3%	*	-	92.9%	-	*	100.0%	91.5%	60.0%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	90.5%	<b>86.8%</b>	66.7%	87.9%	*	-	85.7%	-	*	28.6%	82.9%	20.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	91.3%	<b>83.6%</b>	83.3%	83.7%	*	-	71.4%	-	*	28.6%	78.0%	20.0%
Mathematics													
2017-18	46.0%	82.2%	<b>71.1%</b>	50.0%	70.9%	*	-	85.7%	-	*	14.3%	62.2%	20.0%
Both Subjects													
2017-18	42.1%	80.0%	<b>66.7%</b>	50.0%	66.7%	*	-	71.4%	-	*	14.3%	56.1%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	61.9%	<b>64.8%</b>	50.0%	66.7%	*	-	42.9%	-	*	14.3%	61.0%	0.0%
2016-17	19.9%	67.9%	<b>65.7%</b>	-	63.8%	*	-	80.0%	-	*	0.0%	59.8%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	67.0%	<b>71.7%</b>	50.0%	73.8%	*	-	57.1%	-	*	28.6%	63.4%	20.0%
2016-17	20.1%	65.7%	<b>65.0%</b>	-	63.8%	*	-	100.0%	-	*	0.0%	62.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.5%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.8%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	59.7%	<b>39.0%</b>	33.3%	39.0%	*	-	50.0%	-	*	100.0%	39.6%	50.0%
2016-17	13.2%	49.3%	<b>23.6%</b>	-	24.6%	*	-	0.0%	-	*	33.3%	25.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	25.5%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	2.7%	12.7%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.2%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	1.0%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	91.6%	<b>73.0%</b>	66.7%	72.3%	*	-	100.0%	-	*	85.7%	72.0%	100.0%
2016-17	17.3%	84.5%	<b>47.1%</b>	-	49.2%	*	-	0.0%	-	*	66.7%	50.0%	*

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T

Campus Number: 031916001

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 598

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	2.2%	1.2%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.9%	<b>4.4%</b>	0.0%	5.0%	*	-	0.0%	-	*	100.0%	6.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	53.2%	<b>48.4%</b>	50.0%	48.9%	*	-	42.9%	-	*	14.3%	45.1%	20.0%
2016-17	23.4%	41.5%	<b>51.4%</b>	-	50.0%	*	-	60.0%	-	*	33.3%	54.3%	*
Mathematics													
2017-18	23.7%	54.0%	<b>50.3%</b>	33.3%	49.6%	*	-	71.4%	-	*	14.3%	47.6%	20.0%
2016-17	19.8%	40.8%	<b>53.6%</b>	-	51.5%	*	-	60.0%	-	*	16.7%	52.2%	*
Both Subjects													
2017-18	18.1%	41.4%	<b>31.4%</b>	33.3%	30.5%	*	-	42.9%	-	*	14.3%	28.0%	0.0%
2016-17	12.9%	30.8%	<b>35.7%</b>	-	33.1%	*	-	60.0%	-	*	0.0%	35.9%	*
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	99.7%	<b>98.7%</b>	100.0%	98.6%	*	-	100.0%	-	*	100.0%	98.8%	100.0%
2016-17	50.5%	99.0%	<b>97.9%</b>	-	98.5%	*	-	80.0%	-	*	83.3%	98.9%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Mathematics													
2017-18	3.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	1.4%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Both Subjects													
2017-18	0.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	80.1%	<b>80.2%</b>	83.3%	79.6%	80.0%	-	90.0%	-	*	n/a	78.5%	n/a
2017	26.2%	85.7%	<b>84.9%</b>	71.4%	85.0%	85.7%	-	90.9%	-	80.0%	n/a	87.4%	n/a
English Language Arts													
2018	15.3%	60.5%	<b>47.1%</b>	50.0%	46.7%	40.0%	-	50.0%	-	*	n/a	44.8%	n/a
2017	15.9%	66.9%	<b>54.9%</b>	14.3%	55.7%	71.4%	-	63.6%	-	20.0%	n/a	62.1%	n/a
Mathematics													
2018	7.3%	26.0%	<b>27.9%</b>	33.3%	27.4%	40.0%	-	40.0%	-	*	n/a	24.4%	n/a
2017	7.2%	25.4%	<b>26.2%</b>	28.6%	24.0%	28.6%	-	63.6%	-	60.0%	n/a	21.7%	n/a
Science													
2018	10.8%	45.6%	<b>37.7%</b>	66.7%	36.1%	40.0%	-	50.0%	-	*	n/a	35.5%	n/a
2017	10.9%	53.0%	<b>27.8%</b>	0.0%	27.9%	14.3%	-	45.5%	-	40.0%	n/a	32.3%	n/a
Social Studies													
2018	14.5%	66.2%	<b>55.5%</b>	83.3%	54.4%	60.0%	-	60.0%	-	*	n/a	53.5%	n/a
2017	15.0%	71.1%	<b>56.8%</b>	14.3%	57.5%	71.4%	-	63.6%	-	40.0%	n/a	66.2%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	53.7%	<b>56.7%</b>	60.0%	55.5%	*	-	77.8%	-	*	n/a	47.4%	n/a
2017	49.1%	52.4%	<b>53.2%</b>	40.0%	52.0%	50.0%	-	80.0%	-	*	n/a	44.5%	n/a
English Language Arts													
2018	42.5%	39.7%	<b>42.8%</b>	*	39.8%	*	-	60.0%	-	*	n/a	27.3%	n/a
2017	41.3%	32.9%	<b>27.0%</b>	*	23.8%	40.0%	-	85.7%	-	*	n/a	18.7%	n/a
Mathematics													
2018	52.8%	35.0%	<b>48.8%</b>	*	50.0%	*	-	*	-	-	n/a	50.0%	n/a

District Name: SOUTH TEXAS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	43.8%	57.8%	*	59.4%	*	-	14.3%	-	*	n/a	51.2%	n/a
2018	38.0%	28.9%	11.2%	*	11.7%	*	-	0.0%	-	*	n/a	11.5%	n/a
2017 Social Studies	38.3%	29.3%	12.5%	-	11.3%	*	-	20.0%	-	*	n/a	9.4%	n/a
2018	44.6%	29.5%	30.4%	60.0%	27.7%	*	-	50.0%	-	*	n/a	18.5%	n/a
2017	41.4%	28.2%	22.2%	*	20.0%	40.0%	-	57.1%	-	*	n/a	13.7%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	100.0%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	n/a	100.0%	n/a
2016-17	73.5%	96.2%	100.0%	-	99.2%	100.0%	-	100.0%	-	100.0%	n/a	96.9%	n/a
At/Above Criterion													
2017-18	37.9%	59.5%	47.1%	42.9%	45.9%	60.0%	-	50.0%	-	*	n/a	36.4%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1131	1070	1112	1061	*	-	1163	-	*	n/a	1029	n/a
English Language Arts and Writing													
2017-18	521	572	548	602	544	*	-	577	-	*	n/a	522	n/a
Mathematics													
2017-18	515	558	522	510	517	*	-	586	-	*	n/a	507	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.6	20.7	23.0	20.4	*	-	22.7	-	*	n/a	19.1	n/a
English Language Arts													
2017-18	20.3	22.8	20.9	24.7	20.6	*	-	22.3	-	*	n/a	18.8	n/a
Mathematics													
2017-18	20.6	21.9	19.9	21.2	19.7	*	-	22.3	-	*	n/a	18.9	n/a
Science													
2017-18	20.9	22.4	20.5	21.8	20.3	*	-	22.7	-	*	n/a	19.3	n/a

District Name: SOUTH TEXAS ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	82.1%	<b>75.4%</b>	100.0%	75.3%	61.1%	-	88.2%	-	*	84.8%	80.1%	55.2%
2016-17	37.1%	74.9%	<b>72.4%</b>	85.7%	72.1%	64.3%	-	77.8%	-	100.0%	51.5%	69.9%	51.4%
English Language Arts													
2017-18	17.3%	51.5%	<b>63.3%</b>	85.7%	62.8%	55.6%	-	76.5%	-	*	69.7%	68.0%	35.7%
2016-17	16.8%	53.1%	<b>67.4%</b>	85.7%	66.6%	69.2%	-	77.8%	-	100.0%	42.4%	66.1%	29.7%
Mathematics													
2017-18	20.7%	36.7%	<b>38.5%</b>	85.7%	38.1%	11.8%	-	56.3%	-	*	39.4%	39.7%	15.4%
2016-17	19.5%	32.6%	<b>30.5%</b>	28.6%	29.7%	41.7%	-	37.5%	-	*	10.3%	28.2%	0.0%
Science													
2017-18	21.2%	52.2%	<b>37.6%</b>	100.0%	36.4%	29.4%	-	56.3%	-	*	24.2%	37.7%	15.4%
2016-17	5.7%	25.3%	<b>10.0%</b>	0.0%	10.4%	0.0%	-	0.0%	-	40.0%	6.3%	13.3%	0.0%
Social Studies													
2017-18	22.8%	51.4%	<b>54.8%</b>	85.7%	53.4%	52.9%	-	88.2%	-	*	51.5%	57.2%	29.6%
2016-17	21.8%	50.2%	<b>53.1%</b>	83.3%	51.6%	58.3%	-	72.2%	-	100.0%	21.9%	51.4%	22.9%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	80.3%	<b>80.0%</b>	-	80.0%	*	-	100.0%	-	*	66.7%	78.1%	*
2015-16	54.7%	83.1%	<b>86.9%</b>	*	86.2%	87.5%	-	*	-	*	80.0%	82.3%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	87.6%	<b>85.0%</b>	-	83.8%	*	-	100.0%	-	*	*	84.9%	*
2015-16	55.7%	82.3%	<b>69.8%</b>	*	67.7%	83.3%	-	*	-	*	*	63.9%	*

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Student Information**

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	598	100.0%	4,098	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.4%
Kindergarten	0	0.0%	0.0%	6.9%
Grade 1	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.2%
Grade 3	0	0.0%	0.0%	7.3%
Grade 4	0	0.0%	0.0%	7.6%
Grade 5	0	0.0%	0.0%	7.7%
Grade 6	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	13.6%	7.5%
Grade 8	0	0.0%	13.7%	7.5%
Grade 9	163	27.3%	18.7%	8.1%
Grade 10	148	24.7%	21.8%	7.4%
Grade 11	139	23.2%	16.6%	6.9%
Grade 12	148	24.7%	15.6%	6.5%
Ethnic Distribution:				
African American	2	0.3%	0.8%	12.6%
Hispanic	562	94.0%	84.2%	52.6%
White	19	3.2%	5.8%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	12	2.0%	8.3%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	2	0.3%	0.7%	2.4%
Economically Disadvantaged	361	60.4%	53.9%	60.6%
Non-Educationally Disadvantaged	237	39.6%	46.1%	39.4%
Section 504 Students	20	3.3%	3.5%	6.5%
English Learners (EL)	43	7.2%	4.1%	19.5%
Students w/ Disciplinary Placements (2017-18)	19	2.9%	1.3%	1.4%
Students w/ Dyslexia	0	0.0%	0.4%	3.6%
At-Risk	211	35.3%	20.9%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	39.4%	49.6%	42.4%
Students with Physical Disabilities	**	**	9.7%	21.9%
Students with Autism	11	33.3%	24.8%	13.7%
Students with Behavioral Disabilities	*	*	15.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	7.9%	7.6%	15.4%



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Student Information

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	1	0.2%		
Hispanic	45	6.8%		
White	5	0.8%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.7%	-	-	6.2%
Grade 1	-	-	3.1%	-	-	5.5%
Grade 2	-	-	1.8%	-	-	2.3%
Grade 3	-	-	1.1%	-	-	0.9%
Grade 4	-	-	0.5%	-	-	0.5%
Grade 5	-	-	0.5%	-	-	0.6%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	1.4%	5.9%	7.2%	0.0%	10.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	18.9
Grade 1	-	-	18.8
Grade 2	-	-	18.7
Grade 3	-	-	18.9
Grade 4	-	-	19.2
Grade 5	-	-	21.2
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	14.7	16.0	16.6
Foreign Languages	17.8	14.2	18.9
Mathematics	16.3	16.5	17.8
Science	15.1	19.9	18.9
Social Studies	15.7	19.4	19.3

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.6	100.0%	100.0%	100.0%
Professional Staff:	56.4	93.1%	57.2%	64.1%
Teachers	46.7	77.1%	46.3%	49.8%
Professional Support	7.8	12.9%	8.2%	10.1%
Campus Administration (School Leadership)	1.9	3.2%	2.3%	3.0%
Educational Aides:	4.2	6.9%	4.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	3.0	n/a	23.0	12,433.0
Part-time	3.0	n/a	0.0	1,097.0
Total Minority Staff:	53.3	88.1%	85.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.6%
Hispanic	37.9	81.1%	69.4%	27.7%
White	7.2	15.4%	25.7%	58.4%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	1.6	3.5%	3.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	15.1	32.3%	38.5%	23.8%
Females	31.6	67.7%	61.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	20.2	43.2%	61.0%	73.6%
Masters	26.5	56.8%	37.4%	24.3%
Doctorate	0.0	0.0%	0.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	1.0%	7.0%
1-5 Years Experience	8.0	17.1%	10.7%	28.9%
6-10 Years Experience	11.4	24.5%	20.9%	19.0%
11-20 Years Experience	13.4	28.7%	36.2%	29.3%
Over 20 Years Experience	12.8	27.5%	31.2%	15.7%
Number of Students per Teacher	12.8	n/a	13.7	15.1

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	9.0	6.3
Average Years Experience of Principals with District	1.0	8.5	5.4
Average Years Experience of Assistant Principals	5.5	5.4	5.3
Average Years Experience of Assistant Principals with District	1.0	4.1	4.7
Average Years Experience of Teachers:	15.0	16.8	11.1
Average Years Experience of Teachers with District:	9.0	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,108	\$47,108	\$47,218
1-5 Years Experience	\$49,884	\$50,071	\$50,408
6-10 Years Experience	\$57,325	\$55,490	\$52,786
11-20 Years Experience	\$61,730	\$61,947	\$56,041
Over 20 Years Experience	\$67,213	\$67,502	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$59,816	\$60,911	\$54,122
Professional Support	\$73,622	\$73,959	\$64,069
Campus Administration (School Leadership)	\$86,402	\$89,496	\$78,947
Instructional Staff Percent:	n/a	54.2%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS BUSINESS EDUCATION & T  
 Campus Number: 031916001

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 598  
 Grade Span: 09 - 12  
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	42	7.0%	3.7%	19.7%
Career & Technical Education	597	99.8%	85.2%	26.3%
Gifted & Talented Education	69	11.5%	16.3%	8.1%
Special Education	33	5.5%	2.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.3%	0.1%	6.4%
Career & Technical Education	8.1	17.3%	17.2%	4.9%
Compensatory Education	6.4	13.6%	12.5%	2.7%
Gifted & Talented Education	12.4	26.5%	16.9%	2.0%
Regular Education	6.4	13.6%	33.3%	71.4%
Special Education	0.0	0.0%	1.6%	9.1%
Other	13.4	28.6%	18.3%	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.
- '\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

# 2018-19 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS ACADEMY FOR MEDICAL PR**

Campus Number: **031916003**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				State	District	Campus	Hispanic	White	Indian	Asian	More	Ed	Ed	ously	Continu-	Disadv	(Current
											Races	(Current)	(Former)	Enrolled	ously		&
																	Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
End of Course English I																	
At Approaches Grade Level or Above				2019	68%	90%	84%	-	84%	89%	-	*	-	*	50%	*	71%
				2018	65%	92%	87%	-	87%	*	-	-	-	*	*	88%	90%
At Meets Grade Level or Above				2019	50%	80%	72%	-	71%	67%	-	*	-	*	30%	73%	36%
				2018	44%	75%	55%	-	54%	*	-	-	-	*	*	56%	80%
At Masters Grade Level				2019	11%	27%	14%	-	13%	11%	-	*	-	*	0%	14%	0%
				2018	7%	16%	7%	-	7%	*	-	-	-	*	*	7%	0%
End of Course English II																	
At Approaches Grade Level or Above				2019	68%	92%	86%	-	85%	100%	-	-	-	50%	*	88%	64%
				2018	67%	89%	82%	-	81%	100%	-	100%	-	43%	*	82%	69%
At Meets Grade Level or Above				2019	49%	79%	68%	-	67%	100%	-	-	-	30%	*	67%	36%
				2018	48%	77%	62%	-	61%	71%	-	100%	-	29%	*	63%	50%
At Masters Grade Level				2019	8%	18%	8%	-	8%	18%	-	-	-	10%	*	8%	0%
				2018	8%	19%	9%	-	8%	14%	-	50%	-	0%	*	9%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above				2019	85%	98%	93%	-	95%	*	-	-	-	*	*	93%	*
				2018	83%	96%	88%	-	88%	*	-	-	-	83%	*	88%	82%
At Meets Grade Level or Above				2019	61%	87%	67%	-	70%	*	-	-	-	*	*	67%	*
				2018	55%	79%	69%	-	69%	*	-	-	-	33%	*	69%	82%
At Masters Grade Level				2019	37%	69%	37%	-	40%	*	-	-	-	*	*	36%	*
				2018	32%	57%	43%	-	41%	*	-	-	-	33%	*	43%	64%
End of Course Biology																	
At Approaches Grade Level or Above				2019	88%	98%	97%	-	97%	100%	-	*	-	60%	*	97%	*
				2018	87%	98%	95%	-	95%	100%	-	*	-	86%	-	95%	90%
At Meets Grade Level or Above				2019	62%	87%	77%	-	78%	60%	-	*	-	40%	*	77%	*
				2018	59%	82%	58%	-	57%	78%	-	*	-	71%	-	58%	30%
At Masters Grade Level				2019	25%	54%	37%	-	36%	40%	-	*	-	0%	*	37%	*
				2018	24%	46%	18%	-	18%	22%	-	*	-	14%	-	18%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above				2019	93%	99%	99%	-	99%	*	-	*	-	100%	*	99%	*
				2018	92%	98%	99%	*	99%	100%	-	*	-	*	-	99%	100%
At Meets Grade Level or Above				2019	73%	88%	85%	-	85%	*	-	*	-	60%	*	85%	*
				2018	70%	85%	84%	-	84%	80%	-	*	-	*	-	86%	63%
At Masters Grade Level				2019	45%	58%	49%	-	49%	*	-	*	-	40%	*	49%	*
				2018	40%	55%	48%	*	47%	80%	-	*	-	*	-	43%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above				2019	78%	96%	90%	-	90%	94%	-	100%	-	61%	86%	86%	72%
				2018	77%	95%	90%	*	90%	93%	-	100%	-	69%	*	81%	83%
At Meets Grade Level or Above				2019	50%	82%	74%	-	74%	75%	-	100%	-	36%	29%	67%	39%
				2018	48%	79%	66%	*	65%	76%	-	100%	-	42%	*	50%	55%
At Masters Grade Level				2019	24%	45%	25%	-	25%	19%	-	67%	-	9%	0%	14%	3%

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
Campus Number: 031916003

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus STAAR Performance

Total Students: 817  
Grade Span: 09 - 12  
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	42%	23%	*	22%	34%	-	73%	-	*	19%	*	25%	23%	21%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	93%	85%	-	85%	95%	-	*	-	*	50%	*	85%	85%	81%	68%
	2018	74%	93%	84%	-	83%	91%	-	100%	-	*	45%	*	67%	84%	82%	75%
At Meets Grade Level or Above	2019	48%	80%	70%	-	69%	85%	-	*	-	*	30%	*	66%	70%	63%	36%
	2018	46%	76%	60%	-	59%	73%	-	100%	-	*	27%	*	33%	60%	55%	58%
At Masters Grade Level	2019	21%	33%	11%	-	10%	15%	-	*	-	*	5%	*	11%	11%	7%	0%
	2018	19%	30%	8%	-	8%	9%	-	50%	-	*	9%	*	0%	8%	7%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	98%	93%	-	95%	*	-	-	-	-	*	*	*	93%	92%	*
	2018	81%	97%	88%	-	88%	*	-	-	-	-	83%	*	-	88%	88%	82%
At Meets Grade Level or Above	2019	52%	85%	67%	-	70%	*	-	-	-	-	*	*	*	67%	68%	*
	2018	50%	78%	69%	-	69%	*	-	-	-	-	33%	*	-	69%	70%	82%
At Masters Grade Level	2019	26%	54%	37%	-	40%	*	-	-	-	-	*	*	*	36%	35%	*
	2018	24%	48%	43%	-	41%	*	-	-	-	-	33%	*	-	43%	45%	64%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	98%	97%	-	97%	100%	-	*	-	-	60%	*	-	97%	96%	*
	2018	80%	98%	95%	-	95%	100%	-	*	-	-	86%	-	-	95%	94%	90%
At Meets Grade Level or Above	2019	54%	86%	77%	-	78%	60%	-	*	-	-	40%	*	-	77%	72%	*
	2018	51%	82%	58%	-	57%	78%	-	*	-	-	71%	-	-	58%	57%	30%
At Masters Grade Level	2019	25%	53%	37%	-	36%	40%	-	*	-	-	0%	*	-	37%	33%	*
	2018	23%	46%	18%	-	18%	22%	-	*	-	-	14%	-	-	18%	16%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	97%	99%	-	99%	*	-	*	-	-	100%	*	*	99%	99%	*
	2018	78%	97%	99%	*	99%	100%	-	*	-	*	*	-	90%	99%	99%	100%
At Meets Grade Level or Above	2019	55%	83%	85%	-	85%	*	-	*	-	-	60%	*	*	85%	84%	*
	2018	53%	81%	84%	*	84%	80%	-	*	-	*	*	-	60%	86%	82%	63%
At Masters Grade Level	2019	33%	56%	49%	-	49%	*	-	*	-	-	40%	*	*	49%	45%	*
	2018	31%	56%	48%	*	47%	80%	-	*	-	*	*	-	40%	49%	43%	0%



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Progress

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2019	69	75	<b>72</b>	-	72	73	-	-	-	-	75	*	74	71	70	83
	2018	67	71	<b>70</b>	-	70	93	-	*	-	-	50	*	*	70	68	78
End of Course Algebra I	2019	75	92	<b>93</b>	-	93	*	-	-	-	-	*	*	-	93	94	-
	2018	72	86	<b>85</b>	-	85	*	-	-	-	-	*	-	-	85	84	100
All Grades Both Subjects	2019	69	81	<b>74</b>	-	74	75	-	-	-	-	79	*	74	74	73	83
	2018	69	79	<b>74</b>	-	73	94	-	*	-	-	69	*	*	74	72	85
All Grades ELA/Reading	2019	68	78	<b>72</b>	-	72	73	-	-	-	-	75	*	74	71	70	83
	2018	69	76	<b>70</b>	-	70	93	-	*	-	-	50	*	*	70	68	78
All Grades Mathematics	2019	70	85	<b>93</b>	-	93	*	-	-	-	-	*	*	-	93	94	-
	2018	70	82	<b>85</b>	-	85	*	-	-	-	-	*	-	-	85	84	100

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
Campus Number: 031916003

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Prior Year and Student Success Initiative**

Total Students: 817  
Grade Span: 09 - 12  
School Type: High School

**There is no data for this campus.**

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 817  
 Grade Span: 09 - 12  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	96%	<b>90%</b>	-	-	-	-	-	55%	17%	71%	-	55%	55%
	2018	77%	95%	<b>90%</b>	-	-	-	-	-	64%	64%	-	-	64%	64%
At Meets Grade Level or Above	2019	50%	82%	<b>74%</b>	-	-	-	-	-	15%	0%	21%	-	15%	15%
	2018	48%	79%	<b>66%</b>	-	-	-	-	-	27%	27%	-	-	27%	27%
At Masters Grade Level	2019	24%	45%	<b>25%</b>	-	-	-	-	-	5%	0%	7%	-	5%	5%
	2018	22%	42%	<b>23%</b>	-	-	-	-	-	5%	5%	-	-	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	<b>85%</b>	-	-	-	-	-	43%	20%	56%	-	43%	43%
	2018	74%	93%	<b>84%</b>	-	-	-	-	-	50%	50%	-	-	50%	50%
At Meets Grade Level or Above	2019	48%	80%	<b>70%</b>	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	46%	76%	<b>60%</b>	-	-	-	-	-	17%	17%	-	-	17%	17%
At Masters Grade Level	2019	21%	33%	<b>11%</b>	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	19%	30%	<b>8%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	98%	<b>93%</b>	-	-	-	-	-	*	*	*	-	*	*
	2018	81%	97%	<b>88%</b>	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	52%	85%	<b>67%</b>	-	-	-	-	-	*	*	*	-	*	*
	2018	50%	78%	<b>69%</b>	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	26%	54%	<b>37%</b>	-	-	-	-	-	*	*	*	-	*	*
	2018	24%	48%	<b>43%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	98%	<b>97%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	98%	<b>95%</b>	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	86%	<b>77%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	82%	<b>58%</b>	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	53%	<b>37%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	46%	<b>18%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	97%	<b>99%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	97%	<b>99%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	55%	83%	<b>85%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	81%	<b>84%</b>	-	-	-	-	-	60%	60%	-	-	60%	60%
At Masters Grade Level	2019	33%	56%	<b>49%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	56%	<b>48%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	81%	<b>74%</b>	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	79%	<b>74%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades ELA/Reading	2019	68%	78%	<b>72%</b>	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	76%	<b>70%</b>	-	-	-	-	-	*	*	-	-	*	*
All Grades Mathematics	2019	70%	85%	<b>93%</b>	-	-	-	-	-	-	-	-	-	-	-
	2018	70%	82%	<b>85%</b>	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Participation

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	100%	-	*	100%	100%	100%
Included in Accountability	94%	98%	<b>95%</b>	-	95%	100%	-	75%	-	*	100%	94%	77%
Not Included in Accountability													
Mobile	4%	2%	<b>4%</b>	-	4%	0%	-	25%	-	*	0%	5%	12%
Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	0%	-	*	0%	0%	12%
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	0%	-	*	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	0%	-	*	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	0%	-	*	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	-	100%	-	*	100%	99%	100%
Included in Accountability	94%	98%	<b>96%</b>	*	96%	94%	-	100%	-	*	90%	95%	88%
Not Included in Accountability													
Mobile	4%	1%	<b>4%</b>	*	4%	6%	-	0%	-	*	10%	3%	0%
Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	0%	12%
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	1%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	1%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	0%	0%

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR

Campus Number: 031916003

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 817

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.1%	<b>94.8%</b>	*	94.8%	94.3%	-	95.5%	-	*	93.8%	94.7%	94.4%
2016-17	95.7%	96.6%	<b>94.9%</b>	*	94.9%	95.2%	-	97.7%	*	*	94.8%	94.5%	95.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.1%	<b>0.2%</b>	*	0.2%	0.0%	-	0.0%	-	*	0.0%	0.3%	0.0%
2016-17	1.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	99.0%	<b>96.9%</b>	-	96.6%	*	-	100.0%	-	*	-	96.0%	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Continued HS	3.8%	0.8%	<b>2.3%</b>	-	2.5%	*	-	0.0%	-	*	-	3.0%	-
Dropped Out	5.7%	0.2%	<b>0.8%</b>	-	0.8%	*	-	0.0%	-	*	-	1.0%	-
Graduates and TxCHSE	90.4%	99.0%	<b>96.9%</b>	-	96.6%	*	-	100.0%	-	*	-	96.0%	-
Graduates, TxCHSE, and Continuers	94.3%	99.8%	<b>99.2%</b>	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
Class of 2017													
Graduated	89.7%	98.6%	<b>98.3%</b>	*	98.1%	100.0%	-	*	-	*	*	98.0%	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	4.0%	1.2%	<b>1.7%</b>	*	1.9%	0.0%	-	*	-	*	*	2.0%	-
Dropped Out	5.9%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates and TxCHSE	90.1%	98.6%	<b>98.3%</b>	*	98.1%	100.0%	-	*	-	*	*	98.0%	-
Graduates, TxCHSE, and Continuers	94.1%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Received TxCHSE	0.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates and TxCHSE	92.6%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Class of 2016													
Graduated	91.6%	99.8%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	-
Received TxCHSE	0.7%	0.0%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	-
Continued HS	1.2%	0.2%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	-
Dropped Out	6.6%	0.0%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	92.2%	99.8%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	100.0%	<b>100.0%</b>	*	100.0%	*	-	*	-	-	*	100.0%	-

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR

Campus Number: 031916003

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 817

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.0%	0.0%	*	0.0%	*	-	*	-	-	*	0.0%	-
Continued HS	0.5%	0.0%	0.0%	*	0.0%	*	-	*	-	-	*	0.0%	-
Dropped Out	6.6%	0.0%	0.0%	*	0.0%	*	-	*	-	-	*	0.0%	-
Graduates and TxCHSE	92.9%	100.0%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	-
Class of 2015													
Graduated	91.8%	99.7%	99.1%	*	99.0%	*	-	*	-	-	-	98.9%	*
Received TxCHSE	1.0%	0.2%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	*	-	*	-	-	-	0.0%	*
Dropped Out	6.7%	0.2%	0.9%	*	1.0%	*	-	*	-	-	-	1.1%	*
Graduates and TxCHSE	92.8%	99.8%	99.1%	*	99.0%	*	-	*	-	-	-	98.9%	*
Graduates, TxCHSE, and Continuers	93.3%	99.8%	99.1%	*	99.0%	*	-	*	-	-	-	98.9%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	99.0%	96.9%	-	96.6%	*	-	100.0%	-	*	-	96.0%	-
Class of 2017	89.7%	98.6%	98.3%	*	98.1%	100.0%	-	*	-	*	*	98.0%	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	2.3%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Class of 2017	6.0%	1.1%	1.0%	*	1.1%	*	-	*	-	*	*	1.2%	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	95.2%	94.4%	-	93.9%	*	-	100.0%	-	*	-	93.8%	-
Class of 2017	60.8%	98.2%	96.9%	*	96.6%	*	-	*	-	*	*	96.4%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	97.5%	94.4%	-	93.9%	*	-	100.0%	-	*	-	93.8%	-
Class of 2017	85.9%	95.8%	84.1%	*	83.7%	80.0%	-	*	-	*	*	82.8%	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	2.6%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	7.2%	1.3%	1.0%	*	1.1%	*	-	*	-	*	*	1.3%	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.8%	94.5%	-	94.0%	*	-	100.0%	-	*	-	94.5%	-
2016-17	56.5%	98.2%	97.9%	*	97.7%	*	-	*	-	*	*	97.5%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	97.4%	94.5%	-	94.0%	*	-	100.0%	-	*	-	94.5%	-
2016-17	84.0%	95.6%	84.8%	*	84.5%	80.0%	-	*	-	*	*	83.2%	-

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Graduation Profile**

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	128	100.0%	619	347,893
By Ethnicity:				
African American	0	0.0%	13	43,502
Hispanic	117	91.4%	490	173,272
White	4	3.1%	28	107,052
American Indian	0	0.0%	0	1,226
Asian	6	4.7%	82	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	1	0.8%	6	6,724
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	3,538
Foundation H.S. Program (No Endorsement)	7	5.5%	16	49,432
Foundation H.S. Program (Endorsement)	0	0.0%	16	16,542
Foundation H.S. Program (DLA)	121	94.5%	587	272,526
Special Education Graduates	0	0.0%	13	25,962
Economically Disadvantaged Graduates	91	71.1%	329	166,956
LEP Graduates	0	0.0%	6	21,359
At-Risk Graduates	24	18.8%	155	144,805

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR

Campus Number: 031916003

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 817

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	95.5%	<b>96.5%</b>	-	96.2%	*	-	100.0%	-	*	-	96.7%	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	90.5%	<b>93.0%</b>	-	92.3%	*	-	100.0%	-	*	-	92.3%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	91.3%	<b>94.5%</b>	-	94.0%	*	-	100.0%	-	*	-	93.4%	-
Mathematics													
2017-18	46.0%	82.2%	<b>88.3%</b>	-	88.0%	*	-	100.0%	-	*	-	89.0%	-
Both Subjects													
2017-18	42.1%	80.0%	<b>87.5%</b>	-	87.2%	*	-	100.0%	-	*	-	87.9%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	61.9%	<b>42.2%</b>	-	38.5%	*	-	83.3%	-	*	-	38.5%	-
2016-17	19.9%	67.9%	<b>53.6%</b>	*	51.5%	80.0%	-	*	-	*	*	50.5%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	67.0%	<b>64.8%</b>	-	65.0%	*	-	100.0%	-	*	-	64.8%	-
2016-17	20.1%	65.7%	<b>58.9%</b>	*	60.2%	40.0%	-	*	-	*	*	60.0%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.5%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	0.8%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.8%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	59.7%	<b>79.7%</b>	-	78.6%	*	-	91.7%	-	*	-	82.4%	-
2016-17	13.2%	49.3%	<b>61.6%</b>	*	61.2%	70.0%	-	*	-	*	*	61.1%	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	25.5%	<b>60.9%</b>	-	59.0%	*	-	83.3%	-	*	-	65.9%	-
2016-17	2.7%	12.7%	<b>19.6%</b>	*	18.4%	40.0%	-	*	-	*	*	20.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.2%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	1.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	91.6%	<b>98.4%</b>	-	98.3%	*	-	100.0%	-	*	-	98.9%	-
2016-17	17.3%	84.5%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	-



District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR

Campus Number: 031916003

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 817

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	2.2%	1.2%	3.6%	*	3.9%	0.0%	-	*	-	*	*	2.1%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.9%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	53.2%	<b>92.2%</b>	-	92.3%	*	-	83.3%	-	*	-	91.2%	-
2016-17	23.4%	41.5%	<b>70.5%</b>	*	71.8%	60.0%	-	*	-	*	*	71.6%	-
Mathematics													
2017-18	23.7%	54.0%	<b>84.4%</b>	-	84.6%	*	-	83.3%	-	*	-	84.6%	-
2016-17	19.8%	40.8%	<b>58.9%</b>	*	61.2%	40.0%	-	*	-	*	*	60.0%	-
Both Subjects													
2017-18	18.1%	41.4%	<b>82.0%</b>	-	82.1%	*	-	83.3%	-	*	-	81.3%	-
2016-17	12.9%	30.8%	<b>54.5%</b>	*	56.3%	40.0%	-	*	-	*	*	55.8%	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	99.7%	<b>100.0%</b>	-	100.0%	*	-	100.0%	-	*	-	100.0%	-
2016-17	50.5%	99.0%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	0.8%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Mathematics													
2017-18	3.9%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	1.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Both Subjects													
2017-18	0.9%	0.0%	<b>0.0%</b>	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
2016-17	0.2%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	80.1%	<b>83.4%</b>	*	83.8%	80.0%	-	80.0%	-	*	n/a	84.4%	n/a
2017	26.2%	85.7%	<b>90.2%</b>	*	90.7%	66.7%	-	100.0%	-	*	n/a	90.0%	n/a
English Language Arts													
2018	15.3%	60.5%	<b>58.4%</b>	*	57.9%	70.0%	-	60.0%	-	*	n/a	57.8%	n/a
2017	15.9%	66.9%	<b>70.7%</b>	*	70.3%	66.7%	-	100.0%	-	*	n/a	70.1%	n/a
Mathematics													
2018	7.3%	26.0%	<b>20.9%</b>	*	20.2%	10.0%	-	60.0%	-	*	n/a	20.1%	n/a
2017	7.2%	25.4%	<b>18.0%</b>	*	17.8%	11.1%	-	28.6%	-	*	n/a	18.0%	n/a
Science													
2018	10.8%	45.6%	<b>39.1%</b>	*	37.7%	50.0%	-	70.0%	-	*	n/a	40.6%	n/a
2017	10.9%	53.0%	<b>56.6%</b>	*	55.9%	44.4%	-	100.0%	-	*	n/a	55.9%	n/a
Social Studies													
2018	14.5%	66.2%	<b>75.0%</b>	*	75.1%	70.0%	-	80.0%	-	*	n/a	75.0%	n/a
2017	15.0%	71.1%	<b>87.1%</b>	*	87.3%	66.7%	-	100.0%	-	*	n/a	86.3%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	53.7%	<b>36.0%</b>	*	33.3%	62.5%	-	100.0%	-	*	n/a	33.5%	n/a
2017	49.1%	52.4%	<b>37.7%</b>	*	36.9%	33.3%	-	71.4%	-	*	n/a	37.4%	n/a
English Language Arts													
2018	42.5%	39.7%	<b>18.2%</b>	*	14.5%	57.1%	-	83.3%	-	*	n/a	14.9%	n/a
2017	41.3%	32.9%	<b>18.8%</b>	*	17.5%	16.7%	-	42.9%	-	*	n/a	15.5%	n/a
Mathematics													
2018	52.8%	35.0%	<b>16.4%</b>	-	10.0%	*	-	83.3%	-	-	n/a	8.2%	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	43.8%	15.2%	-	11.9%	*	-	*	-	*	n/a	7.9%	n/a
2018	38.0%	28.9%	17.6%	-	13.4%	40.0%	-	71.4%	-	*	n/a	13.1%	n/a
2017 Social Studies	38.3%	29.3%	17.2%	*	15.2%	*	-	57.1%	-	*	n/a	12.7%	n/a
2018	44.6%	29.5%	13.3%	*	9.9%	57.1%	-	75.0%	-	*	n/a	8.2%	n/a
2017	41.4%	28.2%	9.4%	*	8.3%	16.7%	-	42.9%	-	*	n/a	6.6%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	100.0%	97.7%	-	97.4%	*	-	100.0%	-	*	n/a	92.9%	n/a
2016-17	73.5%	96.2%	87.5%	100.0%	88.3%	60.0%	-	100.0%	-	100.0%	n/a	86.7%	n/a
At/Above Criterion													
2017-18	37.9%	59.5%	54.4%	-	52.6%	*	-	100.0%	-	*	n/a	49.5%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1131	1083	-	1073	*	-	1287	-	*	n/a	1059	n/a
English Language Arts and Writing													
2017-18	521	572	549	-	545	*	-	620	-	*	n/a	537	n/a
Mathematics													
2017-18	515	558	535	-	528	*	-	667	-	*	n/a	523	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.6	21.8	-	21.0	*	-	*	-	-	n/a	20.7	n/a
English Language Arts													
2017-18	20.3	22.8	21.1	-	20.3	*	-	*	-	-	n/a	19.9	n/a
Mathematics													
2017-18	20.6	21.9	22.1	-	21.2	*	-	*	-	-	n/a	20.9	n/a
Science													
2017-18	20.9	22.4	22.3	-	21.7	*	-	*	-	-	n/a	21.3	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	82.1%	<b>90.0%</b>	*	89.7%	90.0%	-	100.0%	-	*	77.8%	91.3%	64.3%
2016-17	37.1%	74.9%	<b>88.1%</b>	*	87.5%	95.7%	-	100.0%	*	*	71.4%	88.7%	61.1%
English Language Arts													
2017-18	17.3%	51.5%	<b>37.9%</b>	*	37.5%	30.0%	-	62.5%	-	*	11.1%	40.6%	41.7%
2016-17	16.8%	53.1%	<b>34.7%</b>	*	34.2%	39.1%	-	50.0%	*	*	28.6%	38.4%	5.9%
Mathematics													
2017-18	20.7%	36.7%	<b>25.8%</b>	*	24.6%	27.6%	-	68.8%	-	*	0.0%	26.7%	0.0%
2016-17	19.5%	32.6%	<b>23.2%</b>	*	22.3%	21.7%	-	57.1%	*	*	23.1%	25.0%	0.0%
Science													
2017-18	21.2%	52.2%	<b>56.1%</b>	*	55.7%	44.8%	-	87.5%	-	*	27.8%	59.5%	41.7%
2016-17	5.7%	25.3%	<b>20.6%</b>	*	19.8%	22.7%	-	50.0%	*	*	0.0%	22.2%	0.0%
Social Studies													
2017-18	22.8%	51.4%	<b>63.7%</b>	*	63.4%	55.2%	-	87.5%	-	*	41.2%	67.2%	50.0%
2016-17	21.8%	50.2%	<b>62.9%</b>	*	62.0%	69.6%	-	78.6%	*	*	46.2%	66.0%	41.2%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	80.3%	<b>76.8%</b>	*	78.6%	80.0%	-	*	-	*	*	79.6%	-
2015-16	54.7%	83.1%	<b>77.9%</b>	*	77.5%	*	-	*	-	-	*	76.1%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	87.6%	<b>76.9%</b>	*	77.0%	*	-	-	-	-	*	76.1%	-
2015-16	55.7%	82.3%	<b>73.1%</b>	*	72.6%	*	-	*	-	-	*	74.1%	-

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
Campus Number: 031916003

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Student Information

Total Students: 817  
Grade Span: 09 - 12  
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	817	100.0%	4,098	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.4%
Kindergarten	0	0.0%	0.0%	6.9%
Grade 1	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.2%
Grade 3	0	0.0%	0.0%	7.3%
Grade 4	0	0.0%	0.0%	7.6%
Grade 5	0	0.0%	0.0%	7.7%
Grade 6	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	13.6%	7.5%
Grade 8	0	0.0%	13.7%	7.5%
Grade 9	189	23.1%	18.7%	8.1%
Grade 10	245	30.0%	21.8%	7.4%
Grade 11	206	25.2%	16.6%	6.9%
Grade 12	177	21.7%	15.6%	6.5%
Ethnic Distribution:				
African American	1	0.1%	0.8%	12.6%
Hispanic	773	94.6%	84.2%	52.6%
White	30	3.7%	5.8%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	11	1.3%	8.3%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	2	0.2%	0.7%	2.4%
Economically Disadvantaged	582	71.2%	53.9%	60.6%
Non-Educationally Disadvantaged	235	28.8%	46.1%	39.4%
Section 504 Students	14	1.7%	3.5%	6.5%
English Learners (EL)	10	1.2%	4.1%	19.5%
Students w/ Disciplinary Placements (2017-18)	5	0.6%	1.3%	1.4%
Students w/ Dyslexia	0	0.0%	0.4%	3.6%
At-Risk	203	24.8%	20.9%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	22			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	59.1%	49.6%	42.4%
Students with Physical Disabilities	0	0.0%	9.7%	21.9%
Students with Autism	*	*	24.8%	13.7%
Students with Behavioral Disabilities	**	**	15.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	120	13.2%	7.6%	15.4%

District Name: SOUTH TEXAS ISD  
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 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Student Information

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	118	13.0%		
White	2	0.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.7%	-	-	6.2%
Grade 1	-	-	3.1%	-	-	5.5%
Grade 2	-	-	1.8%	-	-	2.3%
Grade 3	-	-	1.1%	-	-	0.9%
Grade 4	-	-	0.5%	-	-	0.5%
Grade 5	-	-	0.5%	-	-	0.6%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	8.4%	5.9%	7.2%	18.2%	10.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	18.9
Grade 1	-	-	18.8
Grade 2	-	-	18.7
Grade 3	-	-	18.9
Grade 4	-	-	19.2
Grade 5	-	-	21.2
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	16.5	16.0	16.6
Foreign Languages	13.6	14.2	18.9
Mathematics	18.3	16.5	17.8
Science	20.5	19.9	18.9
Social Studies	21.8	19.4	19.3

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.6	100.0%	100.0%	100.0%
Professional Staff:	67.4	94.2%	57.2%	64.1%
Teachers	56.6	79.1%	46.3%	49.8%
Professional Support	7.8	10.9%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	4.2%	2.3%	3.0%
Educational Aides:	4.2	5.8%	4.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	3.0	n/a	23.0	12,433.0
Part-time	3.0	n/a	0.0	1,097.0
Total Minority Staff:	52.6	73.5%	85.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.6%
Hispanic	38.6	68.2%	69.4%	27.7%
White	15.0	26.5%	25.7%	58.4%
American Indian	1.0	1.8%	1.0%	0.3%
Asian	2.0	3.5%	3.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	21.7	38.4%	38.5%	23.8%
Females	34.9	61.6%	61.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	3.5%	1.3%	1.4%
Bachelors	28.6	50.5%	61.0%	73.6%
Masters	26.1	46.0%	37.4%	24.3%
Doctorate	0.0	0.0%	0.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.0%	7.0%
1-5 Years Experience	7.0	12.4%	10.7%	28.9%
6-10 Years Experience	11.8	20.8%	20.9%	19.0%
11-20 Years Experience	25.0	44.1%	36.2%	29.3%
Over 20 Years Experience	12.9	22.7%	31.2%	15.7%
Number of Students per Teacher	14.4	n/a	13.7	15.1

District Name: SOUTH TEXAS ISD  
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 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	9.0	6.3
Average Years Experience of Principals with District	16.0	8.5	5.4
Average Years Experience of Assistant Principals	8.0	5.4	5.3
Average Years Experience of Assistant Principals with District	8.0	4.1	4.7
Average Years Experience of Teachers:	16.0	16.8	11.1
Average Years Experience of Teachers with District:	4.9	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,108	\$47,218
1-5 Years Experience	\$50,498	\$50,071	\$50,408
6-10 Years Experience	\$55,858	\$55,490	\$52,786
11-20 Years Experience	\$62,142	\$61,947	\$56,041
Over 20 Years Experience	\$70,638	\$67,502	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$61,328	\$60,911	\$54,122
Professional Support	\$72,325	\$73,959	\$64,069
Campus Administration (School Leadership)	\$90,189	\$89,496	\$78,947
Instructional Staff Percent:	n/a	54.2%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS ACADEMY FOR MEDICAL PR  
 Campus Number: 031916003

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 817  
 Grade Span: 09 - 12  
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	10	1.2%	3.7%	19.7%
Career & Technical Education	817	100.0%	85.2%	26.3%
Gifted & Talented Education	27	3.3%	16.3%	8.1%
Special Education	22	2.7%	2.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	14.3	25.3%	17.2%	4.9%
Compensatory Education	3.6	6.3%	12.5%	2.7%
Gifted & Talented Education	33.1	58.5%	16.9%	2.0%
Regular Education	4.2	7.5%	33.3%	71.4%
Special Education	1.0	1.8%	1.6%	9.1%
Other	0.4	0.7%	18.3%	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.
- '\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

# 2018-19 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS H S FOR HEALTH PROFESS**

Campus Number: **031916004**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	90%	<b>91%</b>	*	90%	100%	-	92%	-	*	*	*	*	91%	86%	82%
	2018	65%	92%	<b>93%</b>	*	93%	80%	*	95%	-	*	*	*	*	92%	92%	81%
At Meets Grade Level or Above	2019	50%	80%	<b>82%</b>	*	82%	89%	-	75%	-	*	*	*	*	82%	74%	64%
	2018	44%	75%	<b>78%</b>	*	78%	60%	*	85%	-	*	*	*	*	79%	76%	58%
At Masters Grade Level	2019	11%	27%	<b>19%</b>	*	18%	22%	-	25%	-	*	*	*	*	20%	15%	11%
	2018	7%	16%	<b>10%</b>	*	9%	10%	*	25%	-	*	*	*	*	11%	9%	4%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	92%	<b>96%</b>	*	96%	92%	*	97%	-	*	*	*	100%	94%	94%	83%
	2018	67%	89%	<b>93%</b>	*	93%	71%	-	100%	-	-	63%	*	96%	92%	92%	75%
At Meets Grade Level or Above	2019	49%	79%	<b>86%</b>	*	85%	85%	*	90%	-	*	*	*	89%	84%	83%	50%
	2018	48%	77%	<b>85%</b>	*	84%	57%	-	97%	-	-	25%	*	85%	85%	84%	60%
At Masters Grade Level	2019	8%	18%	<b>18%</b>	*	15%	23%	*	29%	-	*	*	*	10%	21%	13%	0%
	2018	8%	19%	<b>26%</b>	*	23%	29%	-	39%	-	-	0%	*	14%	31%	19%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	98%	<b>92%</b>	*	91%	-	-	*	-	-	*	-	-	92%	91%	71%
	2018	83%	96%	<b>84%</b>	*	82%	*	*	*	-	-	*	*	-	84%	81%	79%
At Meets Grade Level or Above	2019	61%	87%	<b>44%</b>	*	39%	-	-	*	-	-	*	-	-	44%	41%	14%
	2018	55%	79%	<b>46%</b>	*	43%	*	*	*	-	-	*	*	-	46%	47%	34%
At Masters Grade Level	2019	37%	69%	<b>16%</b>	*	9%	-	-	*	-	-	*	-	-	16%	9%	0%
	2018	32%	57%	<b>16%</b>	*	16%	*	*	*	-	-	*	*	-	16%	13%	17%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	<b>95%</b>	*	94%	*	-	*	-	-	*	*	-	95%	93%	86%
	2018	87%	98%	<b>97%</b>	*	97%	*	*	100%	-	-	*	*	-	97%	97%	95%
At Meets Grade Level or Above	2019	62%	87%	<b>76%</b>	*	74%	*	-	*	-	-	*	*	-	76%	71%	57%
	2018	59%	82%	<b>83%</b>	*	81%	*	*	93%	-	-	*	*	-	83%	79%	60%
At Masters Grade Level	2019	25%	54%	<b>45%</b>	*	42%	*	-	*	-	-	*	*	-	45%	39%	29%
	2018	24%	46%	<b>33%</b>	*	28%	*	*	71%	-	-	*	*	-	33%	29%	18%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	99%	<b>100%</b>	*	100%	*	-	100%	-	-	100%	-	100%	100%	100%	100%
	2018	92%	98%	<b>99%</b>	*	98%	100%	*	100%	-	*	*	-	97%	100%	98%	100%
At Meets Grade Level or Above	2019	73%	88%	<b>89%</b>	*	87%	*	-	100%	-	-	67%	-	88%	91%	85%	86%
	2018	70%	85%	<b>87%</b>	*	85%	100%	*	93%	-	*	*	-	85%	90%	84%	43%
At Masters Grade Level	2019	45%	58%	<b>54%</b>	*	47%	*	-	89%	-	-	33%	-	56%	52%	46%	21%
	2018	40%	55%	<b>55%</b>	*	50%	56%	*	67%	-	*	*	-	56%	53%	46%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	96%	<b>96%</b>	100%	96%	96%	*	97%	-	*	71%	*	100%	94%	94%	85%
	2018	77%	95%	<b>94%</b>	100%	93%	88%	100%	99%	-	*	67%	100%	97%	93%	93%	84%
At Meets Grade Level or Above	2019	50%	82%	<b>84%</b>	100%	82%	89%	*	92%	-	*	47%	*	87%	82%	78%	58%
	2018	48%	79%	<b>80%</b>	100%	78%	79%	83%	91%	-	*	28%	57%	83%	79%	78%	53%
At Masters Grade Level	2019	24%	45%	<b>30%</b>	36%	26%	32%	*	53%	-	*	12%	*	33%	28%	24%	9%

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
Campus Number: 031916004

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus STAAR Performance

Total Students: 791  
Grade Span: 09 - 12  
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	42%	28%	50%	24%	33%	33%	49%	-	*	6%	0%	35%	26%	23%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	93%	94%	100%	94%	95%	*	95%	-	*	63%	*	100%	93%	91%	83%
	2018	74%	93%	93%	*	93%	76%	*	98%	-	*	58%	*	96%	92%	92%	79%
At Meets Grade Level or Above	2019	48%	80%	84%	83%	84%	86%	*	86%	-	*	50%	*	87%	84%	80%	57%
	2018	46%	76%	82%	*	81%	59%	*	92%	-	*	25%	*	81%	82%	80%	58%
At Masters Grade Level	2019	21%	33%	18%	17%	16%	23%	*	28%	-	*	0%	*	9%	21%	14%	5%
	2018	19%	30%	18%	*	16%	18%	*	33%	-	*	0%	*	13%	19%	14%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	98%	92%	*	91%	-	-	*	-	-	*	-	-	92%	91%	71%
	2018	81%	97%	84%	*	82%	*	*	*	-	-	*	*	-	84%	81%	79%
At Meets Grade Level or Above	2019	52%	85%	44%	*	39%	-	-	*	-	-	*	-	-	44%	41%	14%
	2018	50%	78%	46%	*	43%	*	*	*	-	-	*	*	-	46%	47%	34%
At Masters Grade Level	2019	26%	54%	16%	*	9%	-	-	*	-	-	*	-	-	16%	9%	0%
	2018	24%	48%	16%	*	16%	*	*	*	-	-	*	*	-	16%	13%	17%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	98%	95%	*	94%	*	-	*	-	-	*	*	-	95%	93%	86%
	2018	80%	98%	97%	*	97%	*	*	100%	-	-	*	*	-	97%	97%	95%
At Meets Grade Level or Above	2019	54%	86%	76%	*	74%	*	-	*	-	-	*	*	-	76%	71%	57%
	2018	51%	82%	83%	*	81%	*	*	93%	-	-	*	*	-	83%	79%	60%
At Masters Grade Level	2019	25%	53%	45%	*	42%	*	-	*	-	-	*	*	-	45%	39%	29%
	2018	23%	46%	33%	*	28%	*	*	71%	-	-	*	*	-	33%	29%	18%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	97%	100%	*	100%	*	-	100%	-	-	100%	-	100%	100%	100%	100%
	2018	78%	97%	99%	*	98%	100%	*	100%	-	*	*	-	97%	100%	98%	100%
At Meets Grade Level or Above	2019	55%	83%	89%	*	87%	*	-	100%	-	-	67%	-	88%	91%	85%	86%
	2018	53%	81%	87%	*	85%	100%	*	93%	-	*	*	-	85%	90%	84%	43%
At Masters Grade Level	2019	33%	56%	54%	*	47%	*	-	89%	-	-	33%	-	56%	52%	46%	21%
	2018	31%	56%	55%	*	50%	56%	*	67%	-	*	*	-	56%	53%	46%	0%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Progress

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2019	69	75	<b>75</b>	*	75	83	*	69	-	*	*	*	70	78	74	63
	2018	67	71	<b>75</b>	*	75	64	-	78	-	-	*	-	84	72	74	53
End of Course Algebra I	2019	75	92	<b>71</b>	*	65	-	-	*	-	-	*	-	-	71	65	*
	2018	72	86	<b>48</b>	*	45	*	-	*	-	-	*	-	-	48	48	43
All Grades Both Subjects	2019	69	81	<b>75</b>	*	75	83	*	70	-	*	*	*	70	78	73	60
	2018	69	79	<b>69</b>	*	68	67	-	78	-	-	50	-	84	65	68	48
All Grades ELA/Reading	2019	68	78	<b>75</b>	*	75	83	*	69	-	*	*	*	70	78	74	63
	2018	69	76	<b>75</b>	*	75	64	-	78	-	-	*	-	84	72	74	53
All Grades Mathematics	2019	70	85	<b>71</b>	*	65	-	-	*	-	-	*	-	-	71	65	*
	2018	70	82	<b>48</b>	*	45	*	-	*	-	-	*	-	-	48	48	43

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
Campus Number: 031916004

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Prior Year and Student Success Initiative**

Total Students: 791  
Grade Span: 09 - 12  
School Type: High School

**There is no data for this campus.**

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 791  
 Grade Span: 09 - 12  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	96%	<b>96%</b>	-	-	-	-	-	73%	-	73%	85%	73%	76%
	2018	77%	95%	<b>94%</b>	-	-	-	-	-	63%	63%	-	79%	63%	71%
At Meets Grade Level or Above	2019	50%	82%	<b>84%</b>	-	-	-	-	-	32%	-	32%	38%	32%	34%
	2018	48%	79%	<b>80%</b>	-	-	-	-	-	24%	24%	-	50%	24%	37%
At Masters Grade Level	2019	24%	45%	<b>30%</b>	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	22%	42%	<b>28%</b>	-	-	-	-	-	5%	5%	-	5%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	<b>94%</b>	-	-	-	-	-	65%	-	65%	89%	65%	72%
	2018	74%	93%	<b>93%</b>	-	-	-	-	-	50%	50%	-	79%	50%	63%
At Meets Grade Level or Above	2019	48%	80%	<b>84%</b>	-	-	-	-	-	35%	-	35%	22%	35%	31%
	2018	46%	76%	<b>82%</b>	-	-	-	-	-	23%	23%	-	53%	23%	37%
At Masters Grade Level	2019	21%	33%	<b>18%</b>	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	19%	30%	<b>18%</b>	-	-	-	-	-	5%	5%	-	0%	5%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	98%	<b>92%</b>	-	-	-	-	-	83%	-	83%	*	83%	71%
	2018	81%	97%	<b>84%</b>	-	-	-	-	-	57%	57%	-	63%	57%	60%
At Meets Grade Level or Above	2019	52%	85%	<b>44%</b>	-	-	-	-	-	17%	-	17%	*	17%	14%
	2018	50%	78%	<b>46%</b>	-	-	-	-	-	29%	29%	-	25%	29%	27%
At Masters Grade Level	2019	26%	54%	<b>16%</b>	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	24%	48%	<b>16%</b>	-	-	-	-	-	14%	14%	-	13%	14%	13%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	98%	<b>95%</b>	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	80%	98%	<b>97%</b>	-	-	-	-	-	90%	90%	-	91%	90%	90%
At Meets Grade Level or Above	2019	54%	86%	<b>76%</b>	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	51%	82%	<b>83%</b>	-	-	-	-	-	20%	20%	-	64%	20%	43%
At Masters Grade Level	2019	25%	53%	<b>45%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	46%	<b>33%</b>	-	-	-	-	-	0%	0%	-	9%	0%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	97%	<b>100%</b>	-	-	-	-	-	*	-	*	*	*	100%
	2018	78%	97%	<b>99%</b>	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	83%	<b>89%</b>	-	-	-	-	-	*	-	*	*	*	67%
	2018	53%	81%	<b>87%</b>	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	56%	<b>54%</b>	-	-	-	-	-	*	-	*	*	*	0%
	2018	31%	56%	<b>55%</b>	-	-	-	-	-	*	*	-	-	*	*
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	81%	<b>75%</b>	-	-	-	-	-	62%	-	62%	43%	62%	55%
	2018	69%	79%	<b>69%</b>	-	-	-	-	-	45%	45%	-	41%	45%	43%
All Grades ELA/Reading	2019	68%	78%	<b>75%</b>	-	-	-	-	-	68%	-	68%	43%	68%	58%
	2018	69%	76%	<b>75%</b>	-	-	-	-	-	33%	33%	-	*	33%	39%
All Grades Mathematics	2019	70%	85%	<b>71%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	70%	82%	<b>48%</b>	-	-	-	-	-	*	*	-	38%	*	46%



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Participation

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	*	100%	100%	100%
Included in Accountability	94%	98%	<b>95%</b>	100%	94%	97%	*	100%	-	*	85%	94%	85%
Not Included in Accountability													
Mobile	4%	2%	<b>4%</b>	0%	5%	3%	*	0%	-	*	10%	4%	0%
Other Exclusions	1%	0%	<b>1%</b>	0%	2%	0%	*	0%	-	*	5%	2%	15%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	*	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	*	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	*	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	-	*	100%	99%	100%
Included in Accountability	94%	98%	<b>95%</b>	100%	94%	92%	100%	99%	-	*	100%	93%	91%
Not Included in Accountability													
Mobile	4%	1%	<b>4%</b>	0%	5%	8%	0%	1%	-	*	0%	5%	3%
Other Exclusions	1%	0%	<b>1%</b>	0%	1%	0%	0%	0%	-	*	0%	1%	6%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	*	0%	1%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	*	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	*	0%	0%	0%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.1%	<b>96.3%</b>	97.8%	96.0%	96.4%	*	97.6%	-	97.4%	96.8%	95.8%	95.6%
2016-17	95.7%	96.6%	<b>96.8%</b>	98.5%	96.5%	96.6%	*	97.8%	-	98.4%	94.7%	96.5%	93.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	99.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	3.8%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	5.7%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	99.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	99.8%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Class of 2017													
Graduated	89.7%	98.6%	<b>99.3%</b>	*	99.1%	100.0%	-	100.0%	-	*	*	98.7%	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	4.0%	1.2%	<b>0.7%</b>	*	0.9%	0.0%	-	0.0%	-	*	*	1.3%	-
Dropped Out	5.9%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	90.1%	98.6%	<b>99.3%</b>	*	99.1%	100.0%	-	100.0%	-	*	*	98.7%	-
Graduates, TxCHSE, and Continuers	94.1%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Received TxCHSE	0.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	92.6%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Class of 2016													
Graduated	91.6%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Received TxCHSE	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Continued HS	1.2%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Dropped Out	6.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduates and TxCHSE	92.2%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS

Campus Number: 031916004

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 791

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Dropped Out	6.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	-	0.0%	*
Graduates and TxCHSE	92.9%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
Class of 2015													
Graduated	91.8%	99.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	*	100.0%	*
Received TxCHSE	1.0%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
Dropped Out	6.7%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
Graduates and TxCHSE	92.8%	99.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.3%	99.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	*	100.0%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	99.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Class of 2017	89.7%	98.6%	99.3%	*	99.1%	100.0%	-	100.0%	-	*	*	98.7%	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	2.3%	6.8%	0.0%	8.4%	16.7%	-	0.0%	-	*	*	10.0%	*
Class of 2017	6.0%	1.1%	2.1%	*	2.9%	0.0%	-	0.0%	-	*	*	1.3%	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	95.2%	92.7%	100.0%	90.8%	83.3%	-	100.0%	-	*	*	89.0%	*
Class of 2017	60.8%	98.2%	97.9%	*	97.1%	100.0%	-	100.0%	-	*	*	98.7%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	97.5%	99.4%	100.0%	99.2%	100.0%	-	100.0%	-	*	*	99.0%	*
Class of 2017	85.9%	95.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	2.6%	7.3%	0.0%	9.2%	16.7%	-	0.0%	-	*	*	10.3%	*
2016-17	7.2%	1.3%	2.8%	*	3.8%	0.0%	-	0.0%	-	*	*	2.7%	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.8%	92.1%	100.0%	90.0%	83.3%	-	100.0%	-	*	*	88.7%	*
2016-17	56.5%	98.2%	97.2%	*	96.2%	100.0%	-	100.0%	-	*	*	97.3%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	97.4%	99.4%	100.0%	99.2%	100.0%	-	100.0%	-	*	*	99.0%	*
2016-17	84.0%	95.6%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Graduation Profile**

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	178	100.0%	619	347,893
By Ethnicity:				
African American	5	2.8%	13	43,502
Hispanic	120	67.4%	490	173,272
White	12	6.7%	28	107,052
American Indian	0	0.0%	0	1,226
Asian	38	21.3%	82	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	3	1.7%	6	6,724
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	3,538
Foundation H.S. Program (No Endorsement)	1	0.6%	16	49,432
Foundation H.S. Program (Endorsement)	13	7.3%	16	16,542
Foundation H.S. Program (DLA)	164	92.1%	587	272,526
Special Education Graduates	3	1.7%	13	25,962
Economically Disadvantaged Graduates	97	54.5%	329	166,956
LEP Graduates	1	0.6%	6	21,359
At-Risk Graduates	54	30.3%	155	144,805

District Name: SOUTH TEXAS ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	95.5%	<b>96.6%</b>	100.0%	95.8%	95.8%	-	98.7%	-	*	*	96.4%	*
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	90.5%	<b>91.0%</b>	100.0%	88.3%	91.7%	-	97.4%	-	*	*	90.7%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	91.3%	<b>92.1%</b>	100.0%	90.8%	91.7%	-	94.7%	-	*	*	89.7%	*
Mathematics													
2017-18	46.0%	82.2%	<b>80.9%</b>	100.0%	78.3%	83.3%	-	86.8%	-	*	*	79.4%	*
Both Subjects													
2017-18	42.1%	80.0%	<b>78.1%</b>	100.0%	75.0%	83.3%	-	84.2%	-	*	*	75.3%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	61.9%	<b>69.1%</b>	40.0%	60.8%	83.3%	-	92.1%	-	*	*	62.9%	*
2016-17	19.9%	67.9%	<b>69.5%</b>	*	62.3%	80.0%	-	92.3%	-	*	*	68.9%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	67.0%	<b>58.4%</b>	20.0%	58.3%	58.3%	-	63.2%	-	*	*	57.7%	*
2016-17	20.1%	65.7%	<b>61.7%</b>	*	61.3%	40.0%	-	65.4%	-	*	*	62.2%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	0.8%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.8%	<b>6.2%</b>	0.0%	5.0%	0.0%	-	10.5%	-	*	*	8.2%	*
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	59.7%	<b>72.8%</b>	90.0%	70.0%	79.2%	-	77.6%	-	*	*	67.0%	*
2016-17	13.2%	49.3%	<b>67.7%</b>	*	65.1%	60.0%	-	78.8%	-	*	*	64.2%	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	25.5%	<b>44.9%</b>	80.0%	39.2%	58.3%	-	55.3%	-	*	*	34.0%	*
2016-17	2.7%	12.7%	<b>36.2%</b>	*	31.1%	20.0%	-	57.7%	-	*	*	29.7%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.2%	<b>0.6%</b>	0.0%	0.8%	0.0%	-	0.0%	-	*	*	1.0%	*
2016-17	1.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	91.6%	<b>98.3%</b>	80.0%	98.3%	100.0%	-	100.0%	-	*	*	96.9%	*
2016-17	17.3%	84.5%	<b>99.3%</b>	*	99.1%	100.0%	-	100.0%	-	*	*	98.6%	-

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	2.2%	1.2%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.9%	1.7%	0.0%	2.5%	0.0%	-	0.0%	-	*	*	2.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-

District Name: SOUTH TEXAS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	53.2%	<b>36.0%</b>	20.0%	38.3%	25.0%	-	34.2%	-	*	*	35.1%	*
2016-17	23.4%	41.5%	<b>31.9%</b>	*	33.0%	20.0%	-	30.8%	-	*	*	33.8%	-
Mathematics													
2017-18	23.7%	54.0%	<b>41.0%</b>	60.0%	42.5%	25.0%	-	39.5%	-	*	*	44.3%	*
2016-17	19.8%	40.8%	<b>33.3%</b>	*	36.8%	0.0%	-	23.1%	-	*	*	40.5%	-
Both Subjects													
2017-18	18.1%	41.4%	<b>21.9%</b>	20.0%	22.5%	16.7%	-	21.1%	-	*	*	24.7%	*
2016-17	12.9%	30.8%	<b>19.9%</b>	*	20.8%	0.0%	-	19.2%	-	*	*	23.0%	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	99.7%	<b>100.0%</b>	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
2016-17	50.5%	99.0%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	0.8%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Mathematics													
2017-18	3.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	1.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Both Subjects													
2017-18	0.9%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2016-17	0.2%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	80.1%	<b>79.1%</b>	66.7%	75.8%	85.7%	*	90.6%	-	80.0%	n/a	77.2%	n/a
2017	26.2%	85.7%	<b>85.7%</b>	100.0%	82.5%	82.4%	-	95.3%	-	*	n/a	85.2%	n/a
English Language Arts													
2018	15.3%	60.5%	<b>70.9%</b>	55.6%	68.3%	76.2%	*	81.3%	-	60.0%	n/a	70.1%	n/a
2017	15.9%	66.9%	<b>75.1%</b>	100.0%	71.9%	76.5%	-	81.3%	-	*	n/a	75.4%	n/a
Mathematics													
2018	7.3%	26.0%	<b>20.6%</b>	22.2%	13.8%	28.6%	*	43.8%	-	20.0%	n/a	16.8%	n/a
2017	7.2%	25.4%	<b>16.5%</b>	0.0%	11.4%	23.5%	-	31.3%	-	*	n/a	13.7%	n/a
Science													
2018	10.8%	45.6%	<b>48.5%</b>	33.3%	41.3%	47.6%	*	75.0%	-	80.0%	n/a	45.2%	n/a
2017	10.9%	53.0%	<b>61.7%</b>	75.0%	55.3%	47.1%	-	84.4%	-	*	n/a	57.9%	n/a
Social Studies													
2018	14.5%	66.2%	<b>66.2%</b>	55.6%	62.1%	66.7%	*	81.3%	-	80.0%	n/a	64.5%	n/a
2017	15.0%	71.1%	<b>66.7%</b>	50.0%	60.1%	82.4%	-	85.9%	-	*	n/a	65.0%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	53.7%	<b>51.7%</b>	50.0%	49.5%	61.1%	*	53.4%	-	*	n/a	46.7%	n/a
2017	49.1%	52.4%	<b>48.0%</b>	37.5%	45.2%	57.1%	-	55.7%	-	*	n/a	41.7%	n/a
English Language Arts													
2018	42.5%	39.7%	<b>43.2%</b>	40.0%	37.8%	56.3%	*	53.8%	-	*	n/a	35.5%	n/a
2017	41.3%	32.9%	<b>34.4%</b>	37.5%	29.9%	38.5%	-	46.2%	-	*	n/a	26.1%	n/a
Mathematics													
2018	52.8%	35.0%	<b>17.1%</b>	*	6.1%	16.7%	-	32.1%	-	*	n/a	6.1%	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	43.8%	24.5%	-	3.8%	*	-	45.0%	-	*	n/a	12.0%	n/a
2018	38.0%	28.9%	26.1%	*	19.2%	40.0%	*	33.3%	-	*	n/a	14.6%	n/a
2017 Social Studies	38.3%	29.3%	28.3%	33.3%	21.4%	62.5%	-	38.9%	-	*	n/a	21.7%	n/a
2018	44.6%	29.5%	26.7%	60.0%	20.8%	50.0%	*	30.8%	-	*	n/a	21.3%	n/a
2017	41.4%	28.2%	27.6%	*	21.2%	42.9%	-	40.0%	-	*	n/a	20.2%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	100.0%	100.0%	100.0%	100.0%	91.7%	-	100.0%	-	*	n/a	100.0%	n/a
2016-17	73.5%	96.2%	97.2%	100.0%	96.2%	100.0%	-	100.0%	-	100.0%	n/a	98.7%	n/a
At/Above Criterion													
2017-18	37.9%	59.5%	52.2%	40.0%	45.2%	81.8%	-	68.3%	-	*	n/a	47.1%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1131	1114	1096	1073	1174	-	1211	-	*	n/a	1082	n/a
English Language Arts and Writing													
2017-18	521	572	569	550	552	586	-	612	-	*	n/a	551	n/a
Mathematics													
2017-18	515	558	546	546	522	588	-	599	-	*	n/a	531	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.6	23.0	*	21.8	24.6	-	25.4	-	*	n/a	21.8	n/a
English Language Arts													
2017-18	20.3	22.8	23.4	*	22.4	24.9	-	25.7	-	*	n/a	22.0	n/a
Mathematics													
2017-18	20.6	21.9	21.8	*	20.4	24.8	-	24.7	-	*	n/a	20.8	n/a
Science													
2017-18	20.9	22.4	22.8	*	21.7	23.9	-	25.1	-	*	n/a	22.0	n/a



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	82.1%	<b>66.6%</b>	84.6%	64.1%	74.4%	*	75.0%	-	83.3%	69.2%	66.1%	38.1%
2016-17	37.1%	74.9%	<b>56.3%</b>	78.6%	52.0%	66.7%	*	69.8%	-	71.4%	23.1%	55.0%	20.0%
English Language Arts													
2017-18	17.3%	51.5%	<b>38.5%</b>	61.5%	33.4%	53.8%	*	56.7%	-	66.7%	16.7%	36.0%	9.5%
2016-17	16.8%	53.1%	<b>42.2%</b>	71.4%	36.4%	48.5%	*	62.1%	-	66.7%	8.3%	38.8%	11.1%
Mathematics													
2017-18	20.7%	36.7%	<b>29.8%</b>	46.2%	25.7%	44.7%	*	42.9%	-	66.7%	16.7%	28.1%	10.0%
2016-17	19.5%	32.6%	<b>36.2%</b>	57.1%	30.5%	48.5%	*	55.3%	-	66.7%	9.1%	34.0%	0.0%
Science													
2017-18	21.2%	52.2%	<b>54.0%</b>	76.9%	51.3%	53.8%	*	65.9%	-	66.7%	61.5%	52.2%	33.3%
2016-17	5.7%	25.3%	<b>36.5%</b>	46.2%	31.4%	27.3%	*	60.2%	-	83.3%	20.0%	33.2%	0.0%
Social Studies													
2017-18	22.8%	51.4%	<b>51.3%</b>	76.9%	45.3%	64.1%	*	74.0%	-	83.3%	33.3%	50.1%	10.5%
2016-17	21.8%	50.2%	<b>44.4%</b>	50.0%	39.3%	57.6%	*	61.7%	-	66.7%	16.7%	42.4%	11.1%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	80.3%	<b>87.9%</b>	*	89.6%	60.0%	-	88.5%	-	*	*	88.2%	-
2015-16	54.7%	83.1%	<b>87.1%</b>	*	88.1%	90.9%	-	82.4%	-	*	-	86.6%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	87.6%	<b>87.4%</b>	*	87.0%	*	-	90.9%	-	*	*	84.8%	-
2015-16	55.7%	82.3%	<b>86.7%</b>	*	85.7%	100.0%	-	88.9%	-	*	-	83.6%	*

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
Campus Number: 031916004

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Student Information

Total Students: 791  
Grade Span: 09 - 12  
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	791	100.0%	4,098	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.4%
Kindergarten	0	0.0%	0.0%	6.9%
Grade 1	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.2%
Grade 3	0	0.0%	0.0%	7.3%
Grade 4	0	0.0%	0.0%	7.6%
Grade 5	0	0.0%	0.0%	7.7%
Grade 6	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	13.6%	7.5%
Grade 8	0	0.0%	13.7%	7.5%
Grade 9	196	24.8%	18.7%	8.1%
Grade 10	265	33.5%	21.8%	7.4%
Grade 11	174	22.0%	16.6%	6.9%
Grade 12	156	19.7%	15.6%	6.5%
Ethnic Distribution:				
African American	12	1.5%	0.8%	12.6%
Hispanic	625	79.0%	84.2%	52.6%
White	35	4.4%	5.8%	27.4%
American Indian	3	0.4%	0.1%	0.4%
Asian	111	14.0%	8.3%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	5	0.6%	0.7%	2.4%
Economically Disadvantaged	431	54.5%	53.9%	60.6%
Non-Educationally Disadvantaged	360	45.5%	46.1%	39.4%
Section 504 Students	17	2.1%	3.5%	6.5%
English Learners (EL)	39	4.9%	4.1%	19.5%
Students w/ Disciplinary Placements (2017-18)	6	0.7%	1.3%	1.4%
Students w/ Dyslexia	1	0.1%	0.4%	3.6%
At-Risk	144	18.2%	20.9%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	12			
By Type of Primary Disability				
Students with Intellectual Disabilities	5	41.7%	49.6%	42.4%
Students with Physical Disabilities	*	*	9.7%	21.9%
Students with Autism	*	*	24.8%	13.7%
Students with Behavioral Disabilities	*	*	15.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	79	8.8%	7.6%	15.4%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Student Information

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	74	8.2%		
White	3	0.3%		
American Indian	0	0.0%		
Asian	2	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.7%	-	-	6.2%
Grade 1	-	-	3.1%	-	-	5.5%
Grade 2	-	-	1.8%	-	-	2.3%
Grade 3	-	-	1.1%	-	-	0.9%
Grade 4	-	-	0.5%	-	-	0.5%
Grade 5	-	-	0.5%	-	-	0.6%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	5.9%	5.9%	7.2%	50.0%	10.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	18.9
Grade 1	-	-	18.8
Grade 2	-	-	18.7
Grade 3	-	-	18.9
Grade 4	-	-	19.2
Grade 5	-	-	21.2
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	15.3	16.0	16.6
Foreign Languages	14.3	14.2	18.9
Mathematics	19.8	16.5	17.8
Science	20.7	19.9	18.9
Social Studies	20.0	19.4	19.3

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

<b>Staff Information</b>	<b>----- Campus -----</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	71.7	100.0%	100.0%	100.0%
Professional Staff:	69.5	97.0%	57.2%	64.1%
Teachers	58.4	81.5%	46.3%	49.8%
Professional Support	8.1	11.3%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	4.2%	2.3%	3.0%
Educational Aides:	2.2	3.0%	4.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	7.0	4,414.0
Part-time	3.0	n/a	0.0	572.0
Counselors				
Full-time	3.0	n/a	23.0	12,433.0
Part-time	3.0	n/a	0.0	1,097.0
Total Minority Staff:	45.5	63.5%	85.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.7%	0.7%	10.6%
Hispanic	33.2	56.8%	69.4%	27.7%
White	23.2	39.7%	25.7%	58.4%
American Indian	1.0	1.7%	1.0%	0.3%
Asian	0.1	0.1%	3.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	14.4	24.7%	38.5%	23.8%
Females	44.0	75.3%	61.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	33.0	56.5%	61.0%	73.6%
Masters	24.4	41.8%	37.4%	24.3%
Doctorate	1.0	1.7%	0.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.0%	7.0%
1-5 Years Experience	3.0	5.1%	10.7%	28.9%
6-10 Years Experience	13.0	22.3%	20.9%	19.0%
11-20 Years Experience	18.1	30.9%	36.2%	29.3%
Over 20 Years Experience	24.3	41.7%	31.2%	15.7%
Number of Students per Teacher	13.5	n/a	13.7	15.1

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	9.0	6.3
Average Years Experience of Principals with District	14.0	8.5	5.4
Average Years Experience of Assistant Principals	4.0	5.4	5.3
Average Years Experience of Assistant Principals with District	4.0	4.1	4.7
Average Years Experience of Teachers:	18.5	16.8	11.1
Average Years Experience of Teachers with District:	10.3	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,108	\$47,218
1-5 Years Experience	\$50,370	\$50,071	\$50,408
6-10 Years Experience	\$54,598	\$55,490	\$52,786
11-20 Years Experience	\$62,031	\$61,947	\$56,041
Over 20 Years Experience	\$66,993	\$67,502	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$61,844	\$60,911	\$54,122
Professional Support	\$72,153	\$73,959	\$64,069
Campus Administration (School Leadership)	\$89,959	\$89,496	\$78,947
Instructional Staff Percent:	n/a	54.2%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS H S FOR HEALTH PROFESS  
 Campus Number: 031916004

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 791  
 Grade Span: 09 - 12  
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	26	3.3%	3.7%	19.7%
Career & Technical Education	791	100.0%	85.2%	26.3%
Gifted & Talented Education	90	11.4%	16.3%	8.1%
Special Education	12	1.5%	2.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.4%	0.1%	6.4%
Career & Technical Education	13.5	23.2%	17.2%	4.9%
Compensatory Education	5.9	10.0%	12.5%	2.7%
Gifted & Talented Education	0.1	0.2%	16.9%	2.0%
Regular Education	26.8	45.9%	33.3%	71.4%
Special Education	0.9	1.6%	1.6%	9.1%
Other	10.9	18.6%	18.3%	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.
- '\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

# 2018-19 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **THE SCIENCE ACADEMY OF SOUTH TEXAS**

Campus Number: **031916005**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

<div>StateDistrictCampusAfricanAmericanHispanicWhiteAmericanIndianAsianPacificIslanderTwo or More RacesSpecial Ed (Current)Special Ed (Former)Continuously EnrolledNon-Continuously EnrolledEcon DisadvEL (Current &amp; Monitored)</div>																	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	90%	92%	*	92%	100%	-	78%	-	*	75%	43%	56%	94%	90%	69%
	2018	65%	92%	92%	*	91%	100%	-	100%	-	*	33%	-	*	93%	88%	79%
At Meets Grade Level or Above	2019	50%	80%	82%	*	82%	93%	-	67%	-	*	50%	29%	33%	86%	78%	50%
	2018	44%	75%	83%	*	82%	93%	-	86%	-	*	11%	-	*	84%	80%	63%
At Masters Grade Level	2019	11%	27%	30%	*	31%	14%	-	44%	-	*	0%	0%	0%	32%	24%	6%
	2018	7%	16%	22%	*	20%	27%	-	29%	-	*	0%	-	*	22%	20%	5%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	92%	97%	*	96%	100%	-	100%	-	-	70%	*	95%	98%	94%	93%
	2018	67%	89%	95%	*	96%	95%	-	95%	-	*	17%	*	90%	97%	95%	73%
At Meets Grade Level or Above	2019	49%	79%	90%	*	89%	95%	-	94%	-	-	40%	*	86%	93%	85%	71%
	2018	48%	77%	91%	*	91%	90%	-	95%	-	*	17%	*	82%	95%	89%	73%
At Masters Grade Level	2019	8%	18%	33%	*	26%	47%	-	56%	-	-	0%	*	18%	41%	19%	14%
	2018	8%	19%	32%	*	29%	35%	-	50%	-	*	0%	*	13%	40%	23%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	98%	84%	-	85%	*	-	*	-	-	*	*	*	83%	78%	80%
	2018	83%	96%	92%	-	91%	*	-	*	-	-	*	-	*	93%	91%	*
At Meets Grade Level or Above	2019	61%	87%	58%	-	58%	*	-	*	-	-	*	*	*	60%	50%	40%
	2018	55%	79%	65%	-	64%	*	-	*	-	-	*	-	*	70%	65%	*
At Masters Grade Level	2019	37%	69%	35%	-	38%	*	-	*	-	-	*	*	*	37%	33%	40%
	2018	32%	57%	41%	-	40%	*	-	*	-	-	*	-	*	43%	30%	*
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	96%	-	98%	100%	-	*	-	*	*	*	*	96%	96%	83%
	2018	87%	98%	100%	-	100%	100%	-	100%	-	-	100%	-	*	100%	100%	100%
At Meets Grade Level or Above	2019	62%	87%	77%	-	78%	83%	-	*	-	*	*	*	*	78%	65%	67%
	2018	59%	82%	84%	-	81%	100%	-	100%	-	-	20%	-	*	85%	83%	69%
At Masters Grade Level	2019	25%	54%	45%	-	40%	67%	-	*	-	*	*	*	*	45%	31%	33%
	2018	24%	46%	45%	-	40%	71%	-	67%	-	-	20%	-	*	45%	42%	46%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	99%	99%	-	98%	100%	-	100%	-	*	*	*	99%	99%	97%	*
	2018	92%	98%	99%	*	98%	100%	-	100%	-	*	*	*	98%	100%	97%	*
At Meets Grade Level or Above	2019	73%	88%	94%	-	94%	100%	-	94%	-	*	*	*	95%	93%	91%	*
	2018	70%	85%	94%	*	92%	100%	-	100%	-	*	*	*	94%	93%	87%	*
At Masters Grade Level	2019	45%	58%	73%	-	71%	65%	-	94%	-	*	*	*	80%	66%	61%	*
	2018	40%	55%	73%	*	66%	94%	-	90%	-	*	*	*	68%	78%	62%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	96%	96%	100%	95%	98%	-	96%	-	100%	72%	53%	95%	96%	93%	82%
	2018	77%	95%	96%	*	95%	98%	-	99%	-	*	46%	*	93%	97%	94%	84%
At Meets Grade Level or Above	2019	50%	82%	87%	100%	86%	93%	-	87%	-	100%	44%	37%	87%	87%	81%	59%
	2018	48%	79%	87%	*	85%	95%	-	96%	-	*	13%	*	85%	87%	84%	64%
At Masters Grade Level	2019	24%	45%	43%	50%	40%	45%	-	63%	-	60%	0%	11%	46%	42%	33%	18%

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	42%	41%	*	37%	54%	-	63%	-	*	4%	*	43%	41%	34%	22%
At Approaches Grade Level or Above	2019	75%	93%	95%	100%	94%	100%	-	95%	-	*	72%	45%	92%	96%	92%	80%
	2018	74%	93%	94%	*	93%	97%	-	97%	-	*	27%	*	88%	95%	91%	77%
At Meets Grade Level or Above	2019	48%	80%	87%	100%	86%	94%	-	88%	-	*	44%	27%	81%	89%	82%	60%
	2018	46%	76%	88%	*	87%	91%	-	91%	-	*	13%	*	78%	89%	85%	67%
At Masters Grade Level	2019	21%	33%	32%	50%	28%	33%	-	53%	-	*	0%	0%	16%	36%	22%	10%
	2018	19%	30%	27%	*	25%	31%	-	41%	-	*	0%	*	13%	30%	22%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	98%	84%	-	85%	*	-	*	-	-	*	*	*	83%	78%	80%
	2018	81%	97%	92%	-	91%	*	-	*	-	-	*	-	*	93%	91%	*
At Meets Grade Level or Above	2019	52%	85%	58%	-	58%	*	-	*	-	-	*	*	*	60%	50%	40%
	2018	50%	78%	65%	-	64%	*	-	*	-	-	*	-	*	70%	65%	*
At Masters Grade Level	2019	26%	54%	35%	-	38%	*	-	*	-	-	*	*	*	37%	33%	40%
	2018	24%	48%	41%	-	40%	*	-	*	-	-	*	-	*	43%	30%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	98%	96%	-	98%	100%	-	*	-	*	*	*	*	96%	96%	83%
	2018	80%	98%	100%	-	100%	100%	-	100%	-	-	100%	-	*	100%	100%	100%
At Meets Grade Level or Above	2019	54%	86%	77%	-	78%	83%	-	*	-	*	*	*	*	78%	65%	67%
	2018	51%	82%	84%	-	81%	100%	-	100%	-	-	20%	-	*	85%	83%	69%
At Masters Grade Level	2019	25%	53%	45%	-	40%	67%	-	*	-	*	*	*	*	45%	31%	33%
	2018	23%	46%	45%	-	40%	71%	-	67%	-	-	20%	-	*	45%	42%	46%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	97%	99%	-	98%	100%	-	100%	-	*	*	*	99%	99%	97%	*
	2018	78%	97%	99%	*	98%	100%	-	100%	-	*	*	*	98%	100%	97%	*
At Meets Grade Level or Above	2019	55%	83%	94%	-	94%	100%	-	94%	-	*	*	*	95%	93%	91%	*
	2018	53%	81%	94%	*	92%	100%	-	100%	-	*	*	*	94%	93%	87%	*
At Masters Grade Level	2019	33%	56%	73%	-	71%	65%	-	94%	-	*	*	*	80%	66%	61%	*
	2018	31%	56%	73%	*	66%	94%	-	90%	-	*	*	*	68%	78%	62%	*

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Progress

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2019	69	75	<b>79</b>	*	77	87	-	80	-	-	75	*	76	80	74	88
	2018	67	71	<b>74</b>	*	75	61	-	73	-	*	*	*	65	77	79	61
End of Course Algebra I	2019	75	92	<b>82</b>	-	88	*	-	*	-	-	*	*	-	82	83	*
	2018	72	86	<b>77</b>	-	77	-	-	-	-	-	*	-	-	77	75	*
All Grades Both Subjects	2019	69	81	<b>79</b>	*	78	83	-	80	-	-	78	*	76	81	76	91
	2018	69	79	<b>74</b>	*	76	61	-	73	-	*	70	*	65	77	79	63
All Grades ELA/Reading	2019	68	78	<b>79</b>	*	77	87	-	80	-	-	75	*	76	80	74	88
	2018	69	76	<b>74</b>	*	75	61	-	73	-	*	*	*	65	77	79	61
All Grades Mathematics	2019	70	85	<b>82</b>	-	88	*	-	*	-	-	*	*	-	82	83	*
	2018	70	82	<b>77</b>	-	77	-	-	-	-	-	*	-	-	77	75	*

District Name: SOUTH TEXAS ISD  
Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
Campus Number: 031916005

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Prior Year and Student Success Initiative**

Total Students: 774  
Grade Span: 09 - 12  
School Type: High School

**There is no data for this campus.**

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 774  
 Grade Span: 09 - 12  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	96%	<b>96%</b>	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	77%	95%	<b>96%</b>	-	-	-	-	-	-	-	-	63%	-	63%
At Meets Grade Level or Above	2019	50%	82%	<b>87%</b>	-	-	-	-	-	29%	-	29%	-	29%	29%
	2018	48%	79%	<b>87%</b>	-	-	-	-	-	-	-	-	0%	-	0%
At Masters Grade Level	2019	24%	45%	<b>43%</b>	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	22%	42%	<b>41%</b>	-	-	-	-	-	-	-	-	0%	-	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	<b>95%</b>	-	-	-	-	-	58%	-	58%	-	58%	58%
	2018	74%	93%	<b>94%</b>	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2019	48%	80%	<b>87%</b>	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	46%	76%	<b>88%</b>	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2019	21%	33%	<b>32%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	30%	<b>27%</b>	-	-	-	-	-	-	-	-	*	-	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	98%	<b>84%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	81%	97%	<b>92%</b>	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2019	52%	85%	<b>58%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	50%	78%	<b>65%</b>	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2019	26%	54%	<b>35%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	24%	48%	<b>41%</b>	-	-	-	-	-	-	-	-	*	-	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	98%	<b>96%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	98%	<b>100%</b>	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2019	54%	86%	<b>77%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	82%	<b>84%</b>	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2019	25%	53%	<b>45%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	46%	<b>45%</b>	-	-	-	-	-	-	-	-	*	-	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	97%	<b>99%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	97%	<b>99%</b>	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	83%	<b>94%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	81%	<b>94%</b>	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	56%	<b>73%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	56%	<b>73%</b>	-	-	-	-	-	-	-	-	-	-	-
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	81%	<b>79%</b>	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	69%	79%	<b>74%</b>	-	-	-	-	-	-	-	-	*	-	*
All Grades ELA/Reading	2019	68%	78%	<b>79%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	76%	<b>74%</b>	-	-	-	-	-	-	-	-	*	-	*
All Grades Mathematics	2019	70%	85%	<b>82%</b>	-	-	-	-	-	*	-	*	-	*	*
	2018	70%	82%	<b>77%</b>	-	-	-	-	-	-	-	-	*	-	*

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Participation

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	98%	<b>98%</b>	100%	99%	95%	-	100%	-	83%	100%	98%	100%
Not Included in Accountability													
Mobile	4%	2%	<b>1%</b>	0%	1%	5%	-	0%	-	17%	0%	2%	0%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	-	100%	-	*	100%	100%	100%
Included in Accountability	94%	98%	<b>99%</b>	*	99%	97%	-	99%	-	*	100%	99%	67%
Not Included in Accountability													
Mobile	4%	1%	<b>1%</b>	*	0%	3%	-	1%	-	*	0%	0%	0%
Other Exclusions	1%	0%	<b>1%</b>	*	1%	0%	-	0%	-	*	0%	1%	33%
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	0%	-	*	0%	0%	0%

District Name: SOUTH TEXAS ISD

Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS

Campus Number: 031916005

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 774

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.1%	<b>96.6%</b>	96.8%	96.4%	96.4%	-	97.8%	-	97.6%	96.4%	96.1%	85.8%
2016-17	95.7%	96.6%	<b>97.0%</b>	*	96.7%	97.1%	-	97.8%	-	98.3%	97.8%	96.7%	*
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	99.0%	<b>98.7%</b>	*	98.2%	100.0%	-	100.0%	-	-	*	98.4%	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Continued HS	3.8%	0.8%	<b>1.3%</b>	*	1.8%	0.0%	-	0.0%	-	-	*	1.6%	-
Dropped Out	5.7%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Graduates and TxCHSE	90.4%	99.0%	<b>98.7%</b>	*	98.2%	100.0%	-	100.0%	-	-	*	98.4%	-
Graduates, TxCHSE, and Continuers	94.3%	99.8%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	-	*	100.0%	-
Class of 2017													
Graduated	89.7%	98.6%	<b>98.9%</b>	-	98.7%	100.0%	-	100.0%	-	*	*	98.6%	-
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	4.0%	1.2%	<b>1.1%</b>	-	1.3%	0.0%	-	0.0%	-	*	*	1.4%	-
Dropped Out	5.9%	0.2%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	90.1%	98.6%	<b>98.9%</b>	-	98.7%	100.0%	-	100.0%	-	*	*	98.6%	-
Graduates, TxCHSE, and Continuers	94.1%	99.8%	<b>100.0%</b>	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	99.8%	<b>100.0%</b>	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Received TxCHSE	0.6%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	92.6%	99.8%	<b>100.0%</b>	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	<b>100.0%</b>	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Class of 2016													
Graduated	91.6%	99.8%	<b>99.4%</b>	-	99.2%	100.0%	-	100.0%	-	*	-	100.0%	-
Received TxCHSE	0.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Continued HS	1.2%	0.2%	<b>0.6%</b>	-	0.8%	0.0%	-	0.0%	-	*	-	0.0%	-
Dropped Out	6.6%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Graduates and TxCHSE	92.2%	99.8%	<b>99.4%</b>	-	99.2%	100.0%	-	100.0%	-	*	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	100.0%	<b>100.0%</b>	-	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-

District Name: SOUTH TEXAS ISD

Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS

Campus Number: 031916005

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 774

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Continued HS	0.5%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Dropped Out	6.6%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Graduates and TxCHSE	92.9%	100.0%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
Class of 2015													
Graduated	91.8%	99.7%	100.0%	*	100.0%	100.0%	*	100.0%	-	100.0%	*	100.0%	*
Received TxCHSE	1.0%	0.2%	0.0%	*	0.0%	0.0%	*	0.0%	-	0.0%	*	0.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	-	0.0%	*	0.0%	*
Dropped Out	6.7%	0.2%	0.0%	*	0.0%	0.0%	*	0.0%	-	0.0%	*	0.0%	*
Graduates and TxCHSE	92.8%	99.8%	100.0%	*	100.0%	100.0%	*	100.0%	-	100.0%	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.3%	99.8%	100.0%	*	100.0%	100.0%	*	100.0%	-	100.0%	*	100.0%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	99.0%	98.7%	*	98.2%	100.0%	-	100.0%	-	-	*	98.4%	-
Class of 2017	89.7%	98.6%	98.9%	-	98.7%	100.0%	-	100.0%	-	*	*	98.6%	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	0.0%	*	-	*	*	-	*	-	-	-	*	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	2.3%	0.7%	*	0.9%	0.0%	-	0.0%	-	-	*	0.0%	-
Class of 2017	6.0%	1.1%	1.1%	-	1.4%	0.0%	-	0.0%	-	*	-	0.0%	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	95.2%	95.3%	*	93.5%	100.0%	-	100.0%	-	-	*	91.8%	-
Class of 2017	60.8%	98.2%	97.7%	-	97.3%	100.0%	-	100.0%	-	*	-	100.0%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	97.5%	96.0%	*	94.4%	100.0%	-	100.0%	-	-	*	91.8%	-
Class of 2017	85.9%	95.8%	96.6%	-	97.3%	88.9%	-	94.7%	-	*	-	98.6%	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	0.0%	0.0%	-	*	*	-	*	-	-	-	*	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	2.6%	1.3%	*	1.8%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	7.2%	1.3%	1.1%	-	1.4%	0.0%	-	0.0%	-	*	-	0.0%	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.8%	94.2%	*	92.0%	100.0%	-	100.0%	-	-	*	91.5%	-
2016-17	56.5%	98.2%	97.7%	-	97.3%	100.0%	-	100.0%	-	*	-	100.0%	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	97.4%	95.5%	*	93.8%	100.0%	-	100.0%	-	-	*	91.5%	-
2016-17	84.0%	95.6%	95.6%	-	96.0%	88.9%	-	94.7%	-	*	-	97.2%	-



District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Graduation Profile**

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	154	100.0%	619	347,893
By Ethnicity:				
African American	2	1.3%	13	43,502
Hispanic	112	72.7%	490	173,272
White	9	5.8%	28	107,052
American Indian	0	0.0%	0	1,226
Asian	31	20.1%	82	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	0	0.0%	6	6,724
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	3,538
Foundation H.S. Program (No Endorsement)	7	4.5%	16	49,432
Foundation H.S. Program (Endorsement)	2	1.3%	16	16,542
Foundation H.S. Program (DLA)	145	94.2%	587	272,526
Special Education Graduates	3	1.9%	13	25,962
Economically Disadvantaged Graduates	59	38.3%	329	166,956
LEP Graduates	0	0.0%	6	21,359
At-Risk Graduates	21	13.6%	155	144,805

District Name: SOUTH TEXAS ISD

Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS

Campus Number: 031916005

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 774

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	95.5%	<b>95.5%</b>	*	94.2%	100.0%	-	100.0%	-	-	*	94.1%	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	90.5%	<b>91.6%</b>	*	89.3%	100.0%	-	100.0%	-	-	*	88.1%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	91.3%	<b>95.5%</b>	*	93.8%	100.0%	-	100.0%	-	-	*	91.5%	-
Mathematics													
2017-18	46.0%	82.2%	<b>90.3%</b>	*	87.5%	100.0%	-	100.0%	-	-	*	84.7%	-
Both Subjects													
2017-18	42.1%	80.0%	<b>89.6%</b>	*	86.6%	100.0%	-	100.0%	-	-	*	84.7%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	61.9%	<b>66.9%</b>	*	63.4%	88.9%	-	77.4%	-	-	*	52.5%	-
2016-17	19.9%	67.9%	<b>77.3%</b>	-	78.0%	55.6%	-	78.9%	-	*	-	69.4%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	67.0%	<b>74.0%</b>	*	75.9%	66.7%	-	74.2%	-	-	*	66.1%	-
2016-17	20.1%	65.7%	<b>73.5%</b>	-	74.7%	55.6%	-	78.9%	-	*	-	70.8%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.5%	<b>1.9%</b>	*	1.8%	0.0%	-	3.2%	-	-	*	3.4%	-
2016-17	0.8%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.8%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	59.7%	<b>49.4%</b>	*	49.6%	44.4%	-	50.0%	-	-	*	50.0%	-
2016-17	13.2%	49.3%	<b>47.2%</b>	-	47.3%	38.9%	-	50.0%	-	*	-	48.6%	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	25.5%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	2.7%	12.7%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	1.0%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	91.6%	<b>97.4%</b>	*	97.3%	88.9%	-	100.0%	-	-	*	98.3%	-
2016-17	17.3%	84.5%	<b>92.3%</b>	-	92.7%	77.8%	-	94.7%	-	*	-	93.1%	-

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	2.2%	1.2%	1.7%	-	1.3%	0.0%	-	5.3%	-	*	-	2.8%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.9%	1.3%	*	1.8%	0.0%	-	0.0%	-	-	*	1.7%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	0.5%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	53.2%	<b>45.5%</b>	*	42.0%	66.7%	-	54.8%	-	-	*	39.0%	-
2016-17	23.4%	41.5%	<b>23.2%</b>	-	22.7%	33.3%	-	26.3%	-	*	-	23.6%	-
Mathematics													
2017-18	23.7%	54.0%	<b>47.4%</b>	*	42.0%	66.7%	-	61.3%	-	-	*	40.7%	-
2016-17	19.8%	40.8%	<b>25.4%</b>	-	25.3%	33.3%	-	26.3%	-	*	-	25.0%	-
Both Subjects													
2017-18	18.1%	41.4%	<b>40.3%</b>	*	36.6%	55.6%	-	51.6%	-	-	*	35.6%	-
2016-17	12.9%	30.8%	<b>21.0%</b>	-	20.0%	33.3%	-	26.3%	-	*	-	20.8%	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	99.7%	<b>100.0%</b>	*	100.0%	100.0%	-	100.0%	-	-	*	100.0%	-
2016-17	50.5%	99.0%	<b>98.3%</b>	-	98.7%	88.9%	-	100.0%	-	*	-	98.6%	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	0.8%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Mathematics													
2017-18	3.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	1.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
Both Subjects													
2017-18	0.9%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
2016-17	0.2%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	0.0%	-	*	-	0.0%	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	80.1%	<b>77.7%</b>	*	75.0%	73.1%	-	90.0%	-	*	n/a	71.1%	n/a
2017	26.2%	85.7%	<b>83.1%</b>	*	81.5%	78.9%	-	90.6%	-	*	n/a	78.7%	n/a
English Language Arts													
2018	15.3%	60.5%	<b>64.5%</b>	*	61.0%	61.5%	-	80.0%	-	*	n/a	57.0%	n/a
2017	15.9%	66.9%	<b>67.4%</b>	*	65.3%	73.7%	-	71.7%	-	*	n/a	62.5%	n/a
Mathematics													
2018	7.3%	26.0%	<b>34.9%</b>	*	30.9%	30.8%	-	51.7%	-	*	n/a	27.4%	n/a
2017	7.2%	25.4%	<b>38.9%</b>	*	35.5%	47.4%	-	50.9%	-	*	n/a	29.4%	n/a
Science													
2018	10.8%	45.6%	<b>56.6%</b>	*	52.1%	38.5%	-	81.7%	-	*	n/a	47.4%	n/a
2017	10.9%	53.0%	<b>65.6%</b>	*	62.9%	73.7%	-	77.4%	-	*	n/a	57.4%	n/a
Social Studies													
2018	14.5%	66.2%	<b>67.6%</b>	*	63.1%	69.2%	-	85.0%	-	*	n/a	57.0%	n/a
2017	15.0%	71.1%	<b>76.6%</b>	*	73.7%	78.9%	-	86.8%	-	*	n/a	70.6%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	53.7%	<b>71.7%</b>	*	68.9%	73.7%	-	81.5%	-	*	n/a	58.3%	n/a
2017	49.1%	52.4%	<b>68.2%</b>	*	68.2%	73.3%	-	70.8%	-	*	n/a	61.7%	n/a
English Language Arts													
2018	42.5%	39.7%	<b>52.6%</b>	*	47.2%	62.5%	-	66.7%	-	*	n/a	36.4%	n/a
2017	41.3%	32.9%	<b>47.1%</b>	*	46.2%	64.3%	-	50.0%	-	*	n/a	32.9%	n/a
Mathematics													
2018	52.8%	35.0%	<b>46.5%</b>	*	35.6%	75.0%	-	64.5%	-	*	n/a	40.5%	n/a

District Name: SOUTH TEXAS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	43.8%	52.7%	-	46.7%	77.8%	-	66.7%	-	*	n/a	30.0%	n/a
2018	38.0%	28.9%	50.3%	*	47.2%	70.0%	-	55.1%	-	*	n/a	43.8%	n/a
2017 Social Studies	38.3%	29.3%	44.8%	-	40.5%	50.0%	-	61.0%	-	*	n/a	35.9%	n/a
2018	44.6%	29.5%	49.3%	*	43.0%	72.2%	-	60.8%	-	*	n/a	35.1%	n/a
2017	41.4%	28.2%	49.2%	*	48.2%	66.7%	-	52.2%	-	*	n/a	38.5%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	?	n/a	93.8%	n/a
2016-17	73.5%	96.2%	97.8%	-	97.3%	100.0%	-	100.0%	-	100.0%	n/a	98.6%	n/a
At/Above Criterion													
2017-18	37.9%	59.5%	84.5%	*	82.8%	100.0%	-	90.9%	-	*	n/a	81.7%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1131	1254	*	1241	1333	-	1290	-	*	n/a	1236	n/a
English Language Arts and Writing													
2017-18	521	572	622	*	619	659	-	629	-	*	n/a	617	n/a
Mathematics													
2017-18	515	558	631	*	622	674	-	661	-	*	n/a	618	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.6	25.8	*	25.0	*	-	28.5	-	-	n/a	25.0	n/a
English Language Arts													
2017-18	20.3	22.8	26.0	*	25.2	*	-	28.4	-	-	n/a	25.3	n/a
Mathematics													
2017-18	20.6	21.9	25.6	*	24.8	*	-	28.4	-	-	n/a	24.6	n/a
Science													
2017-18	20.9	22.4	25.3	*	24.5	*	-	28.9	-	-	n/a	24.4	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	82.1%	<b>95.0%</b>	100.0%	93.7%	98.6%	-	99.1%	-	100.0%	86.7%	93.7%	50.0%
2016-17	37.1%	74.9%	<b>81.8%</b>	*	80.4%	77.6%	-	89.0%	-	100.0%	87.5%	82.4%	*
English Language Arts													
2017-18	17.3%	51.5%	<b>70.9%</b>	83.3%	66.6%	73.1%	-	92.3%	-	83.3%	60.0%	63.7%	33.3%
2016-17	16.8%	53.1%	<b>70.6%</b>	*	68.2%	72.4%	-	80.2%	-	100.0%	37.5%	67.7%	*
Mathematics													
2017-18	20.7%	36.7%	<b>54.0%</b>	16.7%	51.2%	52.9%	-	71.6%	-	66.7%	20.0%	51.8%	*
2016-17	19.5%	32.6%	<b>40.2%</b>	*	38.5%	36.2%	-	50.5%	-	50.0%	12.5%	36.4%	*
Science													
2017-18	21.2%	52.2%	<b>57.7%</b>	66.7%	52.5%	65.2%	-	78.0%	-	100.0%	21.4%	53.5%	*
2016-17	5.7%	25.3%	<b>32.0%</b>	*	30.7%	25.0%	-	42.5%	-	37.5%	0.0%	29.5%	*
Social Studies													
2017-18	22.8%	51.4%	<b>35.9%</b>	50.0%	32.9%	27.9%	-	56.5%	-	33.3%	6.7%	32.1%	*
2016-17	21.8%	50.2%	<b>40.8%</b>	*	40.6%	25.9%	-	48.1%	-	37.5%	37.5%	41.9%	*
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	80.3%	<b>76.8%</b>	-	75.3%	88.9%	-	84.2%	-	*	-	84.9%	-
2015-16	54.7%	83.1%	<b>78.2%</b>	-	78.5%	63.2%	-	87.0%	-	*	-	77.9%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	87.6%	<b>96.2%</b>	-	95.4%	100.0%	-	100.0%	-	*	-	96.7%	-
2015-16	55.7%	82.3%	<b>91.2%</b>	-	90.5%	81.8%	-	100.0%	-	*	-	89.4%	-

District Name: SOUTH TEXAS ISD  
Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
Campus Number: 031916005

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Student Information

Total Students: 774  
Grade Span: 09 - 12  
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	774	100.0%	4,098	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.4%
Kindergarten	0	0.0%	0.0%	6.9%
Grade 1	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.2%
Grade 3	0	0.0%	0.0%	7.3%
Grade 4	0	0.0%	0.0%	7.6%
Grade 5	0	0.0%	0.0%	7.7%
Grade 6	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	13.6%	7.5%
Grade 8	0	0.0%	13.7%	7.5%
Grade 9	218	28.2%	18.7%	8.1%
Grade 10	234	30.2%	21.8%	7.4%
Grade 11	163	21.1%	16.6%	6.9%
Grade 12	159	20.5%	15.6%	6.5%
Ethnic Distribution:				
African American	7	0.9%	0.8%	12.6%
Hispanic	586	75.7%	84.2%	52.6%
White	72	9.3%	5.8%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	100	12.9%	8.3%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	8	1.0%	0.7%	2.4%
Economically Disadvantaged	314	40.6%	53.9%	60.6%
Non-Educationally Disadvantaged	460	59.4%	46.1%	39.4%
Section 504 Students	40	5.2%	3.5%	6.5%
English Learners (EL)	9	1.2%	4.1%	19.5%
Students w/ Disciplinary Placements (2017-18)	3	0.4%	1.3%	1.4%
Students w/ Dyslexia	14	1.8%	0.4%	3.6%
At-Risk	92	11.9%	20.9%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	17			
By Type of Primary Disability				
Students with Intellectual Disabilities	11	64.7%	49.6%	42.4%
Students with Physical Disabilities	*	*	9.7%	21.9%
Students with Autism	*	*	24.8%	13.7%
Students with Behavioral Disabilities	*	*	15.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	38	4.7%	7.6%	15.4%

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Student Information

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	33	4.0%		
White	3	0.4%		
American Indian	0	0.0%		
Asian	2	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.7%	-	-	6.2%
Grade 1	-	-	3.1%	-	-	5.5%
Grade 2	-	-	1.8%	-	-	2.3%
Grade 3	-	-	1.1%	-	-	0.9%
Grade 4	-	-	0.5%	-	-	0.5%
Grade 5	-	-	0.5%	-	-	0.6%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	5.7%	5.9%	7.2%	0.0%	10.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	18.9
Grade 1	-	-	18.8
Grade 2	-	-	18.7
Grade 3	-	-	18.9
Grade 4	-	-	19.2
Grade 5	-	-	21.2
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	16.1	16.0	16.6
Foreign Languages	11.5	14.2	18.9
Mathematics	14.6	16.5	17.8
Science	18.9	19.9	18.9
Social Studies	20.8	19.4	19.3



District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	75.2	100.0%	100.0%	100.0%
Professional Staff:	68.1	90.5%	57.2%	64.1%
Teachers	56.8	75.5%	46.3%	49.8%
Professional Support	8.3	11.0%	8.2%	10.1%
Campus Administration (School Leadership)	3.0	4.0%	2.3%	3.0%
Educational Aides:	7.2	9.5%	4.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	7.0	4,414.0
Part-time	3.0	n/a	0.0	572.0
Counselors				
Full-time	3.0	n/a	23.0	12,433.0
Part-time	3.0	n/a	0.0	1,097.0
Total Minority Staff:	51.7	68.7%	85.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.6%
Hispanic	32.3	56.9%	69.4%	27.7%
White	20.8	36.7%	25.7%	58.4%
American Indian	1.0	1.8%	1.0%	0.3%
Asian	1.9	3.4%	3.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.7	1.2%	0.2%	1.1%
Males	34.6	60.9%	38.5%	23.8%
Females	22.2	39.1%	61.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	3.5%	1.3%	1.4%
Bachelors	37.9	66.6%	61.0%	73.6%
Masters	16.9	29.8%	37.4%	24.3%
Doctorate	0.0	0.0%	0.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.0%	7.0%
1-5 Years Experience	2.0	3.5%	10.7%	28.9%
6-10 Years Experience	7.0	12.3%	20.9%	19.0%
11-20 Years Experience	22.4	39.5%	36.2%	29.3%
Over 20 Years Experience	25.4	44.6%	31.2%	15.7%
Number of Students per Teacher	13.6	n/a	13.7	15.1

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	9.0	6.3
Average Years Experience of Principals with District	4.0	8.5	5.4
Average Years Experience of Assistant Principals	5.5	5.4	5.3
Average Years Experience of Assistant Principals with District	4.0	4.1	4.7
Average Years Experience of Teachers:	20.4	16.8	11.1
Average Years Experience of Teachers with District:	12.3	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,108	\$47,218
1-5 Years Experience	\$49,468	\$50,071	\$50,408
6-10 Years Experience	\$55,995	\$55,490	\$52,786
11-20 Years Experience	\$62,570	\$61,947	\$56,041
Over 20 Years Experience	\$67,367	\$67,502	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$63,440	\$60,911	\$54,122
Professional Support	\$72,387	\$73,959	\$64,069
Campus Administration (School Leadership)	\$86,340	\$89,496	\$78,947
Instructional Staff Percent:	n/a	54.2%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: SOUTH TEXAS ISD  
 Campus Name: THE SCIENCE ACADEMY OF SOUTH TEXAS  
 Campus Number: 031916005

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 774  
 Grade Span: 09 - 12  
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	9	1.2%	3.7%	19.7%
Career & Technical Education	774	100.0%	85.2%	26.3%
Gifted & Talented Education	213	27.5%	16.3%	8.1%
Special Education	17	2.2%	2.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	12.4	21.8%	17.2%	4.9%
Compensatory Education	4.3	7.5%	12.5%	2.7%
Gifted & Talented Education	0.0	0.0%	16.9%	2.0%
Regular Education	7.9	13.8%	33.3%	71.4%
Special Education	1.9	3.4%	1.6%	9.1%
Other	30.3	53.4%	18.3%	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.
- '\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

# 2018-19 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS PREPARATORY ACADEMY**

Campus Number: **031916041**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
Campus Number: 031916041

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**

Total Students: 573  
Grade Span: 07 - 08  
School Type: Middle

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	96%	96%	100%	96%	90%	-	100%	-	*	86%	*	*	96%	93%	92%
	2018	74%	96%	97%	*	97%	100%	-	98%	*	*	*	100%	-	97%	96%	98%
At Meets Grade Level or Above	2019	49%	79%	80%	88%	75%	90%	-	98%	-	*	29%	*	*	80%	69%	74%
	2018	48%	79%	80%	*	77%	86%	-	93%	*	*	*	60%	-	80%	73%	77%
At Masters Grade Level	2019	29%	55%	60%	63%	55%	65%	-	81%	-	*	29%	*	*	60%	46%	61%
	2018	29%	57%	61%	*	55%	67%	-	85%	*	*	*	40%	-	61%	45%	42%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	95%	96%	88%	96%	95%	-	100%	-	*	71%	*	*	96%	94%	94%
	2018	69%	95%	97%	*	96%	100%	-	98%	*	*	*	100%	-	97%	94%	94%
At Meets Grade Level or Above	2019	42%	81%	81%	88%	76%	90%	-	100%	-	*	29%	*	*	81%	72%	81%
	2018	43%	80%	81%	*	78%	90%	-	91%	*	*	*	80%	-	81%	73%	68%
At Masters Grade Level	2019	18%	50%	57%	50%	52%	65%	-	79%	-	*	0%	*	*	56%	42%	58%
	2018	15%	42%	41%	*	35%	67%	-	63%	*	*	*	40%	-	41%	31%	28%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	99%	100%	*	100%	100%	-	100%	*	-	100%	*	-	100%	100%	100%
	2018	86%	99%	100%	*	100%	100%	-	100%	-	*	*	*	-	100%	100%	100%
At Meets Grade Level or Above	2019	55%	83%	85%	*	85%	91%	-	91%	*	-	83%	*	-	85%	86%	81%
	2018	49%	74%	78%	*	77%	100%	-	70%	-	*	*	*	-	78%	72%	67%
At Masters Grade Level	2019	28%	47%	52%	*	49%	91%	-	64%	*	-	33%	*	-	52%	50%	39%
	2018	27%	41%	45%	*	45%	45%	-	50%	-	*	*	*	-	45%	38%	36%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	99%	99%	100%	99%	100%	-	100%	-	*	83%	*	*	99%	99%	98%
	2018	86%	98%	98%	*	97%	95%	-	100%	*	*	67%	*	-	98%	98%	97%
At Meets Grade Level or Above	2019	57%	82%	84%	75%	80%	90%	-	100%	-	*	33%	*	*	84%	74%	80%
	2018	51%	77%	77%	*	73%	80%	-	93%	*	*	50%	*	-	77%	67%	70%
At Masters Grade Level	2019	17%	34%	35%	50%	28%	40%	-	65%	-	*	17%	*	*	35%	24%	31%
	2018	15%	34%	32%	*	26%	35%	-	64%	*	*	50%	*	-	32%	23%	27%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	82%	-	88%	-	-	*	-	-	*	*	-	82%	90%	80%
	2018	76%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-
At Meets Grade Level or Above	2019	51%	50%	47%	-	50%	-	-	*	-	-	*	*	-	47%	60%	80%
	2018	52%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-
At Masters Grade Level	2019	25%	17%	12%	-	13%	-	-	*	-	-	*	*	-	12%	10%	20%
	2018	28%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	94%	94%	*	93%	100%	-	98%	*	*	67%	*	-	94%	91%	86%
	2018	65%	96%	95%	80%	95%	100%	-	97%	-	*	43%	*	-	95%	93%	89%
At Meets Grade Level or Above	2019	37%	76%	78%	*	74%	88%	-	91%	*	*	50%	*	-	78%	68%	48%
	2018	36%	76%	77%	60%	73%	94%	-	89%	-	*	43%	*	-	77%	68%	68%
At Masters Grade Level	2019	21%	54%	56%	*	51%	59%	-	74%	*	*	33%	*	-	56%	48%	33%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Contin- uously Enrolled	Non- Contin- uously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	21%	56%	59%	40%	54%	59%	-	87%	-	*	0%	*	-	59%	46%	47%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	90%	100%	*	100%	100%	-	100%	-	*	-	*	-	100%	100%	100%
	2018	65%	92%	100%	*	100%	*	-	100%	-	*	-	-	-	100%	100%	-
At Meets Grade Level or Above	2019	50%	80%	100%	*	100%	100%	-	100%	-	*	-	*	-	100%	100%	100%
	2018	44%	75%	100%	*	100%	*	-	100%	-	*	-	-	-	100%	100%	-
At Masters Grade Level	2019	11%	27%	65%	*	63%	17%	-	76%	-	*	-	*	-	65%	59%	67%
	2018	7%	16%	63%	*	63%	*	-	67%	-	*	-	-	-	63%	67%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	98%	98%	*	98%	94%	-	100%	*	100%	67%	*	-	98%	97%	98%
	2018	83%	96%	98%	*	98%	100%	-	100%	-	*	71%	100%	-	98%	97%	95%
At Meets Grade Level or Above	2019	61%	87%	89%	*	87%	81%	-	98%	*	100%	50%	*	-	89%	83%	76%
	2018	55%	79%	83%	*	81%	89%	-	94%	-	*	14%	80%	-	83%	75%	79%
At Masters Grade Level	2019	37%	69%	72%	*	68%	81%	-	87%	*	100%	33%	*	-	72%	61%	58%
	2018	32%	57%	60%	*	55%	72%	-	83%	-	*	0%	40%	-	60%	49%	59%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	100%	*	100%	100%	-	100%	*	*	*	*	-	100%	100%	100%
	2018	87%	98%	100%	*	100%	100%	-	100%	-	*	*	*	-	100%	100%	100%
At Meets Grade Level or Above	2019	62%	87%	98%	*	98%	94%	-	100%	*	*	*	*	-	98%	96%	95%
	2018	59%	82%	97%	*	97%	100%	-	97%	-	*	*	*	-	97%	95%	91%
At Masters Grade Level	2019	25%	54%	71%	*	68%	82%	-	79%	*	*	*	*	-	71%	60%	38%
	2018	24%	46%	78%	*	75%	88%	-	92%	-	*	*	*	-	78%	68%	63%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	96%	97%	94%	97%	97%	-	99%	*	100%	77%	91%	100%	97%	96%	95%
	2018	77%	95%	98%	92%	97%	99%	-	99%	*	100%	74%	100%	-	98%	97%	96%
At Meets Grade Level or Above	2019	50%	82%	85%	78%	83%	90%	-	97%	*	100%	48%	87%	100%	85%	78%	77%
	2018	48%	79%	82%	71%	79%	91%	-	92%	*	100%	58%	68%	-	82%	74%	74%
At Masters Grade Level	2019	24%	45%	58%	53%	54%	65%	-	76%	*	79%	30%	57%	67%	58%	47%	47%
	2018	22%	42%	54%	50%	49%	63%	-	77%	*	74%	26%	39%	-	54%	42%	40%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	93%	98%	100%	98%	95%	-	100%	*	100%	92%	86%	*	98%	96%	95%
	2018	74%	93%	98%	86%	98%	100%	-	98%	*	100%	100%	100%	-	98%	98%	99%
At Meets Grade Level or Above	2019	48%	80%	86%	80%	83%	92%	-	96%	*	100%	54%	86%	*	86%	78%	78%
	2018	46%	76%	81%	57%	79%	91%	-	91%	*	100%	100%	50%	-	81%	73%	73%
At Masters Grade Level	2019	21%	33%	58%	60%	54%	65%	-	75%	*	75%	31%	43%	*	58%	49%	54%
	2018	19%	30%	56%	43%	52%	60%	-	77%	*	86%	33%	38%	-	56%	43%	40%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	98%	99%	100%	98%	97%	-	100%	*	100%	75%	100%	*	99%	98%	98%
	2018	81%	97%	98%	100%	97%	97%	-	100%	*	100%	69%	100%	-	98%	97%	96%
At Meets Grade Level or Above	2019	52%	85%	86%	70%	84%	86%	-	99%	*	100%	42%	100%	*	86%	78%	78%
	2018	50%	78%	80%	67%	77%	84%	-	94%	*	100%	31%	78%	-	80%	71%	74%
At Masters Grade Level	2019	26%	54%	55%	50%	50%	58%	-	77%	*	75%	25%	50%	*	55%	42%	42%
	2018	24%	48%	45%	50%	40%	53%	-	73%	*	63%	23%	33%	-	45%	36%	39%



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	95%	<b>96%</b>	88%	96%	95%	-	100%	-	*	71%	*	*	96%	94%	94%
	2018	66%	95%	<b>97%</b>	*	96%	100%	-	98%	*	*	*	100%	-	97%	94%	94%
At Meets Grade Level or Above	2019	38%	81%	<b>81%</b>	88%	76%	90%	-	100%	-	*	29%	*	*	81%	72%	81%
	2018	41%	80%	<b>81%</b>	*	78%	90%	-	91%	*	*	*	80%	-	81%	73%	68%
At Masters Grade Level	2019	14%	50%	<b>57%</b>	50%	52%	65%	-	79%	-	*	0%	*	*	56%	42%	58%
	2018	13%	42%	<b>41%</b>	*	35%	67%	-	63%	*	*	*	40%	-	41%	31%	28%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	98%	<b>99%</b>	*	99%	100%	-	98%	*	*	67%	*	-	99%	99%	98%
	2018	80%	98%	<b>100%</b>	*	100%	100%	-	100%	-	*	*	*	-	100%	100%	100%
At Meets Grade Level or Above	2019	54%	86%	<b>95%</b>	*	95%	94%	-	98%	*	*	67%	*	-	95%	93%	93%
	2018	51%	82%	<b>97%</b>	*	97%	100%	-	97%	-	*	*	*	-	97%	95%	91%
At Masters Grade Level	2019	25%	53%	<b>68%</b>	*	64%	82%	-	77%	*	*	67%	*	-	68%	55%	36%
	2018	23%	46%	<b>78%</b>	*	74%	88%	-	92%	-	*	*	*	-	78%	67%	63%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	97%	<b>94%</b>	*	93%	100%	-	98%	*	*	67%	*	-	94%	91%	86%
	2018	78%	97%	<b>95%</b>	80%	95%	100%	-	97%	-	*	43%	*	-	95%	93%	89%
At Meets Grade Level or Above	2019	55%	83%	<b>78%</b>	*	74%	88%	-	91%	*	*	50%	*	-	78%	68%	48%
	2018	53%	81%	<b>77%</b>	60%	73%	94%	-	89%	-	*	43%	*	-	77%	68%	68%
At Masters Grade Level	2019	33%	56%	<b>56%</b>	*	51%	59%	-	74%	*	*	33%	*	-	56%	48%	33%
	2018	31%	56%	<b>59%</b>	40%	54%	59%	-	87%	-	*	0%	*	-	59%	46%	47%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Progress

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 7 ELA/Reading	2019	77	85	<b>86</b>	86	84	89	-	93	-	*	90	*	-	86	81	83
	2018	76	87	<b>88</b>	*	87	92	-	99	*	*	*	100	-	88	83	90
Grade 7 Mathematics	2019	63	100	<b>100</b>	-	*	-	-	100	-	*	-	-	-	100	*	*
	2018	67	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 ELA/Reading	2019	77	79	<b>83</b>	*	82	95	-	91	*	-	83	*	-	83	85	83
	2018	79	77	<b>82</b>	*	80	95	-	85	-	*	*	*	-	82	80	80
Grade 8 Mathematics	2019	84	85	<b>80</b>	72	78	78	-	91	*	86	59	83	-	80	76	74
	2018	81	75	<b>68</b>	*	65	79	-	83	*	*	90	*	-	68	66	67
End of Course Algebra I	2019	75	92	<b>92</b>	*	91	91	-	96	*	100	67	*	-	92	88	83
	2018	72	86	<b>87</b>	*	85	94	-	93	-	*	33	80	-	87	84	85
All Grades Both Subjects	2019	69	81	<b>82</b>	79	80	84	-	92	*	88	73	79	-	82	79	79
	2018	69	79	<b>81</b>	67	79	91	-	91	*	100	66	82	-	81	78	80
All Grades ELA/Reading	2019	68	78	<b>85</b>	88	83	93	-	93	*	*	86	75	-	85	83	83
	2018	69	76	<b>85</b>	67	84	94	-	95	*	*	80	100	-	85	82	86
All Grades Mathematics	2019	70	85	<b>80</b>	72	78	78	-	91	*	88	59	83	-	80	76	75
	2018	70	82	<b>78</b>	67	76	88	-	88	*	100	59	67	-	78	75	74

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Prior Year and Student Success Initiative**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	66%	<b>60%</b>	*	50%	-	-	*	-	-	*	40%	20%
	2018	38%	70%	<b>84%</b>	-	82%	-	-	*	-	-	-	81%	89%
<b>Student Success Initiative</b>														
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	96%	<b>98%</b>	*	98%	100%	-	100%	*	-	83%	98%	100%
Students Requiring Accelerated Instruction														
	2019	22%	4%	<b>2%</b>	*	2%	0%	-	0%	*	-	17%	2%	0%
STAAR Cumulative Met Standard														
	2019	85%	99%	<b>100%</b>	*	100%	100%	-	100%	*	-	100%	100%	100%
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	98%	<b>97%</b>	100%	97%	100%	-	97%	-	*	67%	95%	90%
Students Requiring Accelerated Instruction														
	2019	18%	2%	<b>3%</b>	0%	3%	0%	-	3%	-	*	33%	5%	10%
STAAR Cumulative Met Standard														
	2019	88%	99%	<b>99%</b>	100%	99%	100%	-	100%	-	*	83%	99%	95%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 573  
 Grade Span: 07 - 08  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	96%	<b>97%</b>	-	-	-	-	-	84%	-	84%	-	84%	84%
	2018	77%	95%	<b>98%</b>	-	-	-	-	-	90%	90%	-	-	90%	90%
At Meets Grade Level or Above	2019	50%	82%	<b>85%</b>	-	-	-	-	-	58%	-	58%	-	58%	58%
	2018	48%	79%	<b>82%</b>	-	-	-	-	-	51%	51%	-	-	51%	51%
At Masters Grade Level	2019	24%	45%	<b>58%</b>	-	-	-	-	-	30%	-	30%	-	30%	30%
	2018	22%	42%	<b>54%</b>	-	-	-	-	-	18%	18%	-	-	18%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	<b>98%</b>	-	-	-	-	-	81%	-	81%	-	81%	81%
	2018	74%	93%	<b>98%</b>	-	-	-	-	-	96%	96%	-	-	96%	96%
At Meets Grade Level or Above	2019	48%	80%	<b>86%</b>	-	-	-	-	-	46%	-	46%	-	46%	46%
	2018	46%	76%	<b>81%</b>	-	-	-	-	-	50%	50%	-	-	50%	50%
At Masters Grade Level	2019	21%	33%	<b>58%</b>	-	-	-	-	-	27%	-	27%	-	27%	27%
	2018	19%	30%	<b>56%</b>	-	-	-	-	-	18%	18%	-	-	18%	18%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	98%	<b>99%</b>	-	-	-	-	-	92%	-	92%	-	92%	92%
	2018	81%	97%	<b>98%</b>	-	-	-	-	-	90%	90%	-	-	90%	90%
At Meets Grade Level or Above	2019	52%	85%	<b>86%</b>	-	-	-	-	-	65%	-	65%	-	65%	65%
	2018	50%	78%	<b>80%</b>	-	-	-	-	-	52%	52%	-	-	52%	52%
At Masters Grade Level	2019	26%	54%	<b>55%</b>	-	-	-	-	-	27%	-	27%	-	27%	27%
	2018	24%	48%	<b>45%</b>	-	-	-	-	-	14%	14%	-	-	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	95%	<b>96%</b>	-	-	-	-	-	81%	-	81%	-	81%	81%
	2018	66%	95%	<b>97%</b>	-	-	-	-	-	95%	95%	-	-	95%	95%
At Meets Grade Level or Above	2019	38%	81%	<b>81%</b>	-	-	-	-	-	62%	-	62%	-	62%	62%
	2018	41%	80%	<b>81%</b>	-	-	-	-	-	55%	55%	-	-	55%	55%
At Masters Grade Level	2019	14%	50%	<b>57%</b>	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	13%	42%	<b>41%</b>	-	-	-	-	-	25%	25%	-	-	25%	25%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	98%	<b>99%</b>	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	80%	98%	<b>100%</b>	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	54%	86%	<b>95%</b>	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	51%	82%	<b>97%</b>	-	-	-	-	-	80%	80%	-	-	80%	80%
At Masters Grade Level	2019	25%	53%	<b>68%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	23%	46%	<b>78%</b>	-	-	-	-	-	40%	40%	-	-	40%	40%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	97%	<b>94%</b>	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	78%	97%	<b>95%</b>	-	-	-	-	-	56%	56%	-	-	56%	56%
At Meets Grade Level or Above	2019	55%	83%	<b>78%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	53%	81%	<b>77%</b>	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	33%	56%	<b>56%</b>	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	31%	56%	<b>59%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	81%	<b>82%</b>	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	69%	79%	<b>81%</b>	-	-	-	-	-	74%	74%	-	-	74%	74%
All Grades ELA/Reading	2019	68%	78%	<b>85%</b>	-	-	-	-	-	72%	-	72%	-	72%	72%
	2018	69%	76%	<b>85%</b>	-	-	-	-	-	81%	81%	-	-	81%	81%
All Grades Mathematics	2019	70%	85%	<b>80%</b>	-	-	-	-	-	70%	-	70%	-	70%	70%
	2018	70%	82%	<b>78%</b>	-	-	-	-	-	66%	66%	-	-	66%	66%

**Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)**

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
Campus Number: 031916041

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus STAAR Performance  
Bilingual Education/English as a Second Language

Total Students: 573  
Grade Span: 07 - 08  
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Reading	2019	41%	66%	60%	-	-	-	-	-	20%	-	20%	-	20%	20%
	2018	38%	70%	84%	-	-	-	-	-	89%	89%	-	-	89%	89%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Participation**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation</b>													
<b>(All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	*	100%	98%	100%	100%
Included in Accountability	94%	98%	<b>99%</b>	100%	99%	98%	-	100%	*	100%	98%	98%	95%
Not Included in Accountability													
Mobile	4%	2%	<b>1%</b>	0%	1%	2%	-	0%	*	0%	0%	1%	3%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	1%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	2%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	2%	0%	0%
<b>2018 STAAR Participation</b>													
<b>(All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	98%	<b>100%</b>	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Not Included in Accountability													
Mobile	4%	1%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	*	0%	0%	0%	0%

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS PREPARATORY ACADEMY

Campus Number: 031916041

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 573

Grade Span: 07 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.1%	<b>97.0%</b>	98.4%	96.8%	96.8%	-	98.1%	*	98.5%	94.5%	96.9%	95.3%
2016-17	95.7%	96.6%	<b>97.8%</b>	99.5%	97.7%	97.4%	-	98.5%	-	98.5%	96.9%	97.5%	96.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.8%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS PREPARATORY ACADEMY

Campus Number: 031916041

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 573

Grade Span: 07 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	99.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	98.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	98.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Graduation Profile**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	-	-	619	347,893
By Ethnicity:				
African American	-	-	13	43,502
Hispanic	-	-	490	173,272
White	-	-	28	107,052
American Indian	-	-	0	1,226
Asian	-	-	82	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	16	49,432
Foundation H.S. Program (Endorsement)	-	-	16	16,542
Foundation H.S. Program (DLA)	-	-	587	272,526
Special Education Graduates	-	-	13	25,962
Economically Disadvantaged Graduates	-	-	329	166,956
LEP Graduates	-	-	6	21,359
At-Risk Graduates	-	-	155	144,805

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS PREPARATORY ACADEMY

Campus Number: 031916041

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 573

Grade Span: 07 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	82.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	61.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	67.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	67.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	65.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	59.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	49.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	25.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	53.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	41.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	40.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	41.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	30.8%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	80.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	85.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	60.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	26.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	25.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	53.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	66.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	71.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	53.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	52.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	32.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	35.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus CCMR-Related Indicators**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	43.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	29.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	96.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	572	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	558	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	74.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	32.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	50.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	83.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
Campus Number: 031916041

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Student Information

Total Students: 573  
Grade Span: 07 - 08  
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	573	100.0%	4,098	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.4%
Kindergarten	0	0.0%	0.0%	6.9%
Grade 1	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.2%
Grade 3	0	0.0%	0.0%	7.3%
Grade 4	0	0.0%	0.0%	7.6%
Grade 5	0	0.0%	0.0%	7.7%
Grade 6	0	0.0%	0.0%	7.7%
Grade 7	277	48.3%	13.6%	7.5%
Grade 8	296	51.7%	13.7%	7.5%
Grade 9	0	0.0%	18.7%	8.1%
Grade 10	0	0.0%	21.8%	7.4%
Grade 11	0	0.0%	16.6%	6.9%
Grade 12	0	0.0%	15.6%	6.5%
Ethnic Distribution:				
African American	10	1.7%	0.8%	12.6%
Hispanic	431	75.2%	84.2%	52.6%
White	37	6.5%	5.8%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	86	15.0%	8.3%	4.5%
Pacific Islander	1	0.2%	0.0%	0.2%
Two or More Races	8	1.4%	0.7%	2.4%
Economically Disadvantaged	238	41.5%	53.9%	60.6%
Non-Educationally Disadvantaged	335	58.5%	46.1%	39.4%
Section 504 Students	23	4.0%	3.5%	6.5%
English Learners (EL)	26	4.5%	4.1%	19.5%
Students w/ Disciplinary Placements (2017-18)	13	2.1%	1.3%	1.4%
Students w/ Dyslexia	0	0.0%	0.4%	3.6%
At-Risk	94	16.4%	20.9%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	11			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	49.6%	42.4%
Students with Physical Disabilities	*	*	9.7%	21.9%
Students with Autism	*	*	24.8%	13.7%
Students with Behavioral Disabilities	*	*	15.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	8	1.3%	7.6%	15.4%

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Student Information

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	5	0.8%		
White	1	0.2%		
American Indian	0	0.0%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.7%	-	-	6.2%
Grade 1	-	-	3.1%	-	-	5.5%
Grade 2	-	-	1.8%	-	-	2.3%
Grade 3	-	-	1.1%	-	-	0.9%
Grade 4	-	-	0.5%	-	-	0.5%
Grade 5	-	-	0.5%	-	-	0.6%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	5.9%	7.2%	-	10.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	18.9
Grade 1	-	-	18.8
Grade 2	-	-	18.7
Grade 3	-	-	18.9
Grade 4	-	-	19.2
Grade 5	-	-	21.2
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	17.4	16.0	16.6
Foreign Languages	15.7	14.2	18.9
Mathematics	15.5	16.5	17.8
Science	23.9	19.9	18.9
Social Studies	19.1	19.4	19.3



District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	54.5	100.0%	100.0%	100.0%
Professional Staff:	50.3	92.4%	57.2%	64.1%
Teachers	40.8	74.9%	46.3%	49.8%
Professional Support	7.5	13.8%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	3.0%
Educational Aides:	4.1	7.6%	4.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	3.0	n/a	23.0	12,433.0
Part-time	2.0	n/a	0.0	1,097.0
Total Minority Staff:	46.7	85.7%	85.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.5%	0.7%	10.6%
Hispanic	29.6	72.6%	69.4%	27.7%
White	6.8	16.7%	25.7%	58.4%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	3.4	8.3%	3.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	16.4	40.1%	38.5%	23.8%
Females	24.4	59.9%	61.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	31.0	76.0%	61.0%	73.6%
Masters	9.8	24.0%	37.4%	24.3%
Doctorate	0.0	0.0%	0.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.0%	7.0%
1-5 Years Experience	0.0	0.0%	10.7%	28.9%
6-10 Years Experience	9.5	23.3%	20.9%	19.0%
11-20 Years Experience	18.6	45.6%	36.2%	29.3%
Over 20 Years Experience	12.7	31.0%	31.2%	15.7%
Number of Students per Teacher	14.1	n/a	13.7	15.1

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	9.0	6.3
Average Years Experience of Principals with District	11.0	8.5	5.4
Average Years Experience of Assistant Principals	5.0	5.4	5.3
Average Years Experience of Assistant Principals with District	5.0	4.1	4.7
Average Years Experience of Teachers:	17.4	16.8	11.1
Average Years Experience of Teachers with District:	10.0	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,108	\$47,218
1-5 Years Experience	-	\$50,071	\$50,408
6-10 Years Experience	\$54,727	\$55,490	\$52,786
11-20 Years Experience	\$61,130	\$61,947	\$56,041
Over 20 Years Experience	\$66,426	\$67,502	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$61,279	\$60,911	\$54,122
Professional Support	\$76,176	\$73,959	\$64,069
Campus Administration (School Leadership)	\$94,321	\$89,496	\$78,947
Instructional Staff Percent:	n/a	54.2%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: SOUTH TEXAS ISD  
 Campus Name: SOUTH TEXAS PREPARATORY ACADEMY  
 Campus Number: 031916041

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 573  
 Grade Span: 07 - 08  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	26	4.5%	3.7%	19.7%
Career & Technical Education	262	45.7%	85.2%	26.3%
Gifted & Talented Education	186	32.5%	16.3%	8.1%
Special Education	11	1.9%	2.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	1.5	3.7%	17.2%	4.9%
Compensatory Education	8.2	20.0%	12.5%	2.7%
Gifted & Talented Education	4.7	11.5%	16.9%	2.0%
Regular Education	25.4	62.3%	33.3%	71.4%
Special Education	1.0	2.5%	1.6%	9.1%
Other	0.0	0.0%	18.3%	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.
- '\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

# 2018-19 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **RISING SCHOLARS ACADEMY OF SOUTH T**

Campus Number: **031916042**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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District Name: SOUTH TEXAS ISD  
Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
Campus Number: 031916042

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**

Total Students: 545  
Grade Span: 07 - 08  
School Type: Middle

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 7 Reading																	
At Approaches Grade Level or Above		2019	76%	96%	<b>95%</b>	*	95%	100%	-	100%	-	33%	*	-	95%	94%	91%
		2018	74%	96%	<b>95%</b>	*	94%	100%	*	100%	-	75%	*	-	95%	93%	85%
At Meets Grade Level or Above		2019	49%	79%	<b>78%</b>	*	78%	80%	-	71%	-	33%	*	-	78%	71%	55%
		2018	48%	79%	<b>76%</b>	*	75%	88%	*	80%	-	63%	*	-	76%	71%	66%
At Masters Grade Level		2019	29%	55%	<b>49%</b>	*	50%	44%	-	57%	-	17%	*	-	49%	44%	32%
		2018	29%	57%	<b>52%</b>	*	51%	63%	*	40%	-	38%	*	-	52%	44%	37%
Grade 7 Mathematics																	
At Approaches Grade Level or Above		2019	75%	*	*	-	*	-	-	-	-	*	-	-	*	*	*
		2018	72%	*	*	-	*	-	-	-	-	*	-	-	*	*	-
At Meets Grade Level or Above		2019	43%	*	*	-	*	-	-	-	-	*	-	-	*	*	*
		2018	40%	*	*	-	*	-	-	-	-	*	-	-	*	*	-
At Masters Grade Level		2019	17%	*	*	-	*	-	-	-	-	*	-	-	*	*	*
		2018	18%	*	*	-	*	-	-	-	-	*	-	-	*	*	-
Grade 7 Writing																	
At Approaches Grade Level or Above		2019	70%	95%	<b>95%</b>	*	94%	100%	-	100%	-	33%	*	-	95%	94%	87%
		2018	69%	95%	<b>93%</b>	*	93%	100%	*	100%	-	78%	*	-	93%	90%	90%
At Meets Grade Level or Above		2019	42%	81%	<b>80%</b>	*	80%	75%	-	71%	-	17%	*	-	80%	74%	64%
		2018	43%	80%	<b>79%</b>	*	75%	100%	*	100%	-	44%	*	-	79%	72%	59%
At Masters Grade Level		2019	18%	50%	<b>43%</b>	*	42%	50%	-	43%	-	17%	*	-	43%	39%	28%
		2018	15%	42%	<b>42%</b>	*	39%	50%	*	80%	-	33%	*	-	42%	32%	26%
Grade 8 Reading^																	
At Approaches Grade Level or Above		2019	86%	99%	<b>99%</b>	*	99%	100%	*	100%	-	83%	*	-	99%	99%	98%
		2018	86%	99%	<b>97%</b>	*	97%	100%	-	100%	-	67%	*	-	97%	95%	90%
At Meets Grade Level or Above		2019	55%	83%	<b>81%</b>	*	78%	93%	*	100%	-	42%	*	-	81%	75%	61%
		2018	49%	74%	<b>71%</b>	*	70%	74%	-	71%	-	50%	*	-	71%	69%	57%
At Masters Grade Level		2019	28%	47%	<b>43%</b>	*	40%	64%	*	73%	-	8%	*	-	43%	37%	22%
		2018	27%	41%	<b>36%</b>	*	36%	32%	-	43%	-	0%	*	-	36%	41%	33%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above		2019	88%	99%	<b>100%</b>	*	100%	100%	-	100%	-	100%	*	-	100%	99%	98%
		2018	86%	98%	<b>99%</b>	*	98%	100%	*	100%	-	80%	*	-	99%	99%	95%
At Meets Grade Level or Above		2019	57%	82%	<b>79%</b>	*	79%	78%	-	100%	-	29%	*	-	79%	74%	66%
		2018	51%	77%	<b>78%</b>	*	76%	75%	*	100%	-	50%	*	-	78%	72%	64%
At Masters Grade Level		2019	17%	34%	<b>32%</b>	*	30%	48%	-	57%	-	14%	*	-	32%	28%	30%
		2018	15%	34%	<b>36%</b>	*	33%	31%	*	80%	-	30%	*	-	36%	30%	19%
Grade 8 Science																	
At Approaches Grade Level or Above		2019	81%	83%	*	-	*	-	-	-	-	*	-	-	*	*	*
At Meets Grade Level or Above		2019	51%	50%	*	-	*	-	-	-	-	*	-	-	*	*	*
At Masters Grade Level		2019	25%	17%	*	-	*	-	-	-	-	*	-	-	*	*	*

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	94%	93%	*	93%	100%	*	100%	-	100%	62%	*	-	93%	91%	88%
	2018	65%	96%	96%	*	96%	100%	-	100%	-	*	86%	*	-	96%	96%	92%
At Meets Grade Level or Above	2019	37%	76%	75%	*	72%	95%	*	100%	-	80%	46%	*	-	75%	68%	65%
	2018	36%	76%	75%	*	72%	91%	-	94%	-	*	57%	*	-	75%	66%	50%
At Masters Grade Level	2019	21%	54%	53%	*	50%	68%	*	86%	-	20%	23%	*	-	53%	43%	35%
	2018	21%	56%	53%	*	50%	57%	-	88%	-	*	29%	*	-	53%	44%	33%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	90%	100%	-	100%	*	-	*	-	*	*	*	-	100%	*	*
	2018	65%	92%	100%	-	100%	*	-	-	-	-	-	-	-	100%	*	-
At Meets Grade Level or Above	2019	50%	80%	100%	-	100%	*	-	*	-	*	*	*	-	100%	*	*
	2018	44%	75%	100%	-	100%	*	-	-	-	-	-	-	-	100%	*	-
At Masters Grade Level	2019	11%	27%	72%	-	73%	*	-	*	-	*	*	*	-	72%	*	*
	2018	7%	16%	33%	-	38%	*	-	-	-	-	-	-	-	33%	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	98%	100%	*	100%	100%	*	100%	-	*	100%	*	-	100%	100%	100%
	2018	83%	96%	100%	*	100%	100%	-	100%	-	*	100%	*	-	100%	100%	100%
At Meets Grade Level or Above	2019	61%	87%	99%	*	99%	100%	*	100%	-	*	100%	*	-	99%	99%	100%
	2018	55%	79%	95%	*	94%	96%	-	100%	-	*	83%	*	-	95%	95%	87%
At Masters Grade Level	2019	37%	69%	84%	*	83%	84%	*	93%	-	*	55%	*	-	84%	80%	73%
	2018	32%	57%	80%	*	79%	70%	-	100%	-	*	83%	*	-	80%	82%	70%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	100%	*	100%	100%	*	100%	-	100%	100%	*	-	100%	100%	100%
	2018	87%	98%	99%	*	99%	100%	-	100%	-	*	83%	*	-	99%	99%	100%
At Meets Grade Level or Above	2019	62%	87%	93%	*	93%	94%	*	100%	-	100%	55%	*	-	93%	91%	83%
	2018	59%	82%	91%	*	89%	100%	-	100%	-	*	67%	*	-	91%	89%	70%
At Masters Grade Level	2019	25%	54%	56%	*	54%	65%	*	86%	-	40%	36%	*	-	56%	42%	37%
	2018	24%	46%	58%	*	54%	70%	-	88%	-	*	50%	*	-	58%	49%	48%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	96%	97%	100%	97%	100%	*	100%	-	100%	78%	100%	-	97%	97%	95%
	2018	77%	95%	97%	92%	97%	100%	*	100%	-	100%	81%	93%	-	97%	96%	92%
At Meets Grade Level or Above	2019	50%	82%	84%	100%	83%	87%	*	95%	-	95%	52%	89%	-	84%	79%	70%
	2018	48%	79%	81%	85%	79%	90%	*	94%	-	100%	58%	79%	-	81%	77%	64%
At Masters Grade Level	2019	24%	45%	52%	43%	50%	59%	*	75%	-	63%	29%	74%	-	52%	44%	37%
	2018	22%	42%	52%	54%	49%	54%	*	77%	-	56%	38%	50%	-	52%	46%	35%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	93%	97%	*	97%	100%	*	100%	-	100%	68%	100%	-	97%	96%	94%
	2018	74%	93%	96%	*	95%	100%	*	100%	-	100%	71%	*	-	96%	94%	87%
At Meets Grade Level or Above	2019	48%	80%	80%	*	79%	86%	*	90%	-	100%	42%	80%	-	80%	74%	58%
	2018	46%	76%	74%	*	73%	81%	*	77%	-	100%	57%	*	-	74%	70%	63%
At Masters Grade Level	2019	21%	33%	48%	*	46%	52%	*	67%	-	100%	16%	60%	-	48%	41%	28%
	2018	19%	30%	44%	*	44%	44%	*	41%	-	80%	21%	*	-	44%	43%	35%



District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	98%	<b>100%</b>	*	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	99%
	2018	81%	97%	<b>99%</b>	*	99%	100%	*	100%	-	100%	88%	*	-	99%	100%	97%
At Meets Grade Level or Above	2019	52%	85%	<b>89%</b>	*	89%	88%	*	100%	-	*	74%	100%	-	89%	86%	82%
	2018	50%	78%	<b>86%</b>	*	85%	87%	*	100%	-	100%	65%	*	-	86%	84%	72%
At Masters Grade Level	2019	26%	54%	<b>58%</b>	*	56%	64%	*	81%	-	*	42%	100%	-	58%	52%	51%
	2018	24%	48%	<b>58%</b>	*	57%	54%	*	90%	-	20%	53%	*	-	58%	56%	37%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	95%	<b>95%</b>	*	94%	100%	-	100%	-	-	33%	*	-	95%	94%	87%
	2018	66%	95%	<b>93%</b>	*	93%	100%	*	100%	-	*	78%	*	-	93%	90%	90%
At Meets Grade Level or Above	2019	38%	81%	<b>80%</b>	*	80%	75%	-	71%	-	-	17%	*	-	80%	74%	64%
	2018	41%	80%	<b>79%</b>	*	75%	100%	*	100%	-	*	44%	*	-	79%	72%	59%
At Masters Grade Level	2019	14%	50%	<b>43%</b>	*	42%	50%	-	43%	-	-	17%	*	-	43%	39%	28%
	2018	13%	42%	<b>42%</b>	*	39%	50%	*	80%	-	*	33%	*	-	42%	32%	26%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	98%	<b>100%</b>	*	100%	100%	*	100%	-	100%	100%	*	-	100%	100%	100%
	2018	80%	98%	<b>99%</b>	*	99%	100%	-	100%	-	*	83%	*	-	99%	99%	100%
At Meets Grade Level or Above	2019	54%	86%	<b>93%</b>	*	93%	94%	*	100%	-	100%	58%	*	-	93%	91%	83%
	2018	51%	82%	<b>91%</b>	*	89%	100%	-	100%	-	*	67%	*	-	91%	89%	70%
At Masters Grade Level	2019	25%	53%	<b>56%</b>	*	55%	65%	*	86%	-	40%	42%	*	-	56%	43%	38%
	2018	23%	46%	<b>58%</b>	*	54%	70%	-	88%	-	*	50%	*	-	58%	49%	48%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	97%	<b>93%</b>	*	93%	100%	*	100%	-	100%	62%	*	-	93%	91%	88%
	2018	78%	97%	<b>96%</b>	*	96%	100%	-	100%	-	*	86%	*	-	96%	96%	92%
At Meets Grade Level or Above	2019	55%	83%	<b>75%</b>	*	72%	95%	*	100%	-	80%	46%	*	-	75%	68%	65%
	2018	53%	81%	<b>75%</b>	*	72%	91%	-	94%	-	*	57%	*	-	75%	66%	50%
At Masters Grade Level	2019	33%	56%	<b>53%</b>	*	50%	68%	*	86%	-	20%	23%	*	-	53%	43%	35%
	2018	31%	56%	<b>53%</b>	*	50%	57%	-	88%	-	*	29%	*	-	53%	44%	33%

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Progress

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 7 ELA/Reading	2019	77	85	<b>85</b>	-	85	77	-	90	-	-	80	*	-	85	82	81
	2018	76	87	<b>85</b>	-	86	*	-	56	-	*	88	*	-	85	84	86
Grade 7 Mathematics	2019	63	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	67	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-
Grade 8 ELA/Reading	2019	77	79	<b>75</b>	*	73	79	*	95	-	*	71	*	-	75	75	79
	2018	79	77	<b>72</b>	*	73	66	-	79	-	*	67	*	-	72	77	69
Grade 8 Mathematics	2019	84	85	<b>92</b>	*	91	96	*	94	-	*	88	*	-	92	90	92
	2018	81	75	<b>85</b>	-	84	*	-	94	-	*	72	*	-	85	86	87
End of Course Algebra I	2019	75	92	<b>97</b>	*	97	100	*	92	-	*	100	*	-	97	97	95
	2018	72	86	<b>97</b>	*	96	98	-	100	-	*	100	*	-	97	99	100
All Grades Both Subjects	2019	69	81	<b>86</b>	*	85	88	*	94	-	100	81	100	-	86	84	86
	2018	69	79	<b>86</b>	*	86	85	-	86	-	83	82	81	-	86	87	86
All Grades ELA/Reading	2019	68	78	<b>80</b>	*	79	78	*	94	-	*	74	*	-	80	78	80
	2018	69	76	<b>78</b>	*	79	70	-	67	-	*	79	*	-	78	80	80
All Grades Mathematics	2019	70	85	<b>92</b>	*	91	96	*	94	-	*	88	*	-	92	90	92
	2018	70	82	<b>92</b>	*	91	98	-	98	-	*	84	*	-	92	93	92

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
Mathematics	2018	47%	-	-	-	-	-	-	-	-	-	-	-	-
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	66%	<b>68%</b>	-	67%	*	-	*	-	-	40%	64%	71%
	2018	38%	70%	<b>59%</b>	-	59%	-	-	-	-	-	*	55%	*
Mathematics	2019	45%	*	*	-	*	-	-	-	-	-	*	*	*
<b>Student Success Initiative</b>														
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	96%	<b>94%</b>	*	94%	100%	*	100%	-	*	64%	94%	71%
Students Requiring Accelerated Instruction														
	2019	22%	4%	<b>6%</b>	*	6%	0%	*	0%	-	*	36%	6%	29%
STAAR Cumulative Met Standard														
	2019	85%	99%	<b>99%</b>	*	99%	100%	*	100%	-	*	82%	99%	94%
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	98%	<b>98%</b>	*	99%	95%	-	100%	-	-	83%	98%	83%
Students Requiring Accelerated Instruction														
	2019	18%	2%	<b>2%</b>	*	1%	5%	-	0%	-	-	17%	2%	17%
STAAR Cumulative Met Standard														
	2019	88%	99%	<b>100%</b>	*	100%	100%	-	100%	-	-	100%	99%	96%

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 545  
 Grade Span: 07 - 08  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	96%	97%	-	-	-	-	-	90%	88%	90%	90%	90%	90%
	2018	77%	95%	97%	-	-	-	-	-	76%	76%	-	-	76%	76%
At Meets Grade Level or Above	2019	50%	82%	84%	-	-	-	-	-	54%	38%	55%	57%	54%	54%
	2018	48%	79%	81%	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	24%	45%	52%	-	-	-	-	-	21%	13%	22%	24%	21%	21%
	2018	22%	42%	52%	-	-	-	-	-	14%	14%	-	-	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	93%	97%	-	-	-	-	-	89%	*	88%	100%	89%	90%
	2018	74%	93%	96%	-	-	-	-	-	56%	56%	-	-	56%	56%
At Meets Grade Level or Above	2019	48%	80%	80%	-	-	-	-	-	36%	*	38%	50%	36%	38%
	2018	46%	76%	74%	-	-	-	-	-	13%	13%	-	-	13%	13%
At Masters Grade Level	2019	21%	33%	48%	-	-	-	-	-	14%	*	15%	17%	14%	14%
	2018	19%	30%	44%	-	-	-	-	-	6%	6%	-	-	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	98%	100%	-	-	-	-	-	97%	*	97%	100%	97%	98%
	2018	81%	97%	99%	-	-	-	-	-	94%	94%	-	-	94%	94%
At Meets Grade Level or Above	2019	52%	85%	89%	-	-	-	-	-	75%	*	74%	67%	75%	74%
	2018	50%	78%	86%	-	-	-	-	-	29%	29%	-	-	29%	29%
At Masters Grade Level	2019	26%	54%	58%	-	-	-	-	-	39%	*	38%	50%	39%	40%
	2018	24%	48%	58%	-	-	-	-	-	18%	18%	-	-	18%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	95%	95%	-	-	-	-	-	81%	-	81%	*	81%	79%
	2018	66%	95%	93%	-	-	-	-	-	70%	70%	-	-	70%	70%
At Meets Grade Level or Above	2019	38%	81%	80%	-	-	-	-	-	62%	-	62%	*	62%	58%
	2018	41%	80%	79%	-	-	-	-	-	40%	40%	-	-	40%	40%
At Masters Grade Level	2019	14%	50%	43%	-	-	-	-	-	24%	-	24%	*	24%	21%
	2018	13%	42%	42%	-	-	-	-	-	30%	30%	-	-	30%	30%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	98%	100%	-	-	-	-	-	100%	*	100%	*	100%	100%
	2018	80%	98%	99%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	86%	93%	-	-	-	-	-	60%	*	62%	*	60%	61%
	2018	51%	82%	91%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	53%	56%	-	-	-	-	-	7%	*	8%	*	7%	11%
	2018	23%	46%	58%	-	-	-	-	-	*	*	-	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	97%	93%	-	-	-	-	-	75%	*	79%	*	75%	74%
	2018	78%	97%	96%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	83%	75%	-	-	-	-	-	31%	*	36%	*	31%	37%
	2018	53%	81%	75%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	56%	53%	-	-	-	-	-	6%	*	7%	*	6%	5%
	2018	31%	56%	53%	-	-	-	-	-	*	*	-	-	*	*
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	81%	86%	-	-	-	-	-	84%	*	83%	100%	84%	87%
	2018	69%	79%	86%	-	-	-	-	-	77%	77%	-	-	77%	77%
All Grades ELA/Reading	2019	68%	78%	80%	-	-	-	-	-	75%	*	73%	100%	75%	79%
	2018	69%	76%	78%	-	-	-	-	-	63%	63%	-	-	63%	63%
All Grades Mathematics	2019	70%	85%	92%	-	-	-	-	-	93%	*	93%	100%	93%	94%
	2018	70%	82%	92%	-	-	-	-	-	90%	90%	-	-	90%	90%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	66%	68%	-	-	-	-	-	69%	*	64%	*	69%	71%

District Name: SOUTH TEXAS ISD  
Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
Campus Number: 031916042

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus STAAR Performance  
Bilingual Education/English as a Second Language

Total Students: 545  
Grade Span: 07 - 08  
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	70%	59%	-	-	-	-	-	*	*	-	-	*	*
	2019	45%	*	*	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Participation

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	98%	<b>99%</b>	100%	99%	98%	*	100%	-	100%	100%	99%	98%
Not Included in Accountability													
Mobile	4%	2%	<b>1%</b>	0%	1%	2%	*	0%	-	0%	0%	1%	0%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	2%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	98%	<b>98%</b>	100%	98%	98%	*	100%	-	100%	100%	98%	100%
Not Included in Accountability													
Mobile	4%	1%	<b>2%</b>	0%	2%	2%	*	0%	-	0%	0%	2%	0%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: SOUTH TEXAS ISD  
Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
Campus Number: 031916042

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 545  
Grade Span: 07 - 08  
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	96.1%	<b>97.4%</b>	*	97.3%	96.6%	*	98.8%	-	*	97.8%	97.3%	97.3%
2016-17	95.7%	96.6%	<b>97.8%</b>	*	97.7%	97.0%	-	98.6%	-	*	97.7%	97.8%	97.2%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.8%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD

Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T

Campus Number: 031916042

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 545

Grade Span: 07 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	99.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	98.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	98.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	95.6%	-	-	-	-	-	-	-	-	-	-	-



District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Graduation Profile**

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	-	-	619	347,893
By Ethnicity:				
African American	-	-	13	43,502
Hispanic	-	-	490	173,272
White	-	-	28	107,052
American Indian	-	-	0	1,226
Asian	-	-	82	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	0	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	16	49,432
Foundation H.S. Program (Endorsement)	-	-	16	16,542
Foundation H.S. Program (DLA)	-	-	587	272,526
Special Education Graduates	-	-	13	25,962
Economically Disadvantaged Graduates	-	-	329	166,956
LEP Graduates	-	-	6	21,359
At-Risk Graduates	-	-	155	144,805

District Name: SOUTH TEXAS ISD

Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T

Campus Number: 031916042

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 545

Grade Span: 07 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	82.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	61.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	67.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	67.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	65.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	59.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	49.3%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	25.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	12.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	84.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
Campus Number: 031916042

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 545  
Grade Span: 07 - 08  
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	53.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	41.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	40.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	41.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	30.8%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	99.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	99.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	80.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	85.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	60.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	66.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	26.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	25.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	53.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	66.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	71.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	53.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	52.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	32.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	35.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	43.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	29.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	96.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	572	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	558	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Other Postsecondary Indicators

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	74.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	51.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	32.6%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	52.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	51.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	50.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	83.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	82.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD  
Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
Campus Number: 031916042

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Student Information

Total Students: 545  
Grade Span: 07 - 08  
School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	545	100.0%	4,098	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.4%
Kindergarten	0	0.0%	0.0%	6.9%
Grade 1	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.2%
Grade 3	0	0.0%	0.0%	7.3%
Grade 4	0	0.0%	0.0%	7.6%
Grade 5	0	0.0%	0.0%	7.7%
Grade 6	0	0.0%	0.0%	7.7%
Grade 7	279	51.2%	13.6%	7.5%
Grade 8	266	48.8%	13.7%	7.5%
Grade 9	0	0.0%	18.7%	8.1%
Grade 10	0	0.0%	21.8%	7.4%
Grade 11	0	0.0%	16.6%	6.9%
Grade 12	0	0.0%	15.6%	6.5%
Ethnic Distribution:				
African American	2	0.4%	0.8%	12.6%
Hispanic	472	86.6%	84.2%	52.6%
White	44	8.1%	5.8%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	21	3.9%	8.3%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	5	0.9%	0.7%	2.4%
Economically Disadvantaged	281	51.6%	53.9%	60.6%
Non-Educationally Disadvantaged	264	48.4%	46.1%	39.4%
Section 504 Students	29	5.3%	3.5%	6.5%
English Learners (EL)	39	7.2%	4.1%	19.5%
Students w/ Disciplinary Placements (2017-18)	10	1.9%	1.3%	1.4%
Students w/ Dyslexia	0	0.0%	0.4%	3.6%
At-Risk	112	20.6%	20.9%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	18			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	55.6%	49.6%	42.4%
Students with Physical Disabilities	*	*	9.7%	21.9%
Students with Autism	5	27.8%	24.8%	13.7%
Students with Behavioral Disabilities	*	*	15.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	39	7.5%	7.6%	15.4%

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Student Information

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	38	7.3%		
White	1	0.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.7%	-	-	6.2%
Grade 1	-	-	3.1%	-	-	5.5%
Grade 2	-	-	1.8%	-	-	2.3%
Grade 3	-	-	1.1%	-	-	0.9%
Grade 4	-	-	0.5%	-	-	0.5%
Grade 5	-	-	0.5%	-	-	0.6%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	5.9%	7.2%	-	10.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	18.9
Grade 1	-	-	18.8
Grade 2	-	-	18.7
Grade 3	-	-	18.9
Grade 4	-	-	19.2
Grade 5	-	-	21.2
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	17.1	16.0	16.6
Foreign Languages	14.2	14.2	18.9
Mathematics	15.6	16.5	17.8
Science	21.8	19.9	18.9
Social Studies	19.5	19.4	19.3



District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	54.1	100.0%	100.0%	100.0%
Professional Staff:	49.9	92.3%	57.2%	64.1%
Teachers	40.4	74.7%	46.3%	49.8%
Professional Support	7.5	13.9%	8.2%	10.1%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	3.0%
Educational Aides:	4.2	7.7%	4.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,414.0
Part-time	0.0	n/a	0.0	572.0
Counselors				
Full-time	3.0	n/a	23.0	12,433.0
Part-time	2.0	n/a	0.0	1,097.0
Total Minority Staff:	50.1	92.6%	85.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.6%
Hispanic	36.4	90.1%	69.4%	27.7%
White	4.0	9.9%	25.7%	58.4%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	3.0%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	13.2	32.8%	38.5%	23.8%
Females	27.1	67.2%	61.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	32.1	79.5%	61.0%	73.6%
Masters	8.3	20.5%	37.4%	24.3%
Doctorate	0.0	0.0%	0.3%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.0%	1.0%	7.0%
1-5 Years Experience	12.0	29.7%	10.7%	28.9%
6-10 Years Experience	10.0	24.8%	20.9%	19.0%
11-20 Years Experience	11.0	27.3%	36.2%	29.3%
Over 20 Years Experience	5.4	13.3%	31.2%	15.7%
Number of Students per Teacher	13.5	n/a	13.7	15.1

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	9.0	6.3
Average Years Experience of Principals with District	5.0	8.5	5.4
Average Years Experience of Assistant Principals	3.0	5.4	5.3
Average Years Experience of Assistant Principals with District	2.0	4.1	4.7
Average Years Experience of Teachers:	12.0	16.8	11.1
Average Years Experience of Teachers with District:	3.2	8.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,108	\$47,108	\$47,218
1-5 Years Experience	\$49,973	\$50,071	\$50,408
6-10 Years Experience	\$54,492	\$55,490	\$52,786
11-20 Years Experience	\$61,742	\$61,947	\$56,041
Over 20 Years Experience	\$66,152	\$67,502	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,307	\$60,911	\$54,122
Professional Support	\$72,301	\$73,959	\$64,069
Campus Administration (School Leadership)	\$90,662	\$89,496	\$78,947
Instructional Staff Percent:	n/a	54.2%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: SOUTH TEXAS ISD  
 Campus Name: RISING SCHOLARS ACADEMY OF SOUTH T  
 Campus Number: 031916042

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2018-19 Campus Staff Information**

Total Students: 545  
 Grade Span: 07 - 08  
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	39	7.2%	3.7%	19.7%
Career & Technical Education	250	45.9%	85.2%	26.3%
Gifted & Talented Education	85	15.6%	16.3%	8.1%
Special Education	18	3.3%	2.8%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.4%
Career & Technical Education	1.7	4.2%	17.2%	4.9%
Compensatory Education	9.2	22.9%	12.5%	2.7%
Gifted & Talented Education	0.4	1.0%	16.9%	2.0%
Regular Education	29.0	71.9%	33.3%	71.4%
Special Education	0.0	0.0%	1.6%	9.1%
Other	0.0	0.0%	18.3%	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.

'\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' 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 2017-18 Financial Actual Report](#)



## 2018-2019 Budgeted Financial data

### Totals for South Texas ISD (031916)

Total Membership: 4,098

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>						
<b><u>Total Revenue</u></b>	65,885,040	100.00%	16,077	68,502,488	100.00%	16,716
Local Tax	28,119,000	42.68%	6,862	28,119,000	41.05%	6,862
Other Local and Intermediate	880,000	1.34%	215	1,625,060	2.37%	397
State	36,536,040	55.45%	8,916	36,545,040	53.35%	8,918
Federal	350,000	0.53%	85	2,213,388	3.23%	540
<b><u>Total Receipts</u></b>	65,885,040	100.00%	16,077	68,502,488	100.00%	16,716
Total Revenue	65,885,040	100.00%	16,077	68,502,488	100.00%	16,716
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
<b>Disbursements</b>						
<b><u>Total Expenditures</u></b>						
BY OBJECT	74,842,339	100.00%	18,263	78,213,062	100.00%	19,086
Payroll	46,958,700	62.74%	11,459	48,318,948	61.78%	11,791
Other Operating	17,549,739	23.45%	4,283	18,806,939	24.05%	4,589
Debt Service	0	0.00%	0	753,275	0.96%	184
Capital Outlay	10,333,900	13.81%	2,522	10,333,900	13.21%	2,522
BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	0		0	0		0
Total Operating Expenditures	64,508,439	100.00%	15,741	67,125,887	100.00%	16,380
Instruction (11,95)	32,560,490	50.47%	7,945	32,560,490	48.51%	7,945
Instructional Res Media (12)	2,004,562	3.11%	489	2,004,562	2.99%	489
Curriculum/Staff Develop (13)	532,141	0.82%	130	532,141	0.79%	130

Instructional Leadership (21)	485,608	0.75%	118	485,608	0.72%	118
School Leadership (23)	3,525,944	5.47%	860	3,525,944	5.25%	860
Guidance Counseling Svcs (31)	2,889,512	4.48%	705	2,889,512	4.30%	705
Social Work Services (32)	286,330	0.44%	70	286,330	0.43%	70
Health Services (33)	543,590	0.84%	133	543,590	0.81%	133
Transportation (34)	6,131,394	9.50%	1,496	6,131,394	9.13%	1,496
Food (35)	0	0.00%	0	2,617,448	3.90%	639
Extracurricular (36)	1,224,400	1.90%	299	1,224,400	1.82%	299
General Administration (41,92)	3,421,725	5.30%	835	3,421,725	5.10%	835
Plant Maint/Operation (51)	8,853,643	13.72%	2,160	8,853,643	13.19%	2,160
Security/Monitoring (52)	1,167,000	1.81%	285	1,167,000	1.74%	285
Data Processing Services (53)	882,100	1.37%	215	882,100	1.31%	215
<b><u>Total Disbursements</u></b>	75,368,339	100.00%	18,391	78,739,062	100.00%	19,214
Total Expenditures	74,842,339	99.30%	18,263	78,213,062	99.33%	19,086
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Uses	0	0.00%	0	0	0.00%	0
Intergovernmental Charge	526,000	0.70%	128	526,000	0.67%	128
<b><u>Program Expenditures</u></b>						
Operating Expenditures - Program	48,246,771	100.00%	11,773	48,246,771	100.00%	11,773
Regular	31,689,538	65.68%	7,733	31,689,538	65.68%	7,733
Gifted and Talented	113,859	0.24%	28	113,859	0.24%	28
Career and Technical	11,622,121	24.09%	2,836	11,622,121	24.09%	2,836
Students with Disabilities	2,738,474	5.68%	668	2,738,474	5.68%	668
Accelerated Education	490,473	1.02%	120	490,473	1.02%	120
Bilingual	57,350	0.12%	14	57,350	0.12%	14
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Supplemental	348,531	0.72%	85	348,531	0.72%	85
T1 A Schoolwide-St Comp>=40%	1,186,425	2.46%	290	1,186,425	2.46%	290
High School Allotment	0	0.00%	0	0	0.00%	0
Athletics/Related Activities	0	0.00%	0	0	0.00%	0
Prekindergarten	0	0.00%	0	0	0.00%	0



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

## 2018-2019 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 2018-2019 are listed below:

### Show/Hide columns:

CDN | Name | ESC | District Type | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2018-2019 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
031916	SOUTH TEXAS ISD	1	A - Superior	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,201 total entries)

Previous

1

Next

# **South Texas Independent School District**

## **District Improvement Plan**

### **2019-2020**

**Accountability Rating: A**

**Distinction Designations:**  
Postsecondary Readiness



# Vision

Our call to action:

Each student thrives in real world challenges as a visionary in a global society.

## Core Beliefs

We Believe:

- Commitment from all stakeholders play a role in student success
- Student engagement and exposure to life experiences is vital to function in a real-world setting.
- Education is key to success in life
- Learning is continuous and lifelong
- That respect of community, culture and family values equip us to acknowledge diversity in a global society.
- Collaborative relationships are important for learning.
- Schools exist to create opportunities for critical thinking and that it is essential to make teaching individualized for all diverse learners.
- That adapting to changing technological, industrial and societal structures is crucial to expanded learning.

Our Learner Outcomes:

- Each learner will consistently demonstrate courtesy, compassion and ethical values within the learning environment.
- Each learner will graduate prepared for higher education.
- Each learner will communicate in a variety of ways.
- Each learner will demonstrate academic growth every year.
- Each learner will engage in authentic career ready experiences.
- Each learner will use multiple resources, including technology, that enhance their ability to learn.
- Each learner will set comprehensive goals and develop a holistic plan annually.
- Each learner will apply critical thinking and problem solving skills within real world challenges in every course and extracurricular activity.
- Each learner will thrive in hands-on, diverse and relevant learning activities in all learning environments.
- Each learner will demonstrate the soft and hard skills to be successful in a global society.

Our Learner Profile

Resiliency:



- Flexible
- Optimistic
- Dedicated
- Self-motivated
- Persistent
- Tenacious
- Self-disciplined
- Inventive

#### Communicator

- Networkable
- Persuasive
- Topical (current events)
- Culturally inclusive
- Multilingual
- Collaborative
- A listener
- Confident

#### Problem Solving

- Imaginative
- Innovative
- Open-minded
- Inquisitive
- Imaginative
- Resourceful
- A critical thinker
- Logical
- Observant

#### Integrity

- Ethical
- Respectful
- Transparent
- Honest

- 
- 

Understanding  
Accountable

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The following are our priorities for the 2019-2020 school year:

Increase student performance by the multiple measures indentified in goal 6 of this plan

Meet enrollment goals on all campuses

Improve the annual student attendance percentage on each campus

# Demographics

## Demographics Summary

South Texas Independent School District (STISD) is a public, tuition-free school district serving junior high and high school students who live along the southernmost tip of Texas, the region known as the Rio Grande Valley. The district stretches over three counties, Cameron, Hidalgo and Willacy, and overlaps 28 other school districts, an area of 3,643.

The district is currently comprised of six open enrollment career and technology magnet school:

- South Texas ISD Preparatory Academy in Edinburg
- South Texas ISD Rising Scholars Academy in San Benito.
- South Texas ISD World Scholars in Edinburg
- South Texas ISD Medical Professions in Olmito/Brownsville
- South Texas ISD Health Professions in Mercedes
- South Texas ISD Science Academy in Mercedes

Because it is a public school district, there is no cost for students to attend and bus transportation.

## Demographics Strengths

The only all-magnet school district in the state, STISD offers Valley students with an educational alternative. STISD schools provide a personal environment, a strong scholastic program and hands-on training in various professional career fields. A strong support system is in place to ensure that students are successful at STISD. Before and after school tutoring, adult and student mentors, dedicated counselors, social workers and student wellness specialists provide academic, social and emotional support to students.

Strong partnerships with Baylor College of Medicine, UTRGV University, Texas A &M College Station and Kingsville, Cornell University, Harvard University, and numerous local businesses, medical establishments and city and county government offices enable STISD students to blend their academic preparation with hands-on experiences.

# Student Achievement

## Student Achievement Summary

South Texas ISD student achievement is among the highest in the nation. STISD students consistently perform high on state, national, and international examinations. In addition, students are active volunteering in their community and giving back. STISD is all equally about well-rounded individuals who are pursuing their passion as high student test scores.

Three national blue ribbon schools.

Six campuses, all ranked consistently as best secondary schools in the nation.

"Best Teachers in America: STISD ranked 8th in the nation and 1st in the State of Texas.

## Student Achievement Strengths

High participation in advanced placement program. Increasing participation in International Baccalaureate program. High dual credit participation. High participation in state and national career certification exams.

Student performance is higher than the region, state, and where applicable the nation in SAT, ACT, PSAT, state exams, national exams, and college credit earned while in high school.

Student volunteer hours are high.

Student hands-on skill levels are high. Student experiences in preceptorship, internship, and research projects is exceptional.

# **District Culture and Climate**

## **District Culture and Climate Summary**

## **District Culture and Climate Strengths**

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

STISD has a substantially lower faculty turn-over rate than the region, state and nation. STISD faculty is skilled at working with students. They are passionate about their profession and continue learning.

## **Staff Quality, Recruitment, and Retention Strengths**

Experienced faculty.

New hires are passionate about students.

Continued learning by all faculty members.

High number of faculty with Master's and beyond (currently 34%).

A number of national board certified teachers.



# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Faculty members are empowered to formulate essential learning outcomes, scope and sequence, and adjustments in learning. This is a teacher lead process, with teachers working on their campus and across the district.

## **Curriculum, Instruction, and Assessment Strengths**

Teacher developed essential learning outcomes, scope and sequence, and adjustments as needed.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The challenge of reaching out to families and communities across a three-county wide area is daunting. However, the district and campuses continue to have a variety of methods in place to facilitate family and community involvement.

## Parent and Community Engagement Strengths

Campus Parent, Student, Teacher Organizations (PTSO)

Parent Connection Meetings throughout the Rio Grande Valley

Parent and student Advisement sessions held multiple times on every campus.

Summer New Scholars Academy for all new incoming students.

Strong participation and increasing numbers of partnerships, preceptorship sites, internship businesses, and other organizations throughout the three-county area.

# District Context and Organization

## District Context and Organization Summary

South Texas ISD believes in the power of faculty members and campuses to anticipate, learn, and reach the needs of each and every student. The focus is on the student. The adults within the organization provide support and service to students and families.

## District Context and Organization Strengths

Strong student performance in every indicator looked at.

Students and faculty passionate about learning.

High student attendance rates.

Increasing numbers of students and families wanting to attend STISD schools.

Increasing extra-curricular academic, social, and intramural physical activities for students at each campus.

# Technology

## Technology Summary

South Texas ISD has a greater use of technology across the district than most regional, state, and national districts. There are advanced hardware and software tools available for student and faculty use. Online services are continually monitored and upgraded. New technology is consistently researched and brought into the district as appropriate for instruction and support services. The use of online services is almost complete across the district.

## Technology Strengths

Instructional Technology Specialist available

Bring your own device and connect to school wireless has been in place for several years.

Wifi on buses in place for several years.

Increased bandwidth available to students and faculty.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Goals

**Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.**

**Performance Objective 1:** 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.  
2020-2021 student enrollment numbers.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Changes to the district and campus recruitment activities.	3.2		Increased parent and student attendance at campus activities.  2020-2021 student enrollment numbers reached at each STISD campus.			
	Funding Sources: 199 - General Fund - 0.00					



## Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

**Performance Objective 1:** 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Changes to the individualized instructional offerings and pacing for students at the STISD high school campuses.	2.4, 2.5, 2.6		STISD high school students will have increased individualization of their instructional plan based upon their pacing and future goals.			
Funding Sources: 211 - Title I, Part A School Wide - 0.00						

### Goal 3: We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 1:** 3.3 We will develop a system for parental involvement that engages all parents.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Changes to the activities in the STISD Calendar for Collaboration.	2.5		Increased parent and student attendance and participation at campus activities.			
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 212 - Title I, Part C Migrant - 0.00					

## Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 1:** 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

**Evaluation Data Source(s) 1:** Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Increase the use of formative assessment data to tailor instruction.	2.4, 2.5, 2.6		Changes in instructional content and engagement based upon formative data.			
<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 410 - Instructional Materials Allotment - 0.00						

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 2:** 4.4 Expand collaborative learning models that integrate real-world experiences.

**Evaluation Data Source(s) 2:** Use of cooperative learning (Kagen strategies and others) within instruction.  
Increased project-based instruction and learning.

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) The use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.	2.4, 2.5, 2.6		Increased use of cooperative learning strategies, project based learning, and real-world experiences. Increased student engagement in high-level academics.			
	Funding Sources: 199 - General Fund - 0.00, 255 - Title II, Part A Training - 0.00, 244 - Career Technical Education - 0.00					

## Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

**Performance Objective 1:** 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Increased social and extracurricular activities at each STISD campus.			Increase participation in social and extracurricular activities.			
Funding Sources: 199 - General Fund - 0.00						

## Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 1:** 100 percent of STISD junior high students will earn 3 or more high school credits by the completion of eighth grade.

**Evaluation Data Source(s) 1:** Student high school transcript at the end of the 8th grade school year.

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Continue the instructional and support systems at the two STISD junior highs. This goal was met in the 2018-2019 school year. Is continued to monitor and institutionalize during the 2019-2020 school year.	2.4, 2.5, 2.6, 3.1		Each STISD junior high student will have attained at least three high school credits by the completion of 8th grade.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 199 - State Compensatory Education - 0.00					

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 2:** 98 percent and above on annual student and teacher attendance.

**Evaluation Data Source(s) 2:** Annual STISD attendance data.

TSDS PEIMS summer submission data.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Improve student and teacher engagement and attendance through the use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom.	2.4, 2.5, 2.6		Increase student and teacher attendance.			

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 3:** 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

**Evaluation Data Source(s) 3:** 2019-2020 STAAR Score Reports.

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Continue the instructional and support systems at all STISD campuses. Progress toward this goal was made in the 2018-2019 school year. Is continued during the 2019-2020 school year.	2.4, 2.5, 2.6		85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 211 - Title I, Part A School Wide - 0.00					



**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** - 90 percent of the student cohort will reach graduation completion at STISD.

- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

**Evaluation Data Source(s) 4:** TSDS PEIMS graduation data.

STISD Graduate Report.

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Continue the instructional and support systems at the four STISD high schools. This goal was met in the 2018-2019 school year. Is continued to monitor and institutionalize during the 2019-2020 school year.	2.4, 2.5, 2.6		- 90 percent of the student cohort will reach graduation completion at STISD. - 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.			
<b>Funding Sources:</b> 199 - General Fund - 0.00						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 5:** - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.  
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

**Evaluation Data Source(s) 5:** STISD College Score Report.

**Summative Evaluation 5:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>Equity Plan Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Continue the during the school day testing for SAT and/or ACT examinations, which was started during the 2018-2019 school year.  Increased student participation in advanced courses.  Increased support for students in preparation for SAT or ACT.	2.4, 2.5, 2.6		Increase the number of students who take the SAT or ACT earlier in their high school experience. Increase the score reports available to the District so that there is at least one college entrance score report on each student.			
<b>Funding Sources:</b> 199 - General Fund , 204 - Title IV, Part A Student Support and Academic Enrichment , 211 - Title I, Part A School Wide						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 6:** - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

**Evaluation Data Source(s) 6:** STISD AP and IB Participation and Score Report.

**Summative Evaluation 6:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>Equity Plan Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Increase the use of formative assessment data to tailor instruction in AP and IB courses.  Support teachers through training for AP and IB instruction.  Continue to provide funding for AP and IB student fees as per the approved district rates.	2.4, 2.5, 2.6		- Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD. - Student participation rates on AP and IB tests will remain the same or increase annually. - Qualifying AP and IB scores will increase annually.			
<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 204 - Student Support and Academic Enrichment - 0.00						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 7:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Source(s) 7:** STISD IEP's with ARD approval.

**Summative Evaluation 7:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>Equity Plan Strategy</b> <b>TEA Priorities</b>  Build a foundation of reading and math Connect high school to career and college  1) Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated.	2.4, 2.5, 2.6		100 percent of students with Individual Education Plans include measurable goals that are annually updated.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 224 - IDEA B, Special Education - 0.00, 255 - Title II, Part A Training - 0.00					

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 8:** Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

**Evaluation Data Source(s) 8:** STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Continue high quality instruction and support for all students.	2.4, 2.5, 2.6, 3.2		Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.			
<b>Funding Sources:</b> 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 224 - IDEA B, Special Education - 0.00, 350 - English Language Learner - 0.00						

# State Compensatory

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Wellness Counselor	State Compensatory	0.8
	Wellness Counselor	State Compensatory	0.8
	Wellness Counselor	State Compensatory	0.8

# District Educational Improvement Council

Committee Role	Name	Position
Classroom Teacher	Virginia Leonardelli	Teacher (Mathematics) - STISD World Scholars & EIC Chairperson 2019-2020
Classroom Teacher	Isabel Rodriguez	Teacher (Spanish) - STISD Preparatory Academy
Classroom Teacher	Ruben Leo	Teacher (Social Studies) - STISD Preparatory Academy
Classroom Teacher	Jocelyn Alejandro	Teacher (Mathematics) - STISD Preparatory Academy
Non-classroom Professional	Lilia Liguez	Counselor - STISD Preparatory Academy
Classroom Teacher	Cassandra Garcia	Teacher (Science) - STISD Preparatory Academy
Classroom Teacher	Robert Schmidt	Teacher (English & ESL) - STISD Preparatory Academy
Non-classroom Professional	Kimberly Garza	Counselor - STISD World Scholars
Classroom Teacher	Patty Herrera	Teacher (Science) - STISD World Scholars
Classroom Teacher	Isabel Valdez	Teacher (Career Technology Business Technology) - STISD World Scholars
Classroom Teacher	William Prock	Teacher (Career Technology Criminal Justice) - STISD World Scholars
Classroom Teacher	Jeffrey Pierce	Teacher (Social Studies) - STISD World Scholars & EIC Secretary 2019-2020
Non-classroom Professional	Mayela Solana	Counselor - STISD Medical Professions
Classroom Teacher	Herlinda Robles	Teacher (Career Technology Health Science) - STISD Medical Professions
Classroom Teacher	Jose Colon	Teacher (Mathematics) - STISD Medical Professions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Patricia Hernandez	Teacher (Physical Education) - STISD Medical Professions
Non-classroom Professional	Gilberto Arreola	Instructional Technology Specialist - STISD Medical Professions
Classroom Teacher	Hanani Vasquez	Teacher (Career Technology Health Science) - STISD Medical Professions
Classroom Teacher	Stephany Bauer	Teacher ( Physical Education) - STISD Health Professions
Non-classroom Professional	Maria Nevares	Librarian - STISD Health Professions
Classroom Teacher	Ileana Garcia-Spitz	Teacher (English & ESL) - STISD Health Professions
Classroom Teacher	Lois Bauer	Teacher (English & ESL) - STISD Health Professions
Classroom Teacher	Yael Leal	Teacher (Science) - STISD Health Professions
Classroom Teacher	Fernando Almaguer	Teacher (Career Technology Health Science) - STISD Health Professions
Non-classroom Professional	Juan Hinojosa	Instructional Technology Specialist - STISD Rising Scholars Academy
Classroom Teacher	Fernando Andrade	Teacher (Career Technology Engineering) - STISD Rising Scholars Academy
Classroom Teacher	Christopher Wiley	Teacher (Fine Arts Music) - STISD Rising Scholars Academy
Classroom Teacher	Janette McKinney	Teacher (Fine Arts Art) - STISD Rising Scholars Academy
Classroom Teacher	Amy Pena	Teacher (English & ESL) - STISD Rising Scholars Academy
Classroom Teacher	Brian Arriola	Teacher (Mathematics) - STISD Rising Scholars Academy
Classroom Teacher	Michele Guajardo	Teacher (Science) - STISD Science Academy



<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Lucinda Wiley	Teacher (English & ESL) - STISD Science Academy
Classroom Teacher	Elizabeth Arriola	Teacher (Fine Arts Art) - STISD Science Academy
Non-classroom Professional	Lorena Madrigal	Assistant Principal - STISD Science Academy
Classroom Teacher	Michael Overton	Teacher (Science) - STISD Science Academy
Classroom Teacher	Ana Cortez	Teacher (Social Studies) - STISD Science Academy
Non-classroom Professional	JP Villarreal	Assistant Superintendent for Support Services - South Texas ISD
Parent	Maria Alicia	Parent - STISD World Scholars
Parent	Elena Rashid	Parent - STISD Preparatory Academy
Parent	Luz Zamora	Parent - STISD Medical Professions
Business Representative	Omar Rodriguez	Business Representative
Business Representative	Patricia M. Blanco	Business Representative
Community Representative	Tina Atkins	Community Member
Community Representative	Solomon Torres	Community Member
Student	Michael D. Garcia	Student - STISD World Scholars
Student	Noor Rashid	Student - STISD Preparatory Academy
Student	Diego Alvear	Student - STISD Medical Professions

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed		
1	1	1	Recruitment activities for students and parents.		
3	1	1	Parent and student activities.		
4	1	1	Resources		
4	2	1	Resources		
5	1	1	Resources		
6	1	1	Resources		
6	3	1	Resources		
6	4	1	Resources		
6	5	1	During the school day student exam fees		
6	6	1	Resources and exam fees funding		
6	7	1	Resources		
6	8	1	Resources		
199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed		
6	1	1	Resources and increased instruction in core areas		
6	3	1	Resources		
6	8	1	Resources		

<b>204 - Student Support and Academic Enrichment</b>					
Goal	Objective	Strategy	Resources Needed		
6	5	1	During the school day student exam fees		
6	6	1	Exam fees funding		
<b>211 - Title I, Part A School Wide</b>					
Goal	Objective	Strategy	Resources Needed		
2	1	1	Resources, technology, support for individualization of learning plan.		
3	1	1	Parent activities		
4	1	1	Resources		
6	1	1	Resources and tutoring		
6	3	1	Supplemental Resources and Tutoring		
6	5	1	Resources		
6	6	1	Resources		
<b>212 - Title I, Part C Migrant</b>					
Goal	Objective	Strategy	Resources Needed		
3	1	1	Parent and student activities.		
<b>224 - IDEA B, Special Education</b>					
Goal	Objective	Strategy	Resources Needed		
4	1	1	Resources		
6	1	1	Resources		
6	7	1	Resources		
6	8	1	Resources		

<b>244 - Career Technical Education</b>					
Goal	Objective	Strategy	Resources Needed		
4	2	1	Real-world resources		
<b>255 - Title II, Part A Training</b>					
Goal	Objective	Strategy	Resources Needed		
4	2	1	Teacher Training Continued		
6	7	1	Teacher Training		
<b>350 - English Language Learner</b>					
Goal	Objective	Strategy	Resources Needed		
6	8	1	Resources		
<b>410 - Instructional Materials Allotment</b>					
Goal	Objective	Strategy	Resources Needed		
4	1	1	Resources		

# Addendums

## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <u>AND</u> <ul style="list-style-type: none"><li>• Have failed one or more of the state assessments (TAKS/STAAR/EOC), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li></ul>
Grades K-3	<ul style="list-style-type: none"><li>• Who have made a qualifying move within the previous 1-year period;</li></ul> <u>AND</u> <ul style="list-style-type: none"><li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li><li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li></ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

<b>School District:</b> South Texas ISD
<b>Region:</b> Region One

## Priority for Service (PFS) Action Plan

**School Year: 2019 - 2020**

<b>Filled Out By:</b> J. Hembree
<b>Date:</b> 08/2019

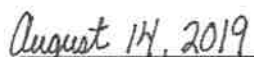
*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

<b><u>Goal(s):</u></b>  Provide all migrant students who meet the Priority for Services eligibility criteria with quality supplemental instruction and support services to create a positive impact on student's achievement.	<b><u>Objective(s):</u></b>  100% of students qualifying for Priority for Services will have access to supplemental instruction and support services.  100% of Priority for Services students will meet the state academic achievement standard.
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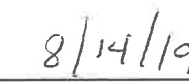
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Monthly	ESC/MEP Coordinator/District MEP Director	NGS Monthly Report NGS PFS Timeline Report
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	August	District MEP Director/MEP Staff	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	Monthly	District MEP Director/MEP Staff	NGS PFS Monthly Report
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	November 2019	District MEP Director/MEP Staff	PAC Agenda PAC Minutes
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Ongoing	District MEP Staff	Family Contact Log
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
<b>Provide services</b> to PFS migrant students.			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Ongoing	District MEP Staff	Student Participation Log
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Ongoing	District MEP Staff	PSF Student Progress Review Form
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Ongoing	District MEP Director/MEP Staff	Networking and Communication
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

  
LEA Signature

  
Date Completed

  
ESC Signature

  
Date Received



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have 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;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE  
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FFI  
(LEGAL)

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting  
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE  
FREEDOM FROM BULLYING

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(LOCAL)

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

# **South Texas Independent School District**

## **South Texas ISD Rising Scholars Academy**

### **2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We are Rising Scholars Academy! We are the youngest school in the South Texas Independent School District, and we have been open for 5 years. We serve students from Cameron, Willacy and Hidalgo county, and our students come from public, charter and private schools. At the end of semester 1 of 2019, our enrollment is 572 grade 7 and 8 students, and our campus is located in San Benito.

2018-2019 Data

Enrollment: 545

Attendance: 97.4%

Ethnicity: 86.6% Hispanic; 0.4 African American; 8.1% White; 0.2% American Indian; 3.9% Asian; 0.9% Two or more races

Economically Disadvantaged: 51.6%

Special Education: 3.3%

LEP: 7.2%

### Demographics Strengths

Our diversity is our strength. Our students and families are invested in their education.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** For the first year, enrollment was met at 575 students; however, it was not maintained with a loss of three students. **Root Cause:** The number is too low to analyze for significance; however, the enrollment cap can be increased to maintain the expected enrollment

# Student Academic Achievement

## Student Academic Achievement Summary

Met 6 out of 6 distinctions from TEA and scored A in all areas from TEA!

	Approaches	Meets	Masters
District Goal	100%	85%	50%
7th Reading	95%	78%	49%
7th Writing	95%	80%	43%
8th Reading	99%	81%	43%
8th Math	100%	79%	32%
8th US History	93%	75%	53%
English I	100%	100%	72%
Algebra I	100%	99%	84%
Biology	100%	93%	56%

## Student Academic Achievement Strengths

We do very well in all subject areas in the approaches level, all subject areas are above 75% at Meets Level, and improvements need to be made to reach the 50% Masters Level in 7th grade reading, writing, 8th grade reading, and 8th grade math.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students are meeting approaches level on STAAR and EOC, but we are not hitting our goals in Meets and Masters level. **Root Cause:** Teachers know how to intervene with struggling students, but are not sure how to push students to higher levels and scores.

# School Processes & Programs

## School Processes & Programs Summary

Teachers work in departments to plan common lessons and assessments. Creating and developing common formative assessments and lessons requires knowledge of state standards and learning targets. It would benefit teachers to have curriculum guidance as they work on lessons and assessments. Planning the curriculum ahead of time would also allow teachers to choose appropriate resources.

## School Processes & Programs Strengths

Team structures, department planning, common conference periods, monthly faculty meetings, schoolwide protocols, calendars all lead to a well-functioning PLC.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers are not curriculum experts. **Root Cause:** Teachers need guidance and support as they work on curriculum and alignment

# Perceptions

## Perceptions Summary

**Vision:** Rising Scholars Academy will cultivate a powerful learning environment that will inspire our students to impact their communities through stewardship and leadership.

**Mission:** Rising Scholars Academy paves the foundation for academic excellence and leadership via a rigorous and innovative curriculum enhanced by a nurturing system of support, community, and opportunity for all.

## Core Values

<b>Stewardship</b>	We are entrusted and responsible for carrying out our school's mission and ensuring that student learning is our priority.
<b>Teamwork</b>	We work hand in hand to support one another and achieve our goals.
<b>Results</b>	We hold ourselves accountable for overcoming obstacles and achieving excellent results for all students.
<b>Integrity</b>	We act with honesty, respect, and responsibility
<b>Community</b>	We are unified by our shared vision, mission, commitments and culture.
<b>Perseverance</b>	We work hard and give 100% effort, never giving up on our goals.

## Perceptions Strengths

Our core values drive our daily work. Since our teachers created them, they are invested in them. We celebrate our achievements on a regular basis through monthly core value awards for students and teachers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some students leave RSA and become leavers for our campus . **Root Cause:** New students need additional help adjusting to, learning, and practicing our culture and expectations.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results






# Goals

## Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

**Performance Objective 1:** 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.  
2020-2021 student enrollment numbers.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) RSA Website will be updated weekly with new campus information and highlighting campus activities and achievements.		Administration, Webmaster	Website will be current and appealing which will attract viewers.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Use social media to promote campus activities and highlight achievements.		Administration, Webmaster	Social media will attract visitors to campus pages			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.




**Performance Objective 1:** 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Expand programs with existing partners UTRGV and TAMUK		Principal, assistant principal and counselors	Additional programs offered to RSA students			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Begin new partnerships with universities as Rice University and Texas A&M University for Leadership Seminars		Team leaders and club sponsors	Additional partnership and collegiate/leadership experiences for students			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						




### Goal 3: We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 1:** 3.3 We will develop a system for parental involvement that engages all parents in the success of the students.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Use ongoing formative assessments to identify struggling students.		Administration, Counselors, teachers	Identify struggling students and intervene early, resulting in greater retention			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Use data management program to provide timely data so that teachers can monitor students' progress.		Administration, Counselors, teachers	Targeted interventions for struggling students			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Provide in-school intervention for struggling student	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Students receive intervention during AIME based on their formative assessments			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide supports for students in improving reading comprehension and vocabulary acquisition in all courses.	2.4, 2.5, 2.6	Administration, teachers	Improve academic performance of students			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Provide students who failed a course for the quarter with a contract to recover the grade/credit.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Students recover grade Decrease in student failures at end of year			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Communicate with parents when students are struggling and update them on students' intervention plan.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselors, teachers	Parents are supportive of students' intervention plan.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 3:** We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 2:** We will develop the whole child, cultivating the social and emotional skills needed to thrive in a diverse and ever-changing world.

**Evaluation Data Source(s) 2:** Student climate survey and SEL Lesson plans

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Implement SEL lessons in Original AIME classroom weekly.	2.4, 2.5, 2.6	Administration, counselors, team leaders	Direct teaching and focus on SEL skills will result in students demonstrating appropriate social skills a majority of the time.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Provide responsive and proactive counseling services ignorer to meet students social and emotional needs and keep parents well informed. Provide focused professional development for counselors so they can best serve students and parents.	2.4, 2.5, 2.6	Administration, Counselors	Students will be more equipped to manage difficult situations and will me more successful in class.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 1:** 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.




**Evaluation Data Source(s) 1:** Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Departments will create common unit plans with common formative assessments	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Improve students scores on common formative assessments			
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers will create innovative student-centered lessons that promote student engagement, participation, learning experiences and the use of technology.	2.4, 2.5, 2.6	Administration and teachers	Increase student achievement in STAAR			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Departments will meet weekly to analyze assessment data and collaborate on instructional strategies.	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Evidence of common planning and use of strategies during walkthroughs and observations.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Schedule peer observations so teachers can learn and share best practices in teaching.	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Teachers will use feedback to improve instruction.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Utilize Instructional Design Days and work days to learn new instructional strategies and plan within departments	2.4, 2.5, 2.6	Department leaders, teachers and administrators	Evidence of common planning and use of strategies during walkthroughs and observation			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




**Performance Objective 2:** 4.4 Expand collaborative learning models that integrate real-world experiences.

**Evaluation Data Source(s) 2:** Use of cooperative learning (Kagen strategies and others) within instruction.  
Increased project-based instruction and learning.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Conduct needs assessment to determine teacher priority areas in order to achieve campus goals.	2.4, 2.5	Campus administrators	Improve teaching strategies, resulting in improved student performance.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Plan and organize staff development based on departmental needs.	2.4, 2.5	Campus administrators	Improve teaching strategies, resulting in improved student performance.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Implement Teacher training targeting instructional strategies that improve classroom management and student engagement.	2.4, 2.5	Campus administrators and department leaders	New teachers have tools needed to improve classroom environment and student learning			






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide technology mini-sessions during Instructional Design days for teachers.	2.4, 2.5	Technology teachers, Instructional technology specialist and administrators	Technology teachers, Instructional technology specialist and administrators Improve teachers' use of technology tools in the classroom			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Implement professional development sessions throughout the school year. Two sessions will be offered per month.	2.4, 2.5	Technology teachers, Instructional technology specialist and administrators	Provide ongoing opportunities for teachers to sharpen their skills and learn new instructional strategies			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 3:** Expand student curriculum opportunities in the areas of career and technology education, world languages, and fine arts.

**Evaluation Data Source(s) 3:** Increase participation and enrollment in courses

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Increase curriculum opportunities that support student development in innovative courses such as Project Lead The Way(PTLW), World Languages, and Fine Arts	2.4, 2.5, 2.6	Administration and Lead teachers	Increase student enrollment and school experiences in innovative courses			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Increase the involvement of students in after-school activities related to CTE, innovative courses, and school organizations such as Robotics and NJHS.	2.4, 2.5, 2.6, 3.2	Administration and teachers	Increase outlets for students to be involved in creative, problems solving, leadership and innovative experiences.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

**Performance Objective 1:** 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) RSA will participate in TCSAAL and district events such as the Superintendents Cup sport tournaments and the Battle of the Books.	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Social interactions for students and families and increasing school spirit			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) RSA will increase opportunities for students to participate in extra-curricular activities.	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Students feel invested in their campus. Increase retention rates and RSA			
<b>ESF Levers</b> Lever 3: Positive School Culture 3) Improve communication with parents regarding extra-curricular activities and students through website, social media and newsletters.	2.5, 3.1, 3.2	Webmaster, teachers and administrators	Parents will encourage their children to participate in social and extra-curricular activities on campus.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) RSA Library will host engaging student-centers informational activities aligned to national and state library standards that are literary, technology and real world focused and promote participation via website and social media.	2.4, 2.5, 2.6					




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>						

## Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 1:** 100 percent of STISD junior high students will earn 3 or more high school credits by the completion of eighth grade.

**Evaluation Data Source(s) 1:** Student high school transcript at the end of the 8th grade school year.

### Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) 2 year course sequence revised in order to provide students the opportunities to take 2 high school courses in 7th grade and 5 high school courses in 8th grade.	2.4, 2.5, 2.6	Counselors and administrators	8th grade transcripts indicate student earned 3 high school credits			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Counselors monitor and track students' courses and credits	2.4, 2.5, 2.6	Counselors	Passing grades in high school courses and passing EOC exams			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Students receive instructional support needed to be successful in high school courses.	2.4, 2.5, 2.6	Teachers and administrators	Passing grades in high school courses and passing EOC exams			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 2:** 98 percent and above on annual student and teacher attendance.

**Evaluation Data Source(s) 2:** Annual STISD attendance data.  
TSDS PEIMS summer submission data.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Monitor daily attendance and contact parents of absent students	2.5	PEIMS clerk, social worker, administrators, nurse and teachers	Weekly attendance rate is 98% or higher .			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Provide quarterly incentives to students with perfect attendance.	2.5	All staff	Monthly attendance rates are 98% or higher			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Social worker makes home visits to students whose parents we cannot contact	2.5	Social Worker and administrators	Monthly attendance rate is 98% or higher			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Provide incentives to teachers with perfect attendance quarterly, at semester and yearly.	2.5	Administrators	Teacher attendance is 98% or higher			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Students must meet attendance criteria in order to attend end of year field trip.	2.5, 2.6	Team leaders, teachers and administrators	Monthly attendance rates are 98% or higher			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						




**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 3:** 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

**Evaluation Data Source(s) 3:** 2019-2020 STAAR Score Reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers infuse higher order questions and rigorous tasks in their daily instruction.	2.4, 2.5, 2.6	Teachers and administrators	Walk-throughs and classroom visits indicate the use of higher order thinking skills and tasks in lessons			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) During AIME, enrichment and extension activities are provided to push students to Masters level.	2.4, 2.5, 2.6, 3.2	Teachers and administrators	Student scores and growth on common formative assessments.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Professional development opportunities such as Lead4ward and Solution Tree are provided to help teachers plan rigorous instruction.	2.4, 2.5, 2.6	Teachers and Administrators	Walk-throughs and observations reveal that teachers are using the strategies and best practices learned through professional development sessions.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Formative assessment data is used to monitor student achievement and focus intervention strategies.	2.4, 2.5, 2.6	Teachers and instructional technology specialist	Continuous improvement and growth on common formative assessments			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) RSA Library will support extended learning opportunities for staff and students by providing professional learning opportunities and activities	2.4, 2.5, 2.6	Administration, librarian, library staff	Increase student and staff knowledge.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) RSA Library will support academic goals of students and teachers by utilizing multiple resources as WAGS, YAGS and data and providing print and digital resources aligned to those goals.	2.4, 2.5, 2.6	Administration, Librarian, Library Staff	Growth on academic goals			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						






**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Source(s) 4:** STISD IEP's with ARD approval.

**Summative Evaluation 4:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Conduct all ARD meetings in a timely manner, and work closely with SPED teacher and diagnostician to ensure students receive appropriate services.	2.4, 2.5, 2.6, 3.2	Principal, SPED teacher and diagnostician	ARD's completed and locked within required time frame.			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) SPED teacher works closely with general education teachers to ensure IEP is being followed and is meeting students' needs.	2.4, 2.5, 2.6, 3.2	Principal, SPED teacher and diagnostician	Grades, scores and progress of SPED students indicate growth and progress			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 5:** Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

**Evaluation Data Source(s) 5:** STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide ELL students with support in language fluency, academic vocabulary development, comprehension and acquisition.	2.4, 2.5, 2.6, 3.2	Teachers and administrators	ELL students will improve STAAR scores and TELPAS ratings			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide SPED students with support needed to demonstrate academic growth and improvement.	2.4, 2.5, 2.6, 3.2	Teachers and administrators	SPED students will improve grades and STAAR scores			
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Implement a research-based reading program to ensure struggling readers receive the specialized support, structures and interventions needed to make progress.	2.4, 2.5, 2.6	Teachers and administrators	ELL, SPED and struggling readers will improve reading fluency and comprehension measured by growth in corrective reading program			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

# South Texas Independent School District

## South Texas ISD Preparatory Academy

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

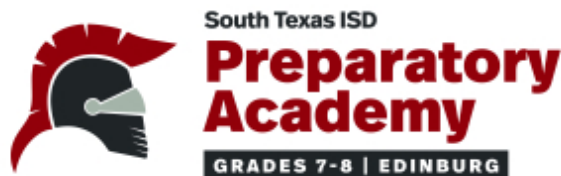
Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**



- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

**Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.**

**Performance Objective 1:** 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.  
2020-2021 student enrollment numbers.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) In the fall semester, Preparatory Academy will network with with different venues such as La Plaza Mall, Simon Outlets in Mercedes and public libraries to attract and engage future STISD Preparatory Academy families.	3.1	Principal	-Community Awareness of our district and school			
		Assistant Principal	-Attain and maintain 2020-2021 student enrollment numbers			
		Teachers				
		Counselors				
		Support Staff				
		Students				
<b>Funding Sources:</b> 199 - General Fund - 5000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) In the spring semester Preparatory Academy will host a Showcase Event to attract and engage future STISD Preparatory Academy families.	3.1	Principal	-Community Awareness of our district and school			
		Assistant Principal	-Attain and maintain 2020-2021 student enrollment numbers			
		Teachers				
		Counselors				
		Support Staff				
		Students				
Funding Sources: 199 - General Fund - 10000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

## Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

**Performance Objective 1:** 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 1) Preparatory Academy will join the Texas Charter School Academic and Athletic League (TCSAAL) for One Act Play.	2.5	Principal	-Expand our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
Teachers						
Support Staff						
Students						
<b>Funding Sources:</b> 199 - General Fund - 5000.00						
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Preparatory Academy will expand advance course offerings for 2019-2020 in Chinese, Music strings/ensemble, Geometry, World Geography and US History 8.	2.5, 3.2	Principal	-Expand our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
		Counselor				
		Instructional Tech.				
	<b>Funding Sources:</b> 199 - General Fund - 4000.00, 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 3) Preparatory Academy will expand summer program offerings in place of NSA to attract and recruit new families to Preparatory Academy to include invitational parent academies.	3.1, 3.2	Principal	-Extend our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
		Counselors				
		Teachers				
		Support Staff				
<b>Funding Sources:</b> 199 - General Fund - 15000.00						
<b>ESF Levers</b> Lever 3: Positive School Culture 4) Coordinate and host a softball district tournament and a volleyball junior high tournament to support the new initiative of the Superintendent's Cup.	3.2	Principal	-Extend our current program			
		Assistant Principal	-offer more diverse opportunities to our student body			
		Teachers				
		Counselors				
		Support Staff				
<div><div><div>100%</div></div>= Accomplished</div> <div><div>0%</div></div> = No Progress <div><div>✗</div></div> = Discontinue						

### Goal 3: We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 1:** 3.3 We will develop a system for parental involvement that engages all parents.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p><b>ESF Levers</b></p> <p>Lever 1: Strong School Leadership and Planning</p> <p>Lever 3: Positive School Culture</p> <p>Lever 4: High-Quality Curriculum</p> <p>1) Preparatory Academy will expand the "Let's Talk...STPA" Parent Connection Sessions held in the fall and offer sessions in the summer for all parents interested in connecting with Preparatory Academy.</p>	3.1, 3.2	Principal	- Informational meeting for families new to district			
		Assistant Principal	- Families receive relevant information and are able to have discussions with administration			
		Social Worker				
		Wellness Specialist				
		Counselors				
Funding Sources: 199 - State Compensatory Education - 1000.00, 211 - Title I, Part A School Wide - 1500.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

## Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




**Performance Objective 1:** 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

**Evaluation Data Source(s) 1:** Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Preparatory Academy will use Curriculum Planner, through Infinite Campus, to submit a Week at a Glance (WAG), reflecting data measure tools. Data gathered will be utilized to support changes in instruction as needed.	2.4, 2.5, 2.6	Principal  Assistant Principal  Teachers  Counselors  Support Staff	-Increase collaboration among all staff to create changes in instructional content and engagement based on data.  -Increase the use of formative assessment data to meet individual student needs.  -Build staff instructional capacity.			
<b>Funding Sources:</b> 199 - General Fund - 0.00, 199 - Special Education - 0.00, 224 - IDEA B, Special Education - 0.00, 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00, 350 - English Language Learner - 0.00						
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 2:** 4.4 Expand collaborative learning models that integrate real-world experiences.

**Evaluation Data Source(s) 2:** Use of cooperative learning (Kagen strategies and others) within instruction.  
Increased project-based instruction and learning.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Preparatory Academy developed a walkthrough form that includes Kagan or other collaborative strategies as part of their daily instruction.</p>	2.4, 2.5, 2.6	Principal  Assistant principals  Teachers	-Increase collaboration among all staff to create changes in instructional content and engagement based on data.  -Increase the use of formative assessment data to meet individual student needs.  -Build staff instructional capacity.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 410 - Instructional Materials Allotment - 0.00, 199 - Special Education - 0.00, 211 - Title I, Part A School Wide - 0.00					
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Preparatory Academy will use a newly developed walkthorough form, PLC Partners provide feedback to each other on the use of collaborative strategies. Visits are done on a monthly basis .</p>	2.4, 2.5, 2.6	Principal  Assistant Principal  Teachers	-Increase collaboration among all staff to create changes in instructional content and engagement based on data.  -Increase the use of formative assessment data to meet individual student needs.  -Build staff instructional capacity.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						






## Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

**Performance Objective 1:** 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) In addition to academic pep-rallies, school dances, UIL competitions, off-site field trips, multiple clubs and organizations, and TCSAAL competitive sports participation, Preparatory Academy will host the Softball District's Tournament for the Superintendent's Cup.	2.5, 3.1	Principal	-Build well-rounded students			
		Assistant Principal	-Increase social engagement			
		Teachers	-Increase social student opportunities			
			-Appeal to a variety of students interests thorough a wide rage spectrum of activities			
<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00						
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Preparatory Academy will continue strengthening Restorative Practices implementation school wide.	2.5, 2.6	Principal	-Build well-rounded students			
		Assistant Principal	-Increase social engagement			
		Teachers	-Increase social student opportunities			
		Students	-Appeal to a variety of students interests thorough a wide rage spectrum of activities			
<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00						
<div>  = Accomplished            = No Progress            = Discontinue         </div>						




## Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 1:** 100 percent of STISD junior high students will earn 3 or more high school credits by the completion of eighth grade.

**Evaluation Data Source(s) 1:** Student high school transcript at the end of the 8th grade school year.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Preparatory Academy counselors and staff will continue to monitor and track students' credits and assessment results.</p>	2.4, 2.5, 2.6	Principal  Assistant Principal  Counselor  Teachers  Support Staff	- All students will earn three or more high school credits by the end of their eighth grade year			
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Expand advance course offerings for 2019-2020 in Chinese, Music strings/ensemble, Geometry, World Geography and US History 8.</p>	2.5, 3.2	Principal  Assistant Principal  Counselor  Teachers	- All students will earn three or more high school credits by the end of their eighth grade year			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction  3) Preparatory Academy has hired additional staff to serve as co-teachers and assist in the delivery of instruction. Additional staff will be strategically placed in classroom with students that need supported in order to be successful academically.	2.4, 2.5, 2.6	Principal  Assistant Principal  Counselor  Teachers	-All students will earn three or more high school credits by the end of their eighth grade year -All students who need additional support will be provided with every opportunity to succeed			
<b>Funding Sources:</b> 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 199 - English Language Learner - 0.00, 199 - General Fund - 0.00						
<div>  = Accomplished  = No Progress  = Discontinue </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 2:** 98 percent and above on annual student and teacher attendance.

**Evaluation Data Source(s) 2:** Annual STISD attendance data.

TSDS PEIMS summer submission data.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>1) Preparatory Academy recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review, and if necessary, revise a Comprehensive Student Attendance Policy.</p> <p>Preparatory Academy will continue to monitor attendance and will continue to contact parents of absent students.</p> <p>The attendance committee will continue to review and evaluate absences.</p> <p>Home visits will be made if needed.</p>	2.4, 2.5, 2.6	Principal  Assistant Principal  PEIMS Clerk  Counselors  Social Worker  Nurse  Teachers	- 98% or higher attendance rate			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Students with perfect attendance for a nine weeks receive a coupon for an ice cream as their reward.	2.5	Principal  Assistant Principal  PEIMS Clerk  Counselors  Social Worker  Nurse  Teachers	-98% or higher attendance rate			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Preparatory Academy treats teaching staff to an hour catered lunch every nine week period. Administration has partnered up with community businesses who sponsor the lunches for teacher with perfect attendance.	3.1	Principal  Assistant Principal  Instructional Tech.  Office staff	-98% or higher attendance rate			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>						




**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 3:** 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

**Evaluation Data Source(s) 3:** 2019-2020 STAAR Score Reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Academic Departments and Academic Teams will continue to have time to collaborate during the instructional day.</p> <p>Academic Departments will continue to develop timelines of assessments. The timeline will be posted on TEAMS.</p> <p>Academic Departments will collaboratively develop common formative assessments and use data to improve student performance</p> <p>Academic Departments and Academic Teams will review collected data in collaborative meeting.</p> <p>Results will be shared with students.</p> <p>Acceleration will be provided within the instructional day.</p> <p>Homework Round-Up will now be offered after school.</p> <p>After school tutorials and Saturday school will continue for subjects tested.</p>	2.4, 2.5, 2.6	Principal  Assistant Principal  Counselors  Teachers	-Assist all students in meeting the objective measure			
<p><b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Preparatory Academy will continue to use the learning management systems that currently exist and will implementing new ones the district administration recommends.</p> <p>The use of new consumable resource materials in the different core areas will be implemented.</p> <p>The purchase of technology to equip all classrooms with the up to date technology and accommodate on-line state assessment administration.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselors Teachers Instructional Tech.	-Assist all students in meeting the objective measure			
<p><b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00, 224 - IDEA B, Special Education - 0.00, 350 - English Language Learner - 0.00</p>						
<div>  = Accomplished            = No Progress            = Discontinue         </div>						



**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Source(s) 4:** STISD IEP's with ARD approval.

**Summative Evaluation 4:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Preparatory Academy administration will continue to work with the Admission, Review, and Dismissal committees to ensure each Individual Education Plan has measurable goals which are annually updated.</p>	2.4, 2.5, 2.6	Principal	100 percent of students with Individual Education Plans include measurable goals, that are annually updated.			
		Assistant Principal				
Diagnostician						
Teachers						
Special Ed. Teachers						
<b>Funding Sources:</b> 199 - General Fund - 0.00, 224 - IDEA B, Special Education - 0.00, 211 - Title I, Part A School Wide - 0.00, 199 - Special Education - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 5:** Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

**Evaluation Data Source(s) 5:** STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Preparatory Academy will continue to have high expectations for all and offer quality instruction and support for all students.	2.4, 2.5	Principal	-Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.			
		Assistant Principal				
		Teachers				
		Counselors				
		Support staff				
<b>Funding Sources:</b> 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 199 - English Language Learner - 0.00, 255 - Title II, Part A Training - 0.00, 350 - English Language Learner - 0.00						
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

# 2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Ana Castro	Principal
Business Representative	Gabriela Medina	Parent
Parent	Eduardo Arias	Parent
Community Representative	Luke Bonura Sr.	Community Member
Student	Sada Arias	Student-8th Grade
Student	Caleb Garza	Student-7th Grade
Classroom Teacher	Sonia Brown	Teacher
Classroom Teacher	Arnoldo Cortez	Secretary
Non-classroom Professional	Lillia Liguez	Counselor
Classroom Teacher	Yaquelin Magana	Teacher
Classroom Teacher	Rozanne Martinez	Teacher
Classroom Teacher	Maria Mon	Teacher
Administrator	Maria Ochoa	Assistant Principal
Classroom Teacher	Patricia Power	Teacher
Classroom Teacher	Josette Ramirez	Teacher
Classroom Teacher	Jaqueline Rodriguez	Teacher
Administrator	Wilmer Romero	Assistant Principal
Classroom Teacher	Ruben Salas Jr.	Teacher
Non-classroom Professional	Maria Salinas	Counselor

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2	Supplies for activities to engage families during the showcase day		\$10,000.00
2	1	1			\$5,000.00
2	1	2			\$4,000.00
2	1	3			\$15,000.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	2	3			\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
6	5	1			\$0.00
Sub-Total					\$39,000.00

199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$1,000.00
6	5	1			\$0.00
Sub-Total					\$1,000.00
199 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	1			\$0.00
6	1	1			\$0.00
6	4	1			\$0.00
Sub-Total					\$0.00
199 - English Language Learner					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$0.00
6	1	3			\$0.00
6	5	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A School Wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
3	1	1			\$1,500.00
4	1	1			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00

<b>211 - Title I, Part A School Wide</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	2			\$0.00
6	1	3			\$0.00
6	2	2			\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
<b>Sub-Total</b>					<b>\$1,500.00</b>
<b>224 - IDEA B, Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1			\$0.00
6	1	1			\$0.00
6	1	3			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>255 - Title II, Part A Training</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	5	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>350 - English Language Learner</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1			\$0.00
6	3	2			\$0.00
6	5	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

<b>410 - Instructional Materials Allottment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
6	3	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$41,500.00

# South Texas Independent School District

## South Texas ISD World Scholars

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness





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# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

**Performance Objective 1:** 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.  
2020-2021 student enrollment numbers.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Curriculum advisement meetings for parents and students (IB, TSI, PSAT, PreIB, STC Dual Academies, UTRGV dual enrollment)	3.2	Admin., IB Coordinator, Counselors				
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 2) FAFSA informational night where parents and students work with counselors to understand the financial aid process and complete financial applications	3.2	Counselors				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

**Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.**

**Performance Objective 1:** 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

**Summative Evaluation 1:**

### **Goal 3: We will design, implement and evaluate support systems that attract and retain students.**

**Performance Objective 1:** 3.3 We will develop a system for parental involvement that engages all parents.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.

**Summative Evaluation 1:**



## Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




**Performance Objective 1:** 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

**Evaluation Data Source(s) 1:** Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Create and implement student diagnostic exams to evaluate current performance level on EOC and IB exams.	2.4, 2.5, 2.6	Content teachers Administrators Counselors	Expected results and impact of this strategy is a better understanding of students' prior knowledge-- allowing for more purposeful planning and a proactive approach to intervention to help our struggling students.			
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Student academic intervention rotations based on data from Mastery Connect and DMAC to support at-risk and struggling students on EOC and IB exams.	2.4, 2.5, 2.6	Counselors, Instructional Technology Specialist, IB coordinator, Administration, Content Teachers.	Expected results and impact of this strategy is increased student growth and performance on STAAR EOC and IB exams. Secondary results would also allow the school to more accurately identify our struggling, at risk, and special population students.			
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum 3) MOCK exams to measure student performance. Use acquired data to intervene prior to EOC and IB exams.	2.4, 2.5, 2.6	Content teachers, IB coordinator, counselors, administration.	Expected results and impact of this strategy is increased student preparation for EOC and IB exams. The administration of mock exams will also supply content teachers with the data necessary to diagnose and treat student misunderstandings regarding course content and skills. The impact of these measures will result in student success on EOC and IB exams.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 2:** 4.4 Expand collaborative learning models that integrate real-world experiences.

**Evaluation Data Source(s) 2:** Use of cooperative learning (Kagen strategies and others) within instruction.  
Increased project-based instruction and learning.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will be using Kagen Cooperative Learning strategies in the classroom to promote student engagement and increase understanding.	2.5	Content teachers, IB Coordinator, Administration	Expected results and impact of this strategy include higher level of student engagement, differentiated instruction based on student learning styles, and increased relevance of learning.			
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) World Scholars will implement in-house professional development every Tuesday during conference periods for content teachers to explore, discuss, and evaluate best practices. These in-house professional developments will also allow teachers to lead training, thus building leadership capacity within our school.		IB Coordinator Administrators Counselors	Expected results and impact of this strategy include effective collaboration among faculty and staff, deliberate and purposeful instruction based on, research supported, best practices, increased student engagement, opportunities to build leadership capacity within our school and among our faculty.			
<b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) World Scholars has expanded the IB program and IB course offerings. Through these expanded course offerings, students will have increased opportunities for project-based learning by designing and completing their internal assessments.	2.5	Content teachers IB coordinator Administration	Expected results and impact of this strategy include increased student engagement, more focused instructional relevance, and opportunities for students to explore and connect content to real world experiences.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

## **Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.**

**Performance Objective 1:** 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

**Summative Evaluation 1:**

## **Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.**

**Performance Objective 1:** 98 percent and above on annual student and teacher attendance.

**Evaluation Data Source(s) 1:** Annual STISD attendance data.  
TSDS PEIMS summer submission data.

**Summative Evaluation 1:**

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 2:** 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

**Evaluation Data Source(s) 2:** 2019-2020 STAAR Score Reports.

**Summative Evaluation 2:**

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 3:** - 90 percent of the student cohort will reach graduation completion at STISD.  
- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

**Evaluation Data Source(s) 3:** TSDS PEIMS graduation data.  
STISD Graduate Report.

**Summative Evaluation 3:**

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.  
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

**Evaluation Data Source(s) 4:** STISD College Score Report.

**Summative Evaluation 4:**

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 5:** - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

**Evaluation Data Source(s) 5:** STISD AP and IB Participation and Score Report.

**Summative Evaluation 5:**

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 6:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Source(s) 6:** STISD IEP's with ARD approval.

**Summative Evaluation 6:**

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 7:** Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

**Evaluation Data Source(s) 7:** STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

**Summative Evaluation 7:**

# South Texas Independent School District

## South Texas ISD Medical Professions

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The South Texas ISD Medical Professions, better known as Medical Professions, is located in Olmito, Texas. The school demographics mirror the community with students being predominantly of Hispanic origin.

As one of South Texas Independent School District's four magnet high schools, Medical Professions, serves students from 28 school districts in the counties Cameron, Hidalgo, and Willacy. Like the other STISD high schools, Medical Professions, is a public, tuition-free magnet high school. Medical Academy opened in August 2003, with a four-year college preparatory program designed to prepare students for medical-related careers. In the sixteenth year of operation, enrollment has steadily climbed to near capacity. There are currently 844 students enrolled in grades 9-12.

Students are attracted to Medical Professions, because of its strong college preparatory program and career interests in the health sciences. We offer a curriculum that fosters intellectual curiosity, self-direction and a passion for life-long learning. Across the four-year course sequence students are challenged with rigorous academic coursework that consists primarily of Advanced Placement (AP) and Honors classes.

Medical Professions offers the Foundation Diploma with endorsements in: STEMS (science, technology, engineering and math); Public Service; Arts and Humanities and Multidisciplinary Studies. Advanced Placement classes are available in Art, Biology, Calculus, Computer Science Chemistry, Economics, Environmental Science, English (Language and Literature), Human Geography, Physics, Psychology, Spanish (Language and Literature), Statistics, U.S. Government, U.S. History, and World History. Dual enrollment courses are available in Biology, English III, English IV, and U.S. History. A typical Medical Academy senior will complete an average of ten AP classes by graduation. Integrated into the course sequence each year are health science technology classes that allow students to explore career interests in the medical field through focused coursework, preparing them for careers such as doctor, pharmacist, nurse, and medical researcher. In their senior year, students put this health science background into practice as interns at hospitals, pharmacies, doctor offices, nursing homes, hospice care, and medical labs. Students are able to earn certifications as a emergency medical technician, medical lab assistant, clinical medical assistant, phlebotomy technician, certified ophthalmic assistant, registered dental assistant, pharmacy technician and patient care technician. These certifications will provide students with experience and perspective as they pursue college and postgraduate degrees.

Our students are also required to perform seventy-five hours of community service, thus promoting responsibility and pride in their local communities. In connection with this goal, Medical Academy is supported by partnerships and working relationships with, Altas Palmas Veterinary Clinic, Alta Vista Nursing Home, Alpine Adult Day Care, Autreys (Brownsville), Brownsville Community Health Center, Brownsville Fire/Rescue, Brownsville Rehabilitation Services, Burke Children's Dentistry (Harlingen), CVS Pharmacy (Brownsville, McAllen & Port Isabel), De La Rosa-Martinez Dentistry (San Benito), Doctor's Hospital at Renaissance, Dr. Emilio Hernandez (Brownsville-Dentist), Dr. Sanusi MD, Golden Palms, Gulf Coast Eye Institute, Harlingen South Texas Emergency EMS, Harlingen Family Dentistry, Harlingen Medical Center, Knapp Medical Center, Los Ebanos Family Dentistry

(Brownsville), Los Fresnos Ambulance Service, Med-Care-McAllen, Muniz Pharmacy (Harlingen), Fry's San Benito, Rio Grande State Center, Paws-n-Claws Veterinary Clinic, Ramos-Boyd Dentistry (Harlingen), RGV Endodontics (Edinburg), Saenz Pharmacy (McAllen), Salinas Pharmacy (Harlingen), San Benito Medical Associates, Solara Hospital, Spanish Meadows Nursing Center, South Padre Island Fire/Rescue, South Texas Emergency Care Foundation-Harlingen, Sunshine Haven, The Eye Experts, The City of Port Isabel EMS, The City of South Padre Island Fire Department, Xavier Leo's Family Dentistry (Brownsville), Valle-Villarreal Dental Center (Brownsville), Valley Baptist Medical Center Brownsville, Valley Baptist Medical Center Harlingen, Valley Cancer Associates, Valley Children's Clinic, Valley Regional Medical Center, Veranda Nursing Home and Rehab, Valley Grande Manor Nursing Home, and Walgreens (Edinburg & Brownsville)

## **Demographics Strengths**

# School Culture and Climate

## School Culture and Climate Summary

Medical Professions students have benefited from a strong Advanced Placement (AP) program which prepares students for the rigor of college coursework. AP coursework teaches students to read texts critically, solve problems analytically, and write clearly. Medical Professions offers 19 AP courses in its four-year course sequence. It is the expectation that all Medical Professions students enrolled in an AP class will sit for the AP exam. In 2019, Medical Professions students sat for 1,616 AP exams. From 2009-2019, only a handful of schools across the nation had higher “AP tests taken to graduates” indexes than Medical Professions, and most of these schools have selective admissions criteria.

The 2019 graduating class sat for an average of 9.3 AP exams per graduate, where 90% of graduates took five or more AP exams needed to obtain AP Scholar with Distinction recognition. In 2019, thirty-seven Medical Professions students earned AP Scholar status, five students achieving "AP Scholar With Honor," four students achieving "AP Scholar With Distinction," and two students achieving National AP Scholar status. The forty-six students achieving 3+ qualifying scores is an all-time high at Medical Professions, eclipsing the 44 qualifying scores from 2018. These recent achievements have come with much planning, effort, and focus by our students and instructional staff.

Two very important factors in the success of our students involve both curriculum and assessment. A rigorous curriculum has been developed collaboratively among South Texas ISD teachers benefiting all Medical Professions students. It is our belief that curriculum should not be developed by one person in isolation, or by individuals outside Medical Professions, but rather all teachers working together. Over several years of campus-wide staff development, Medical Professions teachers have generated curricula containing scope and sequences combined with essential learning outcomes (ELOs). ELOs clearly state what non-negotiable learning must occur. Teachers periodically review and update this integrated curriculum document.

Teachers have also been using formative assessment, which focuses on improving student performance and classroom instruction. Teachers use formative assessment to inform instruction thus adapting their teaching to meet the learner's needs. Our teachers utilize formative assessment regularly. Teachers in the same subject area are also involved in developing common formative assessments which have been shown to significantly improve student performance.

In conclusion, Medical Professions is proud of our students’:

- academic accomplishments
- rising to the challenge of rigorous college-level (Advanced Placement) course work
- continued success in our career and technology program

In its only 16 years as a medical magnet high school, Medical Professions has a rigorous and engaging curriculum and a well-defined culture of high expectations. You see it everywhere you look: from student work and honor plaques hanging on building walls to the positive teacher-student interactions in and out of classrooms. Students are well-skilled, perform at high levels, and demonstrate college-level maturity as they interact with our medical and community partners. At Medical Professions, it is our commitment to continue to produce highly skilled students who will be successful at the college level.

## **School Culture and Climate Strengths**

### **STISD Medical Professions**

#### **Site-Based Decision Making Council Members**

**2019-2020**

#### **Administrators**

Harry Goette

William McKinney

Jose Lucio

#### **Parents/Community Members**

Margarita Nava

Manuel Chacon

Chris Chizek

Patricia Palomo

Jonathon Ibarra

#### **Support Staff**

Gilberto Arreola

Cinthia Alvarado

Meagan Attebery

Mateo Castillo

Cheryl Fultz

Candace Guillen

Mayela Solana

Luz Griselda Zammora

**Teachers**

All teachers serve as members of the SBDM

Anabel Adrete

Lisa Aguilar

Elizabeth Arredondo

Monica Avila

Gabriela Barboza

Ada Barrera

Denise Barrera

Bradford Berryman

Crystakkube Breier

Thelma Camacho

Deborah Cantu

Gwyn Carmean

Elizabeth Carr

Christina Chase

Jose Colon  
William Cortez  
Cody Ferguson  
Virginia Fiebig  
Emily Finch  
Erndira Garcia  
David Garza  
Guillermo Gomez  
Esmeralda Gracia  
Patricia Hernandez  
Jessica Hiler  
Joseph Human  
Anthony Hughes  
Avy James  
Andrew Keating  
Victor Loya  
Seymore Lumang  
Vanessa Manrique  
Mireya Marroquin  
Charley Paradise

Tomas Ramos  
Shahn Reber  
Emily Reece  
Edward Reza  
Michele Richardson  
Eduardo Rios  
Herlinda Robles  
Elizabeth Rocha  
Efren Rodrgiuez  
Rosanne Rudd  
Ana Ruvalcaba  
Maria Saenz  
Rosalva Salas  
Adan Salazar  
Rene Saldivar  
Bruno Sanchez  
Linda Saucedo  
Luis Sepulveda  
Gerri Swider  
Melissa Tapia

Edward Varnam

Francisco Vasquez

Hanani Vasquez

Georgina Vela

Diana Williams

Eva Williamson

**Students**

Amber Gonzalez

Seth Herrera

Michele Villasana

Symone Garcia

Joyce Macalling

Allison Mireles

Luis Ramirez



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

**Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.**

**Performance Objective 1:** 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.  
2020-2021 student enrollment numbers.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) 1) Establish opportunities for community groups and individuals to visit and establish relationships with campuses.</p> <p>We will expand our opportunities for the community and individuals to establish relationships with our campus.</p> <p>1. Recruitment visits by schools and universities interested in Medical Professions. 2. Visits and presentations by our community partners to support our instructional program. 3. Group and individual tours of the campus to educate the community about the campus and district mission. 4. Recruitment activities will include male students to encourage more interest by male students in the Medical Professions. 5. Fall/Spring Showcases: featuring Medical Professions programs, health fairs, and other community activities.</p>	2.5	District Public Relations Staff	Better understanding of our program offerings by the community that we serve.			
		Webmaster				
		Social Media Coordinator				
		Campus Instructional Technologist				
		Administration				
Funding Sources: 199 - General Fund - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

## Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

**Performance Objective 1:** 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Principal and technology specialist will design and implement a campus technology plan.</p> <p>Use the Wi-Fi available for the Bring Your Own Device (BYOD) policy to have students provide homework or reviews on specific topics. Students share with others in class. Search for alternative methods of learning utilizing websites, and databases.</p> <p>2) Expand course offerings for 2019-2020, AP Psychology, Creative/Technical Writing, and English 4 Dual (AP/D).</p>	2.5, 2.6	Teachers  Students  Technology Specialist  Librarian	Staff and student's proficiency in the utilization of emerging technologies.			
<b>Funding Sources:</b> 211 - Title I, Part A School Wide - 0.00, 410 - Instructional Materials Allotment - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

## Goal 3: We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 1:** 3.3 We will develop a system for parental involvement that engages all parents.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 1) The Parent Connection program encourages parents to participate in the educational, social and emotional development of their son or daughter. Further, it helps parents create a support and networking system with each other. All meetings are held in English and Spanish, with topics that relate to adolescents and/or families. The STISD Parent Connection Meeting are held at Medical Professions. Topics for the meeting are presented by STISD Staff and guest speakers.	3.1, 3.2	Principal  Assistant Principal  Social Worker  Counselors  Teachers	Increase in parent participation at meetings.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) Medical Professions website provides parents, students and the community information about campus and district resources. With this connection to the campus, they will be able to view information related to the educational opportunities at Medical Professions. Internet access improves communication among teachers, parents and students leading to greater academic performance.	2.5, 3.1, 3.2	Principal  Assistant Principal  Social Worker  Counselors  Teachers  Students	Parents, students and the community will be provided real time information about Medical Professions.			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

## Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 1:** 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

**Evaluation Data Source(s) 1:** Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Have students complete case studies that will allow them to implement the knowledge and skills they have acquired in solving real-world critical care situations. Clinical Rotations for Medical Assisting, Ophthalmology, Phlebotomy, Dental Assisting, Pharmacy, and Emergency Medical Services (and CPR training programs). All Health Science courses incorporate learning based on real-world situations.</p>	2.5	HST Teachers Students	Increased number of certifications achieved.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 244 - Career Technical Education - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 2:** 4.4 Expand collaborative learning models that integrate real-world experiences.

**Evaluation Data Source(s) 2:** Use of cooperative learning (Kagen strategies and others) within instruction.  
Increased project-based instruction and learning.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Through the use of interdisciplinary connections, HST and academic teachers will collaborate on the designing and execution of engaging lessons. The realistic scenarios and equipment allows for practice of skills and procedures until mastery. The simulation lab will allow for teamwork training while enhancing existing instruction. Simulation mannequins assist students in the development of knowledge and skills in a variety of medical procedures. Additionally, creative applications of simulation technology will allow for critical thinking that will serve students well as they embark on health career paths.</p>	2.5	HST Teachers Academic Teachers Students	Increased academic performance in all areas.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 244 - Career Technical Education - 0.00, 255 - Title II, Part A Training - 0.00, 410 - Instructional Materials Allotment - 0.00					
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>X</div></div> <div>= Discontinue</div>						



## Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

**Performance Objective 1:** 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

### Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college <b>ESF Levers</b> Lever 3: Positive School Culture 1) Medical Professions will encourage student and parent participation in district extracurricular events, such as Texas HOSA, UIL, Chess, Battle of the Books, PASF, and volleyball, basketball, softball, powder puff soccer games, and Parent Connections meetings.	2.5, 2.6, 3.1, 3.2	Teachers and administrators	Social and community interactions			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 244 - Career Technical Education - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

## **Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.**

**Performance Objective 1:** 98 percent and above on annual student and teacher attendance.

**Evaluation Data Source(s) 1:** Annual STISD attendance data.  
TSDS PEIMS summer submission data.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) School attendance is both a right and a responsibility. Medical Professions is an active partner with students and parents in the task of ensuring that all students meet or exceed learning standards. Because Medical Professions recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review, and if necessary, revise a Comprehensive Student Attendance Policy. Specific strategies include, (1) daily absence calls to parent/guardian, (2) use of Information Management System for email and voice messaging of each absence, (3) weekly campus attendance reviews, (4) warning letter #1 sent at two unexcused absences within a three week period to include an attendance report and excuse templates, (5) home-visit, if no response to letter #1, (6) warning letter #2 sent at two or more unexcused absences with no response to telephone calls, letter #1, or home-visit, and (7) staffing with assistant principals to determine additional course of action to include: Assignment to Credit/attendance Tutorial Programs, Assignment to Saturday Credit Recovery Academy, Credit Reviews, Performance Contracts, Peer Mentoring (KOM), Volunteer Community Service, Counseling (In-school/Community), Community Referrals, and/or Petition for "Truancy Conduct". Campus will also communicate to students, parents, staff, and teachers of monthly attendance percentages; as well as promote that "Every Day Counts" in announcement, flyer, and poster form.</p>	2.5, 2.6	Principal Assistant Principal Social Worker Teachers	When attendance rate improves with goal of meeting or exceeding 98 percent for all student groups.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 2:** 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

**Evaluation Data Source(s) 2:** 2019-2020 STAAR Score Reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) STAAR/EOC: Teachers will plan and implement a comprehensive process for improving student performance, review campus and individual performance data, and use formative assessments, course blueprints/assessed curriculum. Student-centered instructional strategies will be used to improve levels of engagement in all subjects. Utilize STAAR blueprints, performance level indicators, writing resources, and other materials on TEA website: <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a> Utilize district databases. Assess in EOC format. Exams and quizzes should reflect essential learning objectives. Relationship building and focused tutorial offerings in all EOC subjects. Sep-Nov remediation for Dec EOC testing window. Spring 2020 tutorials for March and May EOCs. Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels.</p>	2.4, 2.5	Principal Assistant Principal Team Leaders Counselors Teachers	Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels.			
	<p><b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 224 - IDEA B, Special Education - 0.00, 244 - Career Technical Education - 0.00, 410 - Instructional Materials Allotment - 0.00</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Relationship building, collaboration, peer mentoring, and focused instruction will be utilized during Enrichment Period to improve STAAR/EOC scores in English 1 &amp; 2 for English Language Learners. These same strategies will also be implemented to improve other STAAR/EOC scores and academic content areas.</p>	2.4, 2.5, 2.6	Principal  Assistant Principal  Team Leaders  Counselors  Teachers	Number of students receiving performance target scores on Approaches, Meets, and Masters on STAAR/EOC Exams			
		<b>Funding Sources:</b> 199 - English Language Learner - 0.00, 199 - General Fund - 0.00, 350 - English Language Learner - 0.00, 410 - Instructional Materials Allotment - 0.00				
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 3:** - 90 percent of the student cohort will reach graduation completion at STISD.

- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

**Evaluation Data Source(s) 3:** TSDS PEIMS graduation data.  
STISD Graduate Report.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) Conduct goal-setting meetings at 9th grade. Assist students in setting post secondary and career choice decisions. Review college and career goals. Follow-up support to ensure that students maintain goals needed for success at high school and beyond. Implement student-led, grade-level assemblies that discuss the importance of goal-setting, organization, preparation, grade-appropriate information, and graduation credits, etc.</p>	2.5, 3.2	Principal  Assistant Principal  Team Leaders  Counselors  Teachers  Students	Ninth Grade students and parents will be better informed about college and careers.			
Funding Sources: 199 - General Fund - 0.00						
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Build and support nurturing relationships with students through regular positive discourse with Enrichment Period (EP) teachers and peer mentors.</p>	2.5	Principal  Assistant Principal  Team Leaders  Counselors  Teachers  Students	Students meet with their mentor teacher daily, student peer mentors, student tutors and/or counselor as needed. Improved school learning climate.			
Funding Sources: 199 - General Fund - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.  
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

**Evaluation Data Source(s) 4:** STISD College Score Report.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p><b>ESF Levers</b></p> <p>Lever 1: Strong School Leadership and Planning</p> <p>1) Continue the District's initiative of school day testing for SAT examination, which started during the 2018-2020 school year.</p>	2.4, 2.5, 2.6	Teachers Administrators Counselors	Increase the number of students who take the SAT or ACT earlier in their high school experience. Increase the score report available to the District so that there is at least one college entrance score report on each student.			
<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I, Part A School Wide - 0.00, 204 - Student Support and Academic Enrichment - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>X</div><div>= Discontinue</div></div></div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 5:** - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

**Evaluation Data Source(s) 5:** STISD AP and IB Participation and Score Report.

**Summative Evaluation 5:**



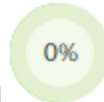
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Connect high school to career and college</p> <p><b>ESF Levers</b>  Lever 1: Strong School Leadership and Planning  Lever 2: Effective, Well-Supported Teachers  Lever 3: Positive School Culture  Lever 4: High-Quality Curriculum</p> <p>1) AP course descriptions will state that sitting for AP exams is required. Our AP participation has continued to grow to record levels. After first reaching 1,000+ AP exams in 2017, Medical Professions' AP enrollment hit 1,616 in 2019. In 2019-20, we are currently on pace to exceed 2,000 AP exams for Spring 2020. With STISD funding, 100% of the Free/Reduced (Option 1) exam costs and 50% of Non-F/R (Option 2) costs will be covered, thereby eliminating/reducing economic burdens to families. Our target for 100% AP exam participation will continue for the 2019-20 school year. We will provide the students with online information and procedures for signing up and taking exams. Option 2 students can prepay for the exams using Total Registration, an online service provider. AP fee waivers will be completed for all students that qualify. Continue to improve the number of graduates who will sit for five or more AP exams required for AP Scholar with Distinction to 90%. (In 2019, we had 65% of our 12th graders are sitting for 5+ AP exams). Assess regularly in College Board format. New AP resources through UWorld, AP Classroom (College Board) resources, including checkpoints, unit guides, test bank. Questions, etc. Also resources from library databases, including AP Central, Gale, Peterson, etc. Stress importance of making qualifying scores (college readiness and career opportunities. Relationship building to enhance motivation. Collaboration within</p>	2.4	Principal  Assistant Principal  Team Leaders  Counselors  Teachers	Increase number of students taking AP exams and higher performance rates.			

district (share instructional strategies, etc.). Focused tutorials (one AP tutorial every other week). Cooperative learning and study groups with student leaders. Six Saturday AP prep sessions and AP mock exams. Student motivation: AP student-led assemblies will focus on effective tips and strategies to improve student performance, and AP benefits. In Spring of 2019, our students achieved the highest number of qualifying AP scores in school history (308), up from 277 the year before (11% increase). The number of 2019 AP Scholars was an all-time high of 46 students. Our goal for 2020 is to increase the number of students with qualifying scores of 3, 4, 5 by 15% (308 to 350).

**Funding Sources:** 199 - General Fund - 0.00, 204 - Student Support and Academic Enrichment - 0.00, 211 - Title I, Part A School Wide - 0.00



= Accomplished



= No Progress



= Discontinue

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 6:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Source(s) 6:** STISD IEP's with ARD approval.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated.	2.4, 2.5, 2.6	Principal	100 percent of students with Individual Education Plans include measurable goals, that are annually updated.			
		Assistant Principal				
		Diagnostician				
		Special Education Teachers				
Funding Sources: 199 - General Fund - 0.00, 224 - IDEA B, Special Education - 0.00, 255 - Title II, Part A Training - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 7:** Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

**Evaluation Data Source(s) 7:** STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction  1) Continue high quality instruction and support for all students.	2.4, 2.5, 2.6, 3.2	Principal  Assistant Principal  Teachers	Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.			
	<b>Funding Sources:</b> 199 - General Fund - 0.00, 199 - State Compensatory Education - 0.00, 199 - English Language Learner - 0.00, 255 - Title II, Part A Training - 0.00, 350 - English Language Learner - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
6	4	1			\$0.00
6	5	1			\$0.00
6	6	1			\$0.00
6	7	1			\$0.00
Sub-Total					\$0.00
199 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	7	1			\$0.00
Sub-Total					\$0.00

<b>199 - English Language Learner</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	2	2			\$0.00
6	7	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>204 - Student Support and Academic Enrichment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	4	1			\$0.00
6	5	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211 - Title I, Part A School Wide</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
6	2	1			\$0.00
6	4	1			\$0.00
6	5	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>212 - Title I, Part C Migrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

<b>224 - IDEA B, Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			\$0.00
6	6	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>244 - Career Technical Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
6	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>255 - Title II, Part A Training</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
6	6	1			\$0.00
6	7	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>350 - English Language Learner</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	2			\$0.00
6	7	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>410 - Instructional Materials Allottment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
4	2	1			\$0.00

<b>410 - Instructional Materials Allottment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	2	1			\$0.00
6	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00



# South Texas Independent School District

## South Texas ISD Health Professions

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

The mission of South Texas ISD Health Professions is to provide students with rigorous academic instruction and advanced technical skills that will allow for their successful transition into allied health careers and/or post-secondary education.

## Vision

To engage students in a focused, challenging curriculum within a small, caring community of learners.

## Value Statement

We Believe:

that the entire community shares the responsibility of promoting the success of the school's mission by creating a support system for all learners;

that challenging academics are developed, facilitated, and maintained by the school community across a diverse student population;

that a positive and safe school climate is essential to the learning process;

that the application of knowledge and skills will be an integral part of our instructional programs;

that students and teachers need to become proficient in accessing, evaluating, and using information, resources, and current technology;

that students learn in a variety of ways and that classroom instruction and assessment should reflect these individual styles;

that personal growth is enhanced by increased self-esteem, cultural awareness through positive relationships, and mutual respect among and between students and staff;

that students will participate in a career program which will enable them to successfully transition into higher education and/or the work force;

and, that the special needs of each student are identified, addressed, and accommodated.

In addition...

WE BELIEVE that . . .

each individual is unique and has intrinsic worth.

all students have the potential to be successful learners.

hard work and perseverance are necessary to achieve full potential.

learning happens best when it is exercised as a choice.

focused teaching and learning is paramount to growth and development.

change creates opportunity.

lifelong learning is vital in a changing world.

learning is both an individual and shared responsibility.

communities benefit when people willingly contribute to the well-being of

others.

a safe environment is essential for learning.

understanding and respecting diverse cultures, ideas and values is

essential in a global society.

integrity is the foundation upon which to build trust.

education is an investment in community well-being.

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# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data






# Goals

## Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

**Performance Objective 1:** 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.  
2020-2021 student enrollment numbers.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Ensure that all communication and recruiting materials emanating from the campus includes reference to South Texas Independent School District (example: stisd.net) as our umbrella organization to include: - school/club/class paraphernalia -correspondence, -telephone greetings, -business cards, -student planners, -create a slogan which highlights our pathways (medicine, technology, engineering, etc. -Create YouTube videos highlighting the districts and campuses -Invite stakeholders to visit the STISD campuses.	2.5, 3.1, 3.2	Campus Leadership Team Faculty/Staff	There will be a demonstrated connection between STISD and Health Professions. Health Profession's successes and flagship status will be recognized as emanating from the umbrella organization of STISD.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.




**Performance Objective 1: 2.2** We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Ensure that all existing, as well as proposed programs and partnerships, are marketable for students.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Successful completion of programs emanating from partnerships will lead to marketable skills for students.			
2) Market Health Professions and student achievement to expanding local, state, and national opportunities.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	All programs and partnerships will be marketed locally, statewide and nationally.			
3) Establish new and enhance existing networks and invite guests to campus to showcase student achievement and state of the art programs.	2.5, 2.6, 3.1, 3.2	Campus Leadership Team Faculty/Staff	All programs and partnerships will be marketed locally, statewide and nationally in an effort to increase the marketability of our students and program.			
4) Provide soft skills training for students to ensure that they are competitive in the post- secondary and professional markets.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students will gain a competitive edge in post-secondary and professional markets.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						




## Goal 3: We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 1:** 3.3 We will develop a system for parental involvement that engages all parents.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Create Public Service announcements which inform students of intervention resources.	2.5, 2.6, 3.1	Campus Leadership Team Faculty/Staff Students	Students will be informed of intervention resources.			
2) Provide faculty/staff with training which would enable them to fully utilize the features of Infinite Campus.		Campus Leadership Team Faculty/Staff	Faculty and staff will utilize all Infinite Campus features to enhance student success.			
3) Post academic intervention resources on various campus social media.	3.1	Campus Leadership Team Faculty/Staff Students	Students will be informed of intervention resources.			
4) Host academic intervention sessions at various times of day to include parental visits to classroom.	3.1, 3.2	Campus Leadership Team Faculty/Staff	Parents and students will be informed of academic intervention resources.			
5) Provide training for faculty/staff on proactive intervention strategies.	2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will be proactive in implementing intervention strategies.			
6) Provide teachers with data reflecting grade distribution every grading period.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teachers will utilize data reflecting grade distribution to modify instruction as an intervention strategy.			
7) Use research based strategies (clearly defined learning objectives, check for understanding, differentiated instruction) as identified with formative walkthroughs to enhance student success.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	There will be an increase in student performance.			
8) Use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teacher will use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
9) Measure effectiveness of student intervention efforts and utilize results to drive future intervention strategies.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Teachers will utilize student intervention effort results to drive future intervention strategies.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

## Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




**Performance Objective 1:** 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

**Evaluation Data Source(s) 1:** Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Share examples of profound learning demonstrated by faculty and students with faculty/staff, through classroom visits, at district school visits, at District Collaborative Team meetings, and on school website.	2.4, 2.5, 2.6	Campus Leadership Team BETA Testers Faculty/Staff	Establish a common meaning for profound learning, with concrete examples.			
2) Conduct a comprehensive review of the literature to define and identify strategies that will lead to vertically and horizontally aligned curriculum, instruction, and assessment.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment.			
3) Teachers will develop and submit weekly Purposeful Planning Documentation which describes daily planned instructions which includes aligned instruction and differentiation in their instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 2:** 4.4 Expand collaborative learning models that integrate real-world experiences.

**Evaluation Data Source(s) 2:** Use of cooperative learning (Kagan strategies and others) within instruction.  
Increased project-based instruction and learning.

**Summative Evaluation 2:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Seek out customized professional development venues and resources. Encourage participation and mind shifts for all stakeholders.	3.1, 3.2	Campus Leadership Team BETA Testers Faculty/Staff	Attend and participate in professional development that supports profound learning.			
2) Use software applications such as TEAMS to allow for online collaboration between campus departments and campuses.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Software applications are used to allow for online collaboration between campus departments and campuses.			
3) Evaluate the effectiveness of the professional development plan and utilize the results to drive future professional development plan strategies.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Professional development vendors will be critiqued for effectiveness and future attendance.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

**Performance Objective 1:** 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

### Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Utilize social media to advertise and inform stakeholders and the public about inter-campus sporting and academic events.	3.1, 3.2	Campus Leadership Team Faculty/Staff Students	Contemporary communication methods will aid in the effective planning of the inter-campus events.			
2) Promote the use of social apps such as Remind, Twitter, and Instagram to communicate with stakeholders.	3.1, 3.2	Campus Leadership Team Faculty/Staff Students	Contemporary communication methods will aid in effective planning of the inter-campus events.			
3) Communicate on a continual basis with other STISD campuses to ensure that inter-campus events reflect effective planning and implementation.	2.4, 2.5, 2.6, 3.2	Campus Leadership Team Faculty/Staff Students	Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students.			
4) Develop and maintain a competition program to include academic and sports competitions among our sister schools in volleyball, basketball, Battle of the Books, softball, chess, Academic UIL, soccer and flag football.	2.4, 3.1	Campus Leadership Team Faculty/Staff Students	Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 1:** 98 percent and above on annual student and teacher attendance.

**Evaluation Data Source(s) 1:** Annual STISD attendance data.  
TSDS PEIMS summer submission data.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Be proactive in working with students who demonstrate attendance issues, including the use of signed contracts between school and home.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Attendance will be at or above 98% for staff and students as evidenced by attendance rates. Research has demonstrated that teacher quality (and resulting presence in the classroom) has the highest correlation with student achievement. Students must also be present to receive the benefits of the instruction/learning.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						






**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 2:** 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

**Evaluation Data Source(s) 2:** 2019-2020 STAAR Score Reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Provide faculty and staff with disaggregated data on prior year performance.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
2) Encourage the use of formative assessment and data disaggregation software to drive instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
3) Provide dedicated tutorials for students in the state assessment subject matter.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	State assessment scores will improve and at least approach stated goals.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.




**Performance Objective 3:** - 90 percent of the student cohort will reach graduation completion at STISD.

- 98 percent of STISD students will successfully complete graduation requirements and earn at least two endorsements.

**Evaluation Data Source(s) 3:** TSDS PEIMS graduation data.

STISD Graduate Report.

**Summative Evaluation 3:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Continue to investigate/implement new partnerships and opportunities which will keep pace with the local, state, national, and international market.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	New partnerships will be implemented which will result in our campus keeping pace with the local, state, national, and international market. As a result, the campus leaver rate will continue to decrease.			
2) Continue to provide group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Staff calendars and mail-outs will reflect group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation.			
3) Continue reviewing, post on campus website, and distribute in written format possible endorsements through counseling audit checks and pre-registration.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	An examination of student transcripts will demonstrate that students are either working towards (underclassmen) or have earned at least two endorsements upon graduation.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.  
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

**Evaluation Data Source(s) 4:** STISD College Score Report.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Conduct a book study to include an administrator, a counselor, and SAT/ACT faculty which includes strategies on improving scores.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students entering professional programs will be more competitive.			
2) Encourage students to review test taking strategies between test administrations.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Students entering professional programs will be more competitive.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.




**Performance Objective 5:** - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

**Evaluation Data Source(s) 5:** STISD AP and IB Participation and Score Report.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Encourage students to enroll in pre-advanced placement classes as a foundation for Advanced Placement.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Leadership Team Faculty/Staff	Students wishing to take an AP exam/s will not be hindered by cost. Parents and students will be informed consumers.			
2) Encourage students to enroll in Advanced Placement classes.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Leadership Team Faculty/Staff	Students wishing to take an AP exam/s will not be hindered by cost. Parents and students will be informed consumers.			
3) Communicate to stakeholders the benefits of Advanced Placement credits in post-secondary education through individual counseling, informational sessions for parents, and through the campus website.	3.1, 3.2	Campus Leadership Team Faculty/Staff	Students wishing to take an AP exam/s will not be hindered by cost. Parents and students will be informed consumers.			
4) Provide collaboration time (Synergy) for faculty to write formative and summative assessments, and to use the data disaggregation software to produce data that drives instruction.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Score reports will reflect a higher percentage of AP qualifying scores. Students entering professional programs will be more competitive. At least some students will earn college credit while in high school, thus minimizing college tuition. Students will have more options in applying to universities who do not accept dual enrollment credit.			
5) Provide support to faculty through formative Synergy sessions.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Score reports will reflect a higher percentage of AP qualifying scores. Students entering professional programs will be more competitive. At least some students will earn college credit while in high school, thus minimizing college tuition. Students will have more options in applying to universities who do not accept dual enrollment credit.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
6) Encourage on campus and online collaboration between faculty teaching the same subject/s.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Score reports will reflect a higher percentage of AP qualifying scores. Students entering professional programs will be more competitive. At least some students will earn college credit while in high school, thus minimizing college tuition. Students will have more options in applying to universities who do not accept dual enrollment credit.			
7) Ensure that an effective monitoring system is in place to ensure that all students are registering for the college entrance exams.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Each student will have taken a college entrance exam before the end of the first semester of the year they plan to graduate, thus maximizing attempts to raise scores on the exam. Students entering professional programs will be more competitive. Students will not be hindered by cost of the exam/s.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 6:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Source(s) 6:** STISD IEP's with ARD approval.

**Summative Evaluation 6:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Implement a monitoring system that ensures that measurable goals are annually updated.	2.4, 2.5, 2.6	Campus Leadership Team District Special Education Staff Campus Special Education Staff	Students will receive instruction, and thus be able to learn, because of the utilization of strategies that meet their particular needs.			
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>						

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 7:** Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

**Evaluation Data Source(s) 7:** STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

**Summative Evaluation 7:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Periodically review PBM indicators to ensure that goals are being met.	2.4, 2.5, 2.6	Campus Leadership Team Faculty/Staff	Health Professions will continue to be recognized as a premiere learning institution, as will STISD as the umbrella organization.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						

## Goal 7: STISD Instructional Protocol

**Performance Objective 1:** Fidelity to and implementation of STISD Instructional Protocol.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Calibrate faculty conferences by course to ensure consistency among appraisers.	2.4, 2.5, 2.6	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
2) Conduct faculty conferences by course to review pacing guides, unpacking of standards, common formative assessments, disaggregated data, and differentiated instruction.	2.4, 2.5, 2.6, 3.1	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
3) Periodically review with faculty (individually and in groups): a. STISD Instructional Protocol, b. 15 Steps to Closing the Achievement Guide.	2.4, 2.6	Administration	Faculty teaching at least 50% of the 84 courses offered at Health Professions during 2019-20 will provide documentation of fidelity to and implementation of the STISD Instructional Protocol.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>						



## Goal 8: We will improve student passing rate.

**Performance Objective 1:** Improve passing rate in individual courses.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
2) Data will be disaggregated by AP teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Non-AP, Non-EOC, and Non-Certifying Teachers	Teachers who do not teach AP courses, End Of Course Exam courses or Certification classes will have an average of 90% student passing rate for the 2019-20 school year.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

**Goal 8:** We will improve student passing rate.

**Performance Objective 2:** Improve certification passing rates.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
2) Data will be disaggregated by Health Science teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Certifying Health Science Teachers.	Teachers who teach certification courses will have a 92% student passing rate in certification exam area.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						




**Goal 8:** We will improve student passing rate.

**Performance Objective 3:** Improve End-Of-Course passing rates.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
2) Data will be disaggregated by EOC teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Teachers who teach Algebra 1, Biology, English 1, English 2, and US History	Teachers who teach End-of-Course (EOC) classes will have at least a 6% average increase in the students passing rates and "Masters Level" rates on the state mandated STAAR EOC assessments.			
<div>  = Accomplished  = No Progress  = Discontinue </div>						

**Goal 8:** We will improve student passing rate.

**Performance Objective 4:** Improve AP test passing rates.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
1) Pre-test/formative assessments will be administered to determine students baseline.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
2) Data will be disaggregated by AP teachers to purposely target areas of concern and in need of reteaching or spiraling.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
3) Formative/summative assessments will be administered throughout the school year to modify and adjust instruction as needed.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
4) Teachers will differentiate instruction and use best practices to assist and meet the needs of all students.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
5) Instructional strategies that may be used include (but are not limited to): a. Pre/post test data b. Formative data c. Summative data d. Labs e. Journals f. Portfolios g. Timed writing samples h. Exit tickets i. Projects j. Mock exams k. Rubrics	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			
6) Teachers will mentor and work with individual students.	2.4, 2.5, 2.6	Teachers who teach AP Courses	Teachers who teach Advanced Placement (AP) courses will have at least an 8% average increase in the students passing rates.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>						

# 2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Barbara Heater	Principal
Classroom Teacher	Stephany Bauer	Classroom Teacher
Classroom Teacher	Lois Bauer	Classroom Teacher
Classroom Teacher	Ileana Garcia-Spitz	Classroom Teacher
Classroom Teacher	Yael Leal	Classroom Teacher
Classroom Teacher	Enna Lugo	Classroom Teacher
Classroom Teacher	Jennifer Mahoney	Classroom Teacher
Classroom Teacher	Robert Navarro	Classroom Teacher
Classroom Teacher	Shelly Schneider	Classroom Teacher
Non-classroom Professional	Lauren Payne	Counselor
District-level Professional	Ann Vickman	Lead Librarian
Parent	TBD TBD	Parent
Parent	TBD TBD	Parent
Student	TBD TBD	Student
Student	TBD TBD	Student



# South Texas Independent School District

## South Texas ISD Science Academy

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total females (267)-34.68%

Total males (503)- 65.32%

Asian females (35)- 4.55%

Asian males (69)-8.96%

Black/African American males (6)-0.78%

Hispanic females (206)-26.75%

Hispanic males (381)-49.48%

Native Hawian/Pacific Islander male (1)-0.13%

Two or more races females (4) 0.52%

Two or more races males (7) 0.91%

White females (22)-2.86%

White males (39)-5.06 %

### Demographics Strengths

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The female population is under represented at the Science Academy. **Root Cause:** There is a perception (likely cultural) that STEM programs and careers are for males.

# Student Academic Achievement

## Student Academic Achievement Summary

AP Participation-2018-389, 2019-410

# of Exams Taken-2018-1313, 2019-1,333

# of Students with score 3 or higher-2018-268 (69%), 2019-261 (64%)

% of Seniors passing at least one AP exam 2018-78.9%, 2019-72.7%

## SAT

YEAR	SCIENCE ACADEMY		NATIONAL		TEXAS	
2018-2019						
2017-2018	1234		1068		1032	
2016-2017	1247		1070		1019	
2015-2016	1148	<b>**1679</b>	1006	<b>**1490</b>	956	<b>**1410</b>
2014-2015	1182	<b>*1736</b>	1006	<b>*1490</b>	956	<b>*1410</b>

## ACT

YEAR	SCIENCE ACADEMY	NATIONAL	TEXAS
2018-2019			
2017-2018	25.5	20.8	20.6
2016-2017	25.7	21	20.7
2015-2016	26.1	20.8	20.6
2014-2015	25.9	21.0	20.9

## EOC STAAR Data

2019-Overall-A-94 out of 100

2018-Overall-A-97 out of 100

Student achievement-97 out of 100

School progress-95 out of 100

Closing the Gaps-88 out of 100 (how well different populations of students in a district are performing)

Subject	Approaches %	Meets %	Masters %
English I	93	86	32
English II	97	92	33
Algebra	83	62	38
Biology	97	76	42
US History	99	95	75

### PLTW EOC Data

Students who attained AP Weight in PLTW Classes

Pltw Course	Teacher	Number of students tested	Number of students received credit	Percentage
Digital Electronics	N. Houston	136	59	43%
	R. Rodriguez	89	27	30%
DE Totals		225	86	38%
Aerospace Engineering	J. Konecny	30	19	63%
Civil -CEA	D. Coalson	100	10	10%
Computer Integrated - CIM	J. Konecny	28	14	50%

# Students who attained AP Weight in PLTW Classes

Environmental Sus	A. Cortez	20	11	55%
Human Body Systems-HBS	J. Lamas	63	20	32%
Principles of Biomedical-PBS	E.Pacheco	143	72	50%
Intro to Eng- IED	J. Konecny	43	19	44%
	R. Rodriguez	43	21	49%
	H. Stout	138	76	55%
IED Totals		224	116	52%
Principal of Engineering-POE	G. McGee	111	52	47%
	G. Valdez	48	28	58%
POE- Totals		159	80	50%
AP Comp-CSA	D. Wood	92	43	47%
Computer Sci Principles-CSP	F. Grimaldo	146	95	65%
	D. Wood	80	68	85%
CSP Totals		226	163	72%





## EARLY INTERVENTION SYSTEM 2018-19 Overall Distribution-78

Grade level	Failed 1 or none	Failed 2	Failed 3 or more
9th-12th-# of students	39	4	35
	50%	5%	45%

### Student Academic Achievement Strengths

All 7 State EOC Distinctions attained:

Academic Achievement in Science

Top 25% Comparative Academic Growth

Academic Achievement in Mathematics

Post-Secondary Readiness

Academic Achievement in ELA Reading

Top 25% Comparative Closing the Gaps

Academic Achievement in Social Studies

School Profile Data:

- Ranked 3rd in Texas for “High Schools with the Best Teachers” *Niche* (2019)
- Ranked 13<sup>th</sup> in Texas for “Best Public High Schools” *Niche* (2019)
- Ranked 21<sup>st</sup> in Texas for “Best High Schools” *U.S. News and World Reports* (2019)
- Ranked 151<sup>st</sup> in the nation for “Best High Schools” *U.S. News and World Reports* (2019)
- Selected by the Educational Results Partnership and the Institute for Productivity in Education as a 2019 Texas Honor Roll Star School



## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The Algebra 1 STAAR EOC Approaches scores are not in the 90 or above bracket. **Root Cause:** There is a small number of students taking the exams and students are struggling with Reporting category 2.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

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

# Goals

## Goal 1: We will promote and market our district to create broad based community awareness attracting families to STISD.

**Performance Objective 1:** 1.3 We will expand multiple platforms district-wide to attract and engage future STISD families

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.  
2020-2021 student enrollment numbers.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Two campus showcases will be hosted (one per semester) in which community members will be invited to partake in campus activities that highlight programs offered.	Faculty Administration	Promotion of STISD/Science Academy facilities and showcase academic opportunities.			
	<b>Funding Sources:</b> 199 - General Fund - 2000.00				
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Campus tours will be provided throughout the school year that highlight our programs and emphasize the SAIL Innovation (Maker-space) lab. The tours will be advertised via social media, website, showcase and newsletters.	Counselors Administration	Highlight strengths of the campus to promote future enrollment.			
<b>ESF Levers</b> Lever 3: Positive School Culture 3) School campus events and accolades will be promoted on social media and website. Interviews with our students and staff on why they choose STISD will be posted on newsletter and social media.	Social media specialist Webmaster Administration	Enhance recruitment efforts and promote Science Academy initiatives.			
	<b>Funding Sources:</b> 199 - General Fund - 2400.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 4) Recruitment materials will be given to students, parents, campus club organizations as well as valley wide, for brand recognition that promote STISD and Science Academy.	Faculty Counselors Administration	Enhance community awareness of our district and campus.			
Funding Sources: 199 - General Fund - 5000.00					
<b>ESF Levers</b> Lever 3: Positive School Culture 5) PTSO and administration will work collaboratively to promote the district and campus initiatives and work jointly on recruitment events (i.e., showcases).	Administration Counseling Stakeholders	Strengthen communication among parents, teachers, students and community.			
6) Continue to host events that engage the community and highlight campus academic endeavors (i.e., Renfest, NHS carnival, EDD and GEMS).	Faculty and staff Counseling Administration	Promote Science Academy initiatives  Promote female engagement in STEM related curriculum and Engineering projects.			
Funding Sources: 199 - General Fund - 5000.00					
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 7) Schoolmint will be utilized to monitor the wait list and continue to extend invitations based on enrollment numbers.	Administration	Enhance Recruitment efforts/increased enrollment.			
8) Technology Student Association will host its regional competition at Science Academy. This opportunity promotes the many different clubs represented on campus and recruits future students.	TSA Sponsor Administration Faculty	Demonstrate academic prowess to fellow educators.			
Funding Sources: 199 - General Fund - 2000.00					
9) The Girls in Engineering and Science (GEMS) program will be expanded to ensure all students are afforded the opportunity to expand their knowledge on STEM related careers.	Faculty Counselors Administration	Increased participation of females in STEM curriculum and career awareness			
Funding Sources: 199 - General Fund - 3000.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>					

## Goal 2: We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

**Performance Objective 1:** 2.2 We will develop a range of supplemental programs that diversify and expand current program offerings.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration and Master Schedule.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) The Art department will offer a new course in Digital Media (Art Elective) for the 2020-21 school year.	Art Department Administration	Expand current offerings for student growth			
	<b>Funding Sources:</b> 410 - Instructional Materials Allotment - 0.00				
2) The Math department will offer a new course in Discrete Math Problem Solving sponsored by Stanford University for 2020-21 school year.	Math department Administration	Expand current offerings for student growth.			
	<b>Funding Sources:</b> 255 - Title II, Part A Training - 3000.00				
3) The History department will prepare to offer a new advanced course 2020-21 school year.	Administration History department	Expand current offerings for student growth			
	<b>Funding Sources:</b> 199 - General Fund - 3000.00				
4) Students who have complete all course work offered within a department will be supported in attending courses at the university level not offered at our campus (e.g., Linear Algebra) during the school day either by physically attending UTRGV, STC, or online.	Counseling Administration	Increased opportunities for college credits not offered at the campus level			
	<b>Funding Sources:</b> 410 - Instructional Materials Allotment - 0.00				
5) Summer enrichment opportunities will be secured for our students through our partnerships with universities such as Rice, Stanford, John Hopkins, Cornell and Summer Institute for the Gifted.	Administration Counseling Faculty	Increase summer enrichment participation and partnerships			
	<b>Funding Sources:</b> 199 - General Fund - 15000.00				
6) An externship program (P.A.E) for a cohort of Juniors will be implemented beginning the 2020-21 school year. Students will be going off campus to participate in an externship based on their career interest (law, medicine, engineering, business).	Administration Program coordinator Teachers	Student recruitment Increased opportunities for students			
	<b>Funding Sources:</b> 244 - Career Technical Education - 6000.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>					






### Goal 3: We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 1:** 3.3 We will develop a system for parental involvement that engages all parents.

**Evaluation Data Source(s) 1:** Parent and student attendance at campus activities.

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Through PTSO, via monthly parent newsletter and social media, parents will be invited to campus events and keep informed on new initiatives.	PTSO President Administration	Increased parent awareness of campus activities.			
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Continue to establish different types of communication channels with stakeholders via social media, newsletters, "Meet the Teacher & Open House" and PTSO evening meetings to ensure parental participation.	Administration Counseling Faculty	Increased communication with parents.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

**Goal 3:** We will design, implement and evaluate support systems that attract and retain students.

**Performance Objective 2:** 3.2 Create a collaborative intervention system consisting of students, staff and parents.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Continue utilization of interventions delineated on the pyramid of interventions to support students and improve academic performance.	Faculty Counseling Administration	Minimize failure rate Improve state/AP assessment scores			
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Continue to foster the Early Identification System (EIS) sponsorship program, that addresses at-risk students who have failed 3 or more classes or who have accumulated excessive absences. Data on the success of the program will be established.	Administration Sponsors	Minimize failures, establish relationships and improve student achievement.			
	<b>Funding Sources:</b> 199 - General Fund - 1000.00				
3) The social worker and counselors will provide support to students during crisis to include the bereavement group.	Social worker Counselors Administration District wellness specialist	Strengthen systematic support available to students			
4) Student academic interventions will be enhanced through PAL's (Peer Assistance and Learning) by assigning student mentors to assist in tutoring.	Students PAL sponsor Counselors Administration	Empower student leaders Provide support to struggling learners			
5) Summer Camps will be offered to our prospective incoming students to facilitate transition to our campus, build relationships prior to the start of the year, and thereby increasing retainment.	Administration Sponsor Counseling Faculty	Increase retainment of incoming freshman			
	<b>Funding Sources:</b> 199 - General Fund - 3000.00				
6) Student voice will be considered when designing interventions, course offerings, recruitment/retainment ideas through the "Student Advisory Group" (SAG) monthly meetings and suggestion box.	Administration Student Council Sponsor/Club Counseling	Interventions systems designed with all stakeholders			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>					

## Goal 4: We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.




**Performance Objective 1:** 4.2 We will utilize academic and real-world data to evaluate and revise curricular content, instruction, and assessment.

**Evaluation Data Source(s) 1:** Use of formative assessment data, student grades and standardized test scores to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

### Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<b>ESF Levers</b> Lever 5: Effective Instruction 1) Teachers will give formative assessments, analyze the data and explain how the data will impact their instructions. The process will be uploaded to TEAMS for review.	Faculty Administration District Administration	Differentiated instruction and targeted instruction			
<b>ESF Levers</b> Lever 5: Effective Instruction 2) Teachers will submit lesson plans that will include clear measurable objectives, engaging activities and assessments that inform instruction. Appraiser will provided needed feedback based on plans submitted.	Faculty Administrations	Increased student engagement and aligned curriculum, instruction and assessment.			
3) Teachers will be meeting by subject groups (not just departments) to ensure instruction, activities and assessments are aligned in common subject groups.	Team leaders Faculty Administration	Increased student engagement and aligned curriculum, instruction and assessment			
4) Teachers will be provided professional development opportunities geared towards the improvement of student achievement and training in student safety (campus priority).	Faculty Administration	Improve academic proficiency Minimize student failures			
<b>Funding Sources:</b> 199 - General Fund - 10000.00					
5) Monthly team leader meetings will have a PLC centered focus and framework.	Team leaders Team members Administration	Enhance teaching strategies to impact instruction.			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

**Goal 4:** We will implement and evaluate aligned curriculum, instruction, and assessments that provide real world experiences and profound learning for all students.

**Performance Objective 2:** 4.4 Expand collaborative learning models that integrate real-world experiences.

**Evaluation Data Source(s) 2:** Use of cooperative learning (Kagan strategies and others) within instruction.  
Increased project-based instruction and learning.

**Summative Evaluation 2:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<b>ESF Levers</b> Lever 5: Effective Instruction 1) Teachers will integrate cooperative learning strategies, such as Kagan, in their lessons when appropriate and will be evidenced in their lesson plans and walk-through visits.	Faculty Administration	Increased student engagement			
<b>ESF Levers</b> Lever 5: Effective Instruction 2) Instructional Design Days will incorporate continued professional development that incorporates aspects of the district learning institute.	Administration Faculty	Increased student performance as evidenced by passing rates, State/Ap assessments			
3) Departments will incorporate multidisciplinary lessons in their curriculum that will allow them to integrate the use of the innovation lab.	Faculty Administration	Expanding lessons to include real-world experiences			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

## Goal 5: We will expand and create social and extracurricular opportunities that enrich all students' lives.

**Performance Objective 1:** 5.2 We will create a variety of social and extracurricular activities that appeal to all students.

**Evaluation Data Source(s) 1:** STISD 2019-2020 Calendar for Collaboration.

### Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Students will have an opportunity to participate in 2019-2020 Superintendent's Cup (e.g., volleyball, basketball, chess, etc).	Coaches Administration	Increased school spirit			
	<b>Funding Sources:</b> 199 - General Fund - 2000.00				
2) Students will have an opportunity to participate in U.I.L. Academics based on their interests.	UIL Sponsor and coaches Administration	Academic opportunities for growth			
	<b>Funding Sources:</b> 199 - General Fund - 3000.00				
3) Student clubs will be encouraged to hold social activities that interest our students such as music concerts, nerf wars, entertainment night, Java Night, pep-rallies (academic & athletic) and other social occasions.	Club Sponsors and students Administration	Increased student engagement in social activities			
4) Participation in the variety of clubs offered at The Science Academy will be fostered by promoting membership through a beginning of year rally (KOM).	KOM Sponsor Club Sponsors and members Administration	Grow student involvement in campus events Student recruitment			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

## Goal 6: Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 1:** 98 percent and above on annual student and teacher attendance.

**Evaluation Data Source(s) 1:** Annual STISD attendance data.  
TSDS PEIMS summer submission data.

### Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Administration will track teacher absences and address excessive absences with individual teachers.	Administration Faculty	Decreased teacher absences.			
2) Teachers with perfect attendance for the month will receive treats.	Administration	Improved teacher attendance			
<b>Funding Sources:</b> 199 - General Fund - 1000.00					
3) Students with three or more absences will be required to recover hours outside of class time to include the attendance of Saturday school.	Administration PEIMS clerk	Decreased student absences			
4) Social worker will call parents of students with three or more absences.	Social worker Administration	Decreased student absences			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 2:** 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments.

**Evaluation Data Source(s) 2:** 2019-2020 STAAR Score Reports.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Teachers that teach EOC state exam courses will give "mock exams" on DMAC, MasteryConnect or other data analysis tools and analyze the data and adjust instruction to close the gaps of individual students.	Faculty Administration	Increased "Mastery" performance on EOC exams			
2) Teachers will spiral in EOC STAAR question on each of their summative assessments.	Teachers Administration	Increased "Mastery" performance on EOC exams.			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					



**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.




**Performance Objective 3:** - 90 percent of the student cohort will reach graduation completion at STISD.

- 99 percent of STISD students will successfully complete graduation requirements and earn at least one endorsement.

**Evaluation Data Source(s) 3:** TSDS PEIMS graduation data.

STISD Graduate Report.

**Summative Evaluation 3:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Counselors will continue to meet with individual students to make sure they are following the cohort and provide interventions as needed.	Counselors Administration Faculty	Students' lacking credit will be remediated so that they graduate with cohort			
2) Administration will ensure the parents of students that are falling behind their cohort are contacted and met with through the "Student Review Team" process (SRT).	Counselors Administration	Students lacking credit will have a support system to include parent involvement			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 4:** - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate.  
- 50 percent of students will attain a SAT score of 1110 or higher/ACT score of 24 or higher.

**Evaluation Data Source(s) 4:** STISD College Score Report.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) All 11th grade students will take the SAT assessment on campus during a school day in the Spring semester so that participation is maximized.	Counseling Administration	100 percent of Juniors will have attempted a college entrance exam			
<b>Funding Sources:</b> 199 - General Fund - 25000.00					
2) Path College Career course will be mandated for all Juniors. The course will provide SAT review sessions, afford students with a blueprint of the assessment and allow students an opportunity to take practice SAT assessments.	Course instructor Administration	Higher percentage of students attaining 1110 or higher on SAT.			
3) Khan Academy (in partnership with College Board) prep materials will be utilized in the Path College Transition class for student training. UWorld SAT/ACT prep material will also be considered as a resource.	Course instructor Administration	Higher percentage of students attaining 1110 or higher on SAT.			
4) The campus TSI Instructor will ensure our students are TSI complete for any students that are not exempt.	Counseling TSI Instructor Administration				
 = Accomplished  = No Progress  = Discontinue					




**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 5:** - Each student achieves a passing score on one or more AP, IB, or dual credit course while enrolled at STISD.

- Student participation rates on AP and IB tests will remain the same or increase annually.
- Qualifying AP and IB scores will increase annually.

**Evaluation Data Source(s) 5:** STISD AP and IB Participation and Score Report.

**Summative Evaluation 5:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Teachers that teach an Advanced Placement (AP) course will give "mock exams" and analyze the data to adjust instruction and close the gaps of individual students.	AP Teachers Administration	Increase number of students attaining a qualifying score of 3 or higher			
2) Teachers will utilize AP resources such as Albert.io, UWorld and AP classroom to help prepare students for AP exams.	Faculty Administration	Improved qualifying AP scores			
3) Teachers will spiral in AP level questioning on all formative and summative assessments and reteach as necessary.	Faculty Administration	Improved qualifying AP scores			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 6:** 100 percent of students with Individual Education Plans include measurable goals that are annually updated.

**Evaluation Data Source(s) 6:** STISD IEP's with ARD approval.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	Mar	June
1) Administration will meet with the SPED department monthly to ensure that individual student plans are regularly evaluated and goals are updated.	SPED department Administration	Compliance on all IEP deadlines and requirements			
2) The Special Education Department will provide targeted professional development to all teachers through the department collaboration time.	Administration SPED department Faculty	Improved implementation of student's IEP			
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

**Goal 6:** Student achievement will be exemplary as demonstrated through multiple measures.

**Performance Objective 7:** Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually.

**Evaluation Data Source(s) 7:** STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

**Summative Evaluation 7:**

# 2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Dale Coalson	
Classroom Teacher	Loretta McGee	
Classroom Teacher	Ana Cortez	
Classroom Teacher	Andrew Cortez	
Classroom Teacher	Selena Overton	
Classroom Teacher	Mardonnia Silva	
Classroom Teacher	Mark Orta	
Classroom Teacher	Michele Rodriguez	
Classroom Teacher	Joseph Wilson	
Classroom Teacher	Dafne Carapia	
Non-classroom Professional	Sylvia Gamboa	
Non-classroom Professional	Maria Nevares	
Student	Nick Leines	
Student	Haythan El-Zaim	
Parent	Carla Hughes	
Parent	Benito Sanchez	
Community Representative	Pamela Salazar	
Community Representative	Olufemi Alabi	
Business Representative	Cris Hernandez	
Business Representative	Luis Madrigal	
Administrator	Lorena Madrigal	
Administrator	Irma Castillo	

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Lydia Gonzalez	

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	3			\$2,400.00
1	1	4			\$5,000.00
1	1	6			\$5,000.00
1	1	8			\$2,000.00
1	1	9		3000	\$3,000.00
2	1	3			\$3,000.00
2	1	5			\$15,000.00
3	2	2			\$1,000.00
3	2	5			\$3,000.00
4	1	4			\$10,000.00
5	1	1			\$2,000.00
5	1	2			\$3,000.00
6	1	2			\$1,000.00
6	4	1			\$25,000.00
Sub-Total					\$82,400.00
244 - Career Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$6,000.00
Sub-Total					\$6,000.00



<b>255 - Title II, Part A Training</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2			\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>410 - Instructional Materials Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1		5000	\$0.00
2	1	4		5000	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$91,400.00

# TEXAS EDUCATION AGENCY

## District Level Annual Discipline Summary

### PEIMS Discipline Data for 2018-2019

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR19
SOUTH TEXAS ISD 031916	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	4,242
			A02	DISTRICT DISCIPLINE POPULATION	252
			A03	DISTRICT DISCIPLINE RECORD COUNT	450
		B-DISCIPLINE DATA TRENDS	B07	COUNT OF STUDENTS REMOVED TO A DAEP	71
			B08	MANDATORY DAEP REMOVALS	28
			B09	DISCRETIONARY DAEP REMOVALS	54
			B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	202
			B13	STUDENTS SUSPENDED OUT OF SCHOOL	69
		E-DAEP PLACEMENTS	C18	HISPANIC/LATINO	76
			C20	TWO OR MORE RACES	N/A
			C21	WHITE	N/A
		F-OUT OF SCHOOL SUSPENSIONS	C23	ASIAN	N/A
			C25	HISPANIC/LATINO	78
			C27	TWO OR MORE RACES	N/A
			C28	WHITE	N/A
		G-IN SCHOOL SUSPENSIONS	C29	AMERICAN INDIAN OR ALASKA NAT	N/A
			C30	ASIAN	N/A
			C32	HISPANIC/LATINO	252
			C34	TWO OR MORE RACES	N/A
			C35	WHITE	25
		J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	N/A
			D08	SPEC. ED. DAEP PLACEMENTS	N/A
			D09	NON SPEC. ED. DAEP PLACEMENTS	81
		K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
			D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	82
		L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	10

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR19
			D14	SPEC. ED. IN SCHOOL SUSPEN	14
			D15	NON SPEC. ED. IN SCHOOL SUSPEN	270
		O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	50
			E10	ECO. DISAD. DAEP PLACEMENTS	57
			E11	NON ECO. DISAD. DAEP PLACEMENTS	25
		P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	45
			E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	55
			E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	29
		Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	123
			E18	ECO DISAD. IN SCHOOL SUSPENSIONS	176
			E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	108
		T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	36
			F10	AT RISK DAEP PLACEMENTS	40
			F11	NON AT RISK DAEP PLACEMENTS	42
		U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	35
			F14	AT RISK OUT OF SCHOOL SUSPEN	44
			F15	NON AT RISK OUT OF SCHOOL SUSPEN	40
		V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	76
			F18	AT RISK IN SCHOOL SUSPENSIONS	116
			F19	NON AT RISK IN SCHOOL SUSPENSIONS	168
		W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	21
			G05	05-ALCOHOL VIOLATION	N/A
			G21	21-VIOLATED LOCAL CODE OF CONDUCT	282
			G26	26-TERRORISTIC THREAT	N/A
			G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
			G33	33-TOBACCO	N/A
			G41	41-FIGHTING/MUTUAL COMBAT	N/A
		X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	65
			H06	06-IN-SCHOOL SUSPENSION	267
			H07	07-PLACEMENT IN ON/OFF CAMP DAEP	82

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR19
			H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	19
			H26	26-PART DAY IN-SCHOOL SUSPEND	17

*N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.*

## **Report of 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2017, spring 2018, and summer 2018 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2018, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2018 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
SOUTH TEXAS ISD								
	031916003 SOUTH TEXAS ACADEMY FOR MEDICAL PROFESSIONS							
	Four-Year Public University	54	10	8	9	11	16	0
	Two-Year Public Colleges	24	4	5	6	3	5	1
	Independent Colleges & Universities	8						
	Not Trackable	5						
	Not Found	21						
	Total High School Graduates	112						
	031916001 SOUTH TEXAS BUSINESS EDUCATION & TECHNOLOGY ACADEM							
	Four-Year Public University	82	14	14	20	19	14	1
	Two-Year Public Colleges	26	11	3	2	4	5	1
	Independent Colleges & Universities	5						
	Not Trackable	4						
	Not Found	23						
	Total High School Graduates	140						
	031916004 SOUTH TEXAS H S FOR HEALTH PROFESSIONS							
	Four-Year Public University	98	9	12	20	21	36	0
	Two-Year Public Colleges	22	2	6	1	6	6	1
	Independent Colleges & Universities	5						
	Not Trackable	0						
	Not Found	16						
	Total High School Graduates	141						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	031916005 THE SCIENCE ACADEMY OF SOUTH TEXAS							
	Four-Year Public University	111	9	12	11	29	49	1
	Two-Year Public Colleges	19	1	1	3	8	6	0
	Independent Colleges & Universities	9						
	Not Trackable	5						
	Not Found	37						
	Total High School Graduates	181						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

# Comprehensive Glossary

## 2018–19 Texas Academic Performance Report

### Cover Page

**2019 Accountability Rating:** The overall rating earned by the district or campus for 2019.

**2019 Special Education Determination Status** (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis indicators) in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

*Meets Requirements*

*Needs Assistance*

*Needs Intervention*

*Needs Substantial Intervention*

For more information, see the special education intervention guidance and resources documents at the following link: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>  
[https://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/State\\_Performance\\_Plan/State\\_Performance\\_Plan\\_and\\_Annual\\_Performance\\_Report\\_and\\_Requirements/](https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/)

**2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

*Not Given:* The district completed the reporting requirement but did not offer the ASVAB CEP.

*Alternate Test Given:* The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test.

### Performance

**STAAR (State of Texas Assessments of Academic Readiness):** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.



### **Other Important Information:**

*Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

*Special Education.* STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/masking.html>.

## **STAAR Performance**

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

### *STAAR:*

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

### *End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

*STAAR Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*STAAR Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*STAAR Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics.* The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC.* The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.* The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.* The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

## Progress (Academic Growth and STAAR Progress Measure)

*School Progress Domain—Academic Growth Score.* Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

*STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

*Percent of Students Maintaining or Improving Compared to Prior Year Performance Level.* The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

## Prior Year and SSI

**Progress of Prior-Year Non-Proficient Students:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019**

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**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018**

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

**Student Success Initiative (SSI):** Grade-advancement requirements enacted by the 76<sup>th</sup> Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

$$\frac{\text{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\text{number of students who did not pass the assessment in the first, second, or third administrations}}$$

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained:* The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

*Promoted to Grade 6 or 9:* The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 reading STAAR in 2019}}{\text{number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019}}$$

*Retained in Grade 5 or 8:* The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 reading STAAR in 2019}}{\text{number of students retained and took grade 5 reading STAAR in 2019}}$$

## Bilingual Education/ESL

**Bilingual Education (BE):** Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

*BE-Trans Early Exit.* Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

*BE-Trans Late Exit.* Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

*BE-Dual Two-Way.* Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

*BE-Dual One-Way.* Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

**English as a Second Language (ESL):** An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

*ESL Content.* An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

*ESL Pull-Out.* An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

*LEP No Services.* A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

*LEP with Services.* A student identified as limited English proficient who receives bilingual education services or English as a second language services.

**School Progress Domain—Academic Growth Score:** Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

**STAAR Progress Measure Percent at Expected or Accelerated Growth:** The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

## Participation

### STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

*Assessment Participant:* 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
  - ♦ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
  - ♦ *Other Exclusions.* The following answer documents were excluded from the rating determination:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

*Not Tested:* answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

## Attendance and Graduation

### Attendance, Graduation, and Dropout Rates

**Attendance Rate:** The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2017–18}}{\text{total number of days that students in grades 1–12 were in membership in 2017–18}}$$

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 42400)

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

*Annual Dropout Rate (Gr 7–8).* This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2017–18 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year}}$$

*Annual Dropout Rate (Gr 9–12).* This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2017–18 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2017–18 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

**Longitudinal Rates:** The status of a group (cohort) of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-Year Extended Longitudinal Rate).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

*Additional Information on Cohorts:*

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

***4-Year Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2018**

---

**number of students in the 2018 cohort\***

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2018. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2018 cohort\***



- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2018 cohort\***

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2018–19 school year**

---

**number of students in the 2018 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

**number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2018 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018 plus  
number of students from the cohort who received a TxCHSE by August 31, 2018 plus  
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2018 cohort\***

#### ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

**number of students in the 2017 cohort\***

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2017 cohort\***

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2017 cohort\***

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2018–19 school year**

---

**number of students in the 2017 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2017 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018  
plus  
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2017 cohort\***

***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

**number of students in the 2016 cohort\***

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2016 cohort\***

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2016 cohort\***

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2018–19 school year**

---

**number of students in the 2016 cohort\***

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018**

---

**number of students in the 2016 cohort\***

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2018  
plus  
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

---

**number of students in the 2016 cohort\***

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data

errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

*Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

**number of students in the 2018 cohort \*\***

- (2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

**number of students in the 2017 cohort\*\***

- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

---

**number of students from the cohort who received a high school diploma by August 31, 2018**

---

**number of students in the 2016 cohort\*\***

\*\* The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

**Graduation Program:** The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2018 with reported graduation plans  
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in the Class of 2018 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2018 with reported FHSP graduation plans**

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in the Class of 2018 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2018 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or  
DAP or FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2018 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2017–18 with reported graduation plans (excludes  
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2017–18 who earn an FHSP-E**

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---

**number of graduates in SY 2017–18 with reported FHSP graduation plans**

---

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

---

**number of graduates in SY 2017–18 who earn an FHSP-DLA**

---

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**number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans**

---

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

---

**number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2017–18 with reported graduation plans**

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RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2017 and the Class of 2018. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2017–18 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

*(Data source: TSDS PEIMS 40203)*

**Special Education:** The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

**number of students eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

**Limited English Proficient (LEP):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

**number of students in the 2017–18 school year considered as at risk**

---

**total number of students**

## Postsecondary Readiness

### College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

#### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

## Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. (*Data source: TSDS PEIMS 48011*)
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: TSDS PEIMS 40203*)
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 43415 and 40110 [summer]*)
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (*Data source: TSDS PEIMS 40203*)
- 10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (*Data source: THECB*)

## College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

**College Ready and Career/Military Ready:** The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

## College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (*Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010*)



**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	<b>or</b>	>=480 on the Evidence-Based Reading and Writing (EBRW)	<b>or</b>	>=19 on English <b>and</b> >= 23 Composite	<b>or</b>	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	<b>or</b>	>=530 on Mathematics	<b>or</b>	>=19 on Mathematics <b>and</b> >=23 Composite	<b>or</b>	Complete and earn credit for mathematics college prep course

\* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

The percentages are calculated as follows:

*English Language Arts.*

**number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017-18**

---

**number of 2017-18 annual graduates**

*Mathematics.*

**number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017-18**

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**number of 2017-18 annual graduates**

*Both Subjects.*

**number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2017-18**

---

**number of 2017-18 annual graduates**

*Either Subject.*

**number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2017-18**

---

**number of 2017-18 annual graduates**

**Dual Course Credits:** The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (Data source: TSDS PEIMS 43415)

number of 2017–18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

number of 2017–18 annual graduates

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2017–18 annual graduates

**Associate’s Degree:** The percentage of annual graduates who earned an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2017–18 annual graduates who earned an associate’s degree before graduation

---

number of 2017–18 annual graduates

**Associate’s Degree but not Career/Military Ready:** The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**Associate’s Degree and Career/Military Ready:** The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2017–18 annual graduates

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2017–18 annual graduates who earned an approved industry-based certification

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number of 2017–18 annual graduates

**Graduate with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017–18 annual graduates}}$$

**CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017–18 annual graduates}}$$

**U.S. Armed Forces Enlistment:** The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017–18 annual graduates}}$$

**Current Special Education Students with Advanced Degree Plans:** The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

**Graduate with Level I or Level II Certificate:** The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

$$\frac{\text{number of 2017–18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017–18 annual graduates}}$$

## CCMR-related Indicators

**Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates):** The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. (Data source: THECB)

$$\frac{\text{number of 2017-18 annual graduates who took the TSIA}}{\text{number of 2017-18 annual graduates}}$$

**TSIA Average Score (Annual Graduates):** The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

*Reading*

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

*Mathematics*

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

**TSIA Results (Graduates >= Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2017-18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017-18 annual graduates}}$$

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: TSDS PEIMS 40100, 40203, and 42400)

number of 2017-18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

$$\frac{\text{number of 2017-18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017-18 annual graduates}}$$

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: TSDS PEIMS 43415)

*English Language Arts.*

number of 2017-18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

$$\frac{\text{number of 2017-18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017-18 annual graduates}}$$

*Mathematics.*

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2017–18 annual graduates

*Both Subjects.*

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2017–18 annual graduates

**AP/IB Course Completion (Annual Graduates):** The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. (*Data source: TSDS PIEMS 43415*)

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

---

number of 2017–18 annual graduates

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) Diploma Program examinations. (*Data source: College Board and IB*)

*All Subjects*

Number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics*

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science*

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

## Social Studies

**Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies**

---

**total students enrolled in grades 11 & 12**

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

**AP/IB Results (Examinees  $\geq$  Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

### All Subjects

---

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion**

---

**number of 11th and 12th graders with at least one AP or IB examination**

### English Language Arts

---

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in ELA**

---

**number of 11th and 12th graders with at least one AP or IB examination in ELA**

### Mathematics

---

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in mathematics**

---

**number of 11th and 12th graders with at least one AP or IB examination in mathematics**

### Science

---

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in science**

---

**number of 11th and 12th graders with at least one AP or IB examination in science**

### Social Studies

---

**number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in social studies**

---

**number of 11th and 12th graders with at least one AP or IB examination in social studies**

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

**AP/IB Results (11<sup>th</sup> & 12<sup>th</sup> Graders  $\geq$  Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

*All Subjects*

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**number of 11<sup>th</sup> and 12<sup>th</sup> graders in 2017–18 with at least one AP or IB score at or above criterion**

---

**total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades**

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores. For the class of 2017 and previous years, the scores were based on each student’s most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

---

**number of 2017–18 graduates who took either the SAT or the ACT**

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**number of 2017–18 graduates reported**

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

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**number of 2017–18 graduating examinees who scored at or above the  
criterion score on either the SAT or the ACT**

---

**number of 2017–18 graduating examinees taking either the SAT or the  
ACT**

- (3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

---

**number of 2017–18 graduating examinees who scored at or above the  
criterion score on either the SAT or the ACT**

---

**number of 2017–18 graduates reported**

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

**Average SAT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

**sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT**

---

**number of 2017–18 graduates who took the SAT**

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

**sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT**

---

**number of 2017–18 graduates who took the SAT**

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

**sum of SAT mathematics scores of all 2017–18 graduates who took the SAT**

---

**number of 2017–18 graduates who took the SAT**

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

**Average ACT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

**sum of ACT composite scores of all 2017–18 graduates who took the ACT**

---

**number of 2017–18 graduates who took the ACT**

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

**sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT**

---

**number of 2017–18 graduates who took the ACT**

- (3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

**sum of ACT mathematics scores of all 2017–18 graduates who took the ACT**

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**number of 2017–18 graduates who took the ACT**



- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2017-18 graduates who took the ACT

---

number of 2017-18 graduates who took the ACT

**OnRamps Course Credits**: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017-18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

---

number of 2017-18 annual graduates

**Current Special Education Students with Advanced Degree Plans**: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

number of 2017-18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

---

number of 2017-18 annual graduates

## Other Postsecondary Indicators

**Advanced/Dual-Credit Course Completion (Grades 11-12)**: The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11-12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

*Any Subject*

number of students in grades 11-12 in 2017-18 who received credit for at least one advanced/dual-credit course

---

number of students in grades 11-12 who received credit for at least one course in 2017-18

*English Language Arts*

number of students in grades 11-12 in 2017-18 who received credit for at least one ELA advanced/dual-credit course

---

number of students in grades 11-12 who received credit for at least one ELA course in 2017-18

*Mathematics*

number of students in grades 11-12 in 2017-18 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

*Science*

number of students in grades 11–12 in 2017–18 who received credit for at least  
one science advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one science course in 2017–18

*Social Studies*

number of students in grades 11–12 in 2017–18 who received credit for at least  
one social studies advanced/dual-credit course

---

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 43415)

**Advanced/Dual-Credit Course Completion (Grades 9–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

*Any Subject*

number of students in grades 9–12 in 2017–18 who received credit for at least  
one advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one course in 2017–18

*English Language Arts*

number of students in grades 9–12 in 2017–18 who received credit for at least  
one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

*Mathematics*

number of students in grades 9–12 in 2017–18 who received credit for at least  
one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

*Science*

number of students in grades 9–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one science course in 2017–18

### *Social Studies*

number of students in grades 9–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).  
(Data source: TSDS PEIMS 43415)

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

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number of graduates during the 2016–17 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.  
(Data source: THECB)

**Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated  
and  
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

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number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

## Profile

### Student Information

**Total Students:** The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(Data source: TSDS PEIMS 40110)*

**Students by Grade:** The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

*(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)*

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services.

**English Learners (ELs):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2018–19, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

**Students with Dyslexia:** The count and percentage of students identified with Dyslexia.

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(*Data source: TSDS PEIMS 40110*)

**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

**Mobility** (*campus profile only*): The count and percentage of students who have been in membership at a campus for less than 83 percent of the school year (i.e., missed six or more weeks).

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**number of mobile students in 2017–18**

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**number of students who were in membership at any time during the  
2017–18 school year**

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (Data source: TSDS PEIMS 42400)

**Retention Rates by Grade** (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

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**the number of students enrolled in the same grade from one school year to the next**

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**the number of students enrolled from one school year who return the next year or who graduate**

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2017–18*, available from TEA. (Data source: TSDS PEIMS 40110)

**Data Quality** (*not on campus profile*): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by

the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

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**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2017–18 school year**

*(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)*

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

*(Data source: TSDS PEIMS 30090)*

## Staff Information

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

**Auxiliary Staff** *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: TSDS PEIMS 30060 and 30090)*

**Librarians and Counselors (Headcount):** The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcount not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 Part-time Counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Total Minority Staff:** The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*



**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Experience of Campus Leadership:** The average years of experience for principals and assistant principals.

*Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

*(Data source: TSDS PEIMS 30050)*

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.

*Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

**Instructional Staff Percent (district profile only):** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017–18 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

**Turnover Rate for Teachers (not on campus profile):** The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

**Staff Exclusions (not on campus profile):** The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note

that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: TSDS PEIMS 30055 and 30060)

**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

**Student Enrollment by Program:** The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

**Teachers by Program (population served):** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050 and 30090)

## Kindergarten Readiness

**Kindergarten (KG) Ready:** Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

**Assessed Students in KG:** Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

**Eligible Students:** Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

**Eligible Students Who Attended PK:** Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

**Eligible Students Who Did Not Attend PK:** Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

**Students Who Were Not Eligible for PK:** Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

**Students Ready for KG:** Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

**Student Assessed in KG:** Count of all kindergarten students who were assessed for kindergarten readiness.

**Percent Ready:** Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

**number of kindergarten ready students**

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**all kindergarten students who were assessed for kindergarten readiness**

## Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

<b>Subject</b>	<b>Contact</b>	<b>Number</b>
Accountability Ratings	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum .....	(512) 463-9581
Charter Schools	Charter Schools .....	(512) 463-9575
College Admissions Tests:		
SAT	College Board .....	(512) 721-1800
ACT	ACT .....	(319) 337-1270
Copies of TAPR reports	<a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html</a>	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order .....	(512) 463-9286
Distinguished Achievement Program	Curriculum .....	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research .....	(512) 475-3523
English Learners		
Testing Issues	Student Assessment .....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding .....	(512) 463-9238
General Inquiry	General Inquiries .....	(512) 463-9290
Graduates	Accountability Research .....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board ...	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order .....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
RDA Special Education Monitoring Results Status		
	Results Driven Accountability.....	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine.....	(512) 463-9229
Recommended High School Program	Curriculum .....	(512) 463-9581
Retention Policy	Curriculum .....	(512) 463-9581
School Finance	State Funding .....	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment .....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR (all assessments)	Student Assessment .....	(512) 463-9536
STAAR Testing Contractor	ETS .....	(855) 333-7770
	Pearson .....	(800) 328-5999
	Austin Operational Center .....	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment .....	(512) 463-9536

# PEIMS Role Identifications

(In Alphabetical Order by Label)

## CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

## CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

## EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

## PROFESSIONAL SUPPORT STAFF

002.....	Art Therapist
005.....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional

107 .....	Food Service Professional
108 .....	Transportation
109 .....	Athletics
110 .....	Custodial
111 .....	Maintenance
112 .....	Business Services Professional
113 .....	Other District Exempt Professional Auxiliary
114 .....	Other Campus Exempt Professional Auxiliary

#### **TEACHERS**

087 .....	Teacher
047 .....	Substitute Teacher

#### **EDUCATIONAL AIDES**

033 .....	Educational Aide
036 .....	Certified Interpreter

#### **AUXILIARY STAFF**

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

## Advanced Academic Courses

### 2018–19 Texas Academic Performance Report

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

#### English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

#### Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB



## Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

## Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

## Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

## Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

## Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and Physiology
13020700	Medical Microbiology
13020800	Pathophysiology
13023000	Food Science
13029500	Forensic Science
13036400	Biotechnology I
13036450	Biotechnology II
13037100	Principles of Technology
13037200	Scientific Research and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

## Social Studies/History

A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

## Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

### Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

### Advanced Languages (Cont.)

03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

## Advanced Languages (Cont.)

11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV
I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV

## Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

## Other

I3000100	IB Theory of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV