



Always Innovating

**South
Texas ISD**

RIO GRANDE VALLEY | GRADES 7-12

District & Campus Texas Academic Performance Report 2019-2020 School Year

South Texas Independent School District
2019-2020 Texas Academic Performance Report

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South Texas Independent School District
2019-2020 Texas Academic Performance Report

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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.

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 calendar days of receiving the PDF TAPR; Thanksgiving and winter breaks do not count toward the 90 days. 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* (not applicable for 2020 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded), 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 this winter. 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 (2018–19 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 2019–20

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* (not applicable for 2020 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded).

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' 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 reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

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](#). The report is titled *Report of 2017–2018 High School Grads GPA in Higher Ed Report*. 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. 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 2019–20 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. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. 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 data sources, 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** 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 2019 and 2018 STAAR results of only those students enrolled in the campus or district as of the previous TSDS PEIMS October snapshot (October 26, 2018 and October 17, 2017, respectively). See the *TAPR Glossary* 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.

2019-20 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

District Number: **031916**

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

2020 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

2019-20 District STAAR Performance

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

		State	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%

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

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

Please note that due to the cancellation of spring 2020 State of Texas
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 the Performance section of this year's report is not updated.

		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)
At Meets Grade Level or Above	2018	76%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
	2019	51%	49%	50%	-	53%	-	-	*	-	-	*	*	-	50%	64%	83%
	2018	52%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
	2019	25%	23%	17%	-	18%	-	-	*	-	-	*	*	-	17%	18%	33%
At Masters Grade Level	2018	28%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	-
	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%
	2019	37%	37%	76%	*	73%	92%	*	93%	*	89%	47%	71%	-	76%	68%	56%
At Masters Grade Level	2018	36%	37%	76%	63%	72%	93%	-	91%	-	100%	50%	67%	-	76%	67%	61%
	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%
	2019	68%	64%	90%	100%	89%	96%	*	94%	-	100%	67%	47%	58%	91%	85%	78%
At Meets Grade Level or Above	2018	65%	62%	92%	100%	91%	92%	*	98%	-	*	43%	*	71%	92%	91%	83%
	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%
	2019	11%	9%	27%	38%	26%	17%	*	54%	-	60%	9%	7%	0%	28%	18%	10%
At Masters Grade Level	2018	7%	5%	16%	60%	14%	22%	*	34%	-	*	4%	*	0%	17%	12%	3%
	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%
	2019	49%	44%	79%	100%	78%	90%	*	93%	-	*	43%	18%	82%	78%	73%	54%
At Masters Grade Level	2018	48%	42%	77%	80%	75%	82%	-	94%	-	*	20%	33%	78%	76%	70%	53%
	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%
	2019	85%	89%	98%	100%	97%	93%	*	100%	*	100%	82%	90%	*	98%	96%	95%
At Meets Grade Level or Above	2018	83%	86%	96%	100%	95%	98%	*	100%	-	100%	82%	100%	*	96%	93%	91%
	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%
	2019	37%	45%	69%	80%	66%	71%	*	86%	*	100%	32%	60%	*	69%	59%	58%
At Masters Grade Level	2018	32%	34%	57%	63%	54%	65%	*	85%	-	50%	25%	33%	*	57%	50%	50%
	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%
	2019	62%	56%	87%	83%	86%	86%	*	97%	*	100%	57%	71%	*	87%	81%	77%
At Masters Grade Level	2018	59%	52%	82%	100%	79%	95%	*	98%	-	83%	48%	100%	*	82%	77%	63%
	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%

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Texas Academic Performance Report

2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
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 the Performance section of this year's report is not updated.

		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)
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%
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%

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

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

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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)
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%

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**Texas Education Agency
 Texas Academic Performance Report
 2019-20 District Progress**

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		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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	78	85	86	85	83	-	93	-	*	85	80	-	85	81	82
	2018	76	78	87	*	86	94	-	90	*	*	90	100	-	87	84	88
Grade 7 Mathematics	2019	62	65	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	67	70	*	-	*	-	-	-	-	-	*	-	-	*	*	-
Grade 8 ELA/Reading	2019	77	78	79	*	77	86	*	92	*	*	75	90	-	79	79	81
	2018	79	79	77	60	77	77	-	82	-	*	67	70	-	77	78	76
Grade 8 Mathematics	2019	82	88	74	71	73	75	-	87	-	*	59	80	-	74	74	77
	2018	81	89	75	*	73	83	-	85	*	*	79	67	-	75	74	75
End of Course English II	2019	69	67	75	92	74	84	*	76	-	*	76	30	73	75	72	71
	2018	67	66	71	*	71	68	-	72	-	*	58	40	71	71	71	62
End of Course Algebra I	2019	75	79	92	*	92	93	*	94	*	100	85	93	-	92	90	88
	2018	72	73	86	81	85	96	-	95	-	100	71	86	-	86	84	81
All Grades Both Subjects	2019	69	69	81	85	80	85	100	88	*	86	77	76	73	82	79	80
	2018	69	70	79	75	78	83	-	85	*	94	70	75	71	79	77	78
All Grades ELA/Reading	2019	68	68	78	90	77	84	*	85	*	80	78	67	73	79	76	79
	2018	69	69	76	70	76	76	-	80	*	88	67	74	71	77	76	77
All Grades Mathematics	2019	70	70	85	77	85	86	*	92	*	92	76	88	-	85	83	83
	2018	70	72	82	80	81	93	-	91	*	100	75	77	-	82	80	78

District Name: SOUTH TEXAS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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

District Name: SOUTH TEXAS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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
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%

District Name: SOUTH TEXAS ISD
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Texas Education Agency
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2019-20 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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
	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%
	2018	38%	40%	70%	-	-	-	-	-	60%	60%	-	-	60%	60%
Mathematics	2019	45%	53%	*	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	53%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD

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Texas Education Agency
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2019-20 District STAAR Participation

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

Texas Education Agency

Texas Academic Performance Report

2019-20 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)
Attendance Rate													
2018-19	95.4%	95.5%	96.1%	97.7%	95.9%	96.4%	*	97.8%	*	97.2%	95.3%	95.6%	95.9%
2017-18	95.4%	95.5%	96.1%	97.8%	95.9%	96.2%	*	97.7%	*	97.5%	95.3%	95.7%	94.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.9%	1.7%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.7%	99.1%	100.0%	98.9%	100.0%	-	100.0%	-	100.0%	91.7%	98.9%	*
Received TxCHSE	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	3.5%	0.9%	0.0%	1.1%	0.0%	-	0.0%	-	0.0%	8.3%	1.1%	*
Dropped Out	5.9%	5.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	90.9%	99.1%	100.0%	98.9%	100.0%	-	100.0%	-	100.0%	91.7%	98.9%	*
Graduates, TxCHSE, and Continuers	94.1%	94.4%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Class of 2018													
Graduated	90.0%	91.2%	99.0%	100.0%	98.8%	100.0%	-	100.0%	-	100.0%	100.0%	98.6%	100.0%
Received TxCHSE	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	3.6%	0.8%	0.0%	1.0%	0.0%	-	0.0%	-	0.0%	0.0%	1.2%	0.0%
Dropped Out	5.7%	5.0%	0.2%	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.3%	0.0%
Graduates and TxCHSE	90.4%	91.4%	99.0%	100.0%	98.8%	100.0%	-	100.0%	-	100.0%	100.0%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	99.8%	100.0%	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	99.7%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	93.1%	99.8%	100.0%	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	99.7%	100.0%
Received TxCHSE	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	5.3%	0.2%	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.3%	0.0%
Graduates and TxCHSE	92.8%	93.4%	99.8%	100.0%	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	99.7%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	94.7%	99.8%	100.0%	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	99.7%	100.0%
Class of 2017													
Graduated	92.0%	92.5%	99.8%	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.6%	0.3%	0.0%	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.5%	0.0%	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	5.8%	0.2%	*	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	92.7%	99.8%	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	94.2%	99.8%	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 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)
Class of 2017													
Graduated	92.4%	93.1%	99.8%	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Received TxCHSE	0.7%	0.3%	0.0%	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.7%	0.0%	*	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	5.9%	0.2%	*	0.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	93.4%	99.8%	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	94.1%	99.8%	*	99.8%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
Class of 2016													
Graduated	92.1%	92.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	90.7%	98.8%	100.0%	98.5%	100.0%	-	100.0%	-	100.0%	84.6%	98.7%	*
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%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	65.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	76.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	4.6%	1.7%	0.0%	1.9%	0.0%	-	1.6%	-	0.0%	11.1%	2.1%	*
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%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	89.5%	97.6%	100.0%	97.5%	97.0%	-	98.4%	-	100.0%	88.9%	97.3%	*
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	94.0%	99.4%	100.0%	99.4%	97.0%	-	100.0%	-	100.0%	100.0%	99.5%	*
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%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	60.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	4.6%	1.7%	0.0%	1.9%	0.0%	-	1.6%	-	0.0%	10.0%	2.1%	*
2017-18	4.9%	3.3%	2.6%	0.0%	2.7%	7.1%	-	1.2%	-	0.0%	7.7%	3.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.5%	97.3%	100.0%	97.2%	97.1%	-	98.4%	-	100.0%	90.0%	97.1%	*
2017-18	81.5%	89.0%	94.8%	100.0%	94.1%	92.9%	-	98.8%	-	100.0%	84.6%	93.3%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	92.4%	99.1%	100.0%	99.1%	97.1%	-	100.0%	-	100.0%	100.0%	99.2%	*
2017-18	85.1%	91.1%	97.4%	100.0%	96.7%	100.0%	-	100.0%	-	100.0%	92.3%	96.4%	100.0%

District Name: SOUTH TEXAS ISD

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

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	641	100.0%	355,615	100.0%
By Ethnicity:				
African American	6	0.9%	43,953	12.4%
Hispanic	533	83.2%	180,673	50.8%
White	34	5.3%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	62	9.7%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	6	0.9%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	8	1.2%	51,579	14.5%
Foundation H.S. Program (Endorsement)	11	1.7%	15,160	4.3%
Foundation H.S. Program (DLA)	622	97.0%	285,538	80.3%
Special Education Graduates	12	1.9%	27,598	7.8%
Economically Disadvantaged Graduates	380	59.3%	186,364	52.4%
LEP Graduates	3	0.5%	25,189	7.1%
At-Risk Graduates	127	19.8%	146,432	41.2%

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Texas Academic Performance Report

2019-20 District College, Career, and Military Readiness (CCMR)

District Name: SOUTH TEXAS ISD

County Name: CAMERON

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	83.4%	96.7%	100.0%	96.4%	94.1%	-	100.0%	-	100.0%	91.7%	96.8%	*
2017-18	65.5%	73.0%	95.5%	84.6%	95.1%	96.4%	-	98.8%	-	100.0%	96.2%	94.8%	66.7%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	58.8%	89.9%	100.0%	88.9%	85.3%	-	100.0%	-	83.3%	33.3%	88.7%	*
2017-18	50.0%	52.9%	90.5%	76.9%	89.4%	92.9%	-	97.6%	-	100.0%	38.5%	88.8%	33.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.2%	91.4%	100.0%	90.4%	97.1%	-	96.8%	-	83.3%	58.3%	90.5%	*
2017-18	58.2%	55.7%	91.3%	92.3%	90.2%	96.4%	-	95.1%	-	100.0%	46.2%	88.1%	16.7%
Mathematics													
2018-19	48.6%	50.8%	81.0%	83.3%	79.5%	82.4%	-	91.9%	-	83.3%	25.0%	78.9%	*
2017-18	46.0%	44.3%	82.2%	69.2%	80.6%	89.3%	-	92.7%	-	66.7%	30.8%	78.7%	33.3%
Both Subjects													
2018-19	44.2%	45.9%	78.5%	83.3%	76.9%	82.4%	-	90.3%	-	66.7%	25.0%	76.3%	*
2017-18	42.1%	39.3%	80.0%	69.2%	78.2%	89.3%	-	90.2%	-	66.7%	30.8%	75.7%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.6%	57.3%	100.0%	53.7%	58.8%	-	80.6%	-	83.3%	8.3%	55.5%	*
2017-18	20.7%	29.5%	61.9%	38.5%	57.8%	78.6%	-	81.7%	-	100.0%	15.4%	53.8%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.0%	66.8%	66.7%	65.7%	70.6%	-	74.2%	-	66.7%	16.7%	63.9%	*
2017-18	20.4%	22.8%	67.0%	30.8%	68.4%	53.6%	-	69.5%	-	66.7%	30.8%	62.6%	33.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	5.0%	0.5%	0.0%	0.6%	0.0%	-	0.0%	-	0.0%	0.0%	0.3%	*
2017-18	1.4%	4.6%	0.5%	0.0%	0.4%	0.0%	-	1.2%	-	0.0%	0.0%	0.6%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	1.1%	0.0%	1.1%	0.0%	-	0.0%	-	16.7%	0.0%	0.8%	*
2017-18	1.0%	0.6%	1.8%	0.0%	1.2%	0.0%	-	4.9%	-	16.7%	0.0%	2.4%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	58.9%	70.3%	83.3%	70.7%	69.1%	-	65.3%	-	75.0%	91.7%	73.7%	*
2017-18	28.7%	43.9%	59.7%	57.7%	58.5%	66.1%	-	65.9%	-	50.0%	96.2%	61.4%	50.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	26.4%	39.5%	66.7%	40.2%	38.2%	-	30.6%	-	50.0%	16.7%	45.5%	*
2017-18	4.8%	8.6%	25.5%	30.8%	23.7%	35.7%	-	31.7%	-	33.3%	0.0%	28.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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District Name: SOUTH TEXAS ISD

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2017-18	1.7%	1.5%	0.2%	0.0%	0.2%	0.0%	-	0.0%	-	0.0%	7.7%	0.3%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	74.8%	99.5%	100.0%	99.4%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
2017-18	38.7%	61.9%	91.6%	76.9%	90.6%	96.4%	-	100.0%	-	66.7%	92.3%	91.5%	100.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.1%	0.5%	0.0%	0.6%	0.0%	-	0.0%	-	0.0%	0.0%	0.8%	*
2017-18	4.3%	7.0%	0.0%	0.0%	0.0%	0.0%	-	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)													
2018-19	2.7%	2.8%	1.6%	0.0%	1.9%	0.0%	-	0.0%	-	0.0%	83.3%	1.8%	*
2017-18	2.6%	2.9%	1.9%	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)													
2018-19	0.6%	2.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2017-18	0.6%	2.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	49.4%	66.8%	50.0%	68.5%	61.8%	-	58.1%	-	50.0%	50.0%	71.6%	*
2017-18	32.1%	46.0%	53.2%	30.8%	55.1%	46.4%	-	46.3%	-	66.7%	30.8%	53.8%	16.7%
Mathematics													
2018-19	24.7%	39.9%	61.5%	50.0%	61.9%	52.9%	-	64.5%	-	50.0%	25.0%	64.5%	*
2017-18	23.7%	36.5%	54.0%	46.2%	54.5%	50.0%	-	53.7%	-	50.0%	23.1%	55.6%	16.7%
Both Subjects													
2018-19	18.8%	33.6%	52.6%	50.0%	53.1%	47.1%	-	53.2%	-	33.3%	25.0%	56.6%	*
2017-18	18.1%	30.4%	41.4%	23.1%	42.2%	39.3%	-	39.0%	-	50.0%	23.1%	43.2%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	77.6%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	*
2017-18	58.4%	76.6%	99.7%	100.0%	99.6%	100.0%	-	100.0%	-	100.0%	100.0%	99.7%	100.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	7.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2017-18	2.0%	3.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	8.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2017-18	3.9%	3.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	4.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2017-18	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	29.7%	84.7%	88.9%	83.8%	75.9%	-	98.3%	-	87.5%	n/a	87.7%	n/a
2018	25.8%	29.4%	80.1%	73.7%	78.9%	79.0%	*	89.6%	-	81.8%	n/a	78.7%	n/a
English Language Arts													
2019	14.5%	17.8%	64.7%	88.9%	63.7%	63.8%	-	73.9%	-	62.5%	n/a	66.0%	n/a
2018	15.3%	18.5%	60.5%	57.9%	57.9%	66.1%	*	77.1%	-	63.6%	n/a	57.9%	n/a
Mathematics													
2019	7.4%	6.6%	29.7%	66.7%	26.1%	46.6%	-	51.3%	-	62.5%	n/a	26.5%	n/a
2018	7.3%	5.9%	26.0%	26.3%	23.1%	27.4%	*	47.9%	-	18.2%	n/a	21.5%	n/a
Science													
2019	10.4%	12.3%	55.6%	66.7%	52.1%	69.0%	-	80.0%	-	87.5%	n/a	53.4%	n/a
2018	10.8%	12.1%	45.6%	42.1%	41.3%	43.5%	*	75.7%	-	81.8%	n/a	41.8%	n/a
Social Studies													
2019	13.9%	17.7%	72.4%	77.8%	70.5%	69.0%	-	91.3%	-	87.5%	n/a	74.0%	n/a
2018	14.5%	17.1%	66.2%	68.4%	63.9%	67.7%	*	81.3%	-	72.7%	n/a	64.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	36.2%	48.3%	50.0%	45.9%	70.5%	-	59.3%	-	57.1%	n/a	41.5%	n/a
2018	50.7%	34.5%	53.7%	42.9%	50.4%	65.3%	*	69.8%	-	77.8%	n/a	44.1%	n/a
English Language Arts													
2019	41.2%	14.9%	26.6%	25.0%	23.4%	48.6%	-	44.7%	-	20.0%	n/a	18.1%	n/a
2018	42.5%	16.4%	39.7%	45.5%	33.9%	58.5%	*	61.3%	-	71.4%	n/a	27.5%	n/a

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	24.8%	28.5%	50.0%	22.6%	40.7%	-	49.2%	-	40.0%	n/a	20.8%	n/a
2018	52.8%	26.3%	35.0%	0.0%	29.9%	47.1%	-	52.2%	-	*	n/a	26.1%	n/a
Science													
2019	40.6%	14.1%	26.5%	50.0%	20.5%	57.5%	-	48.9%	-	42.9%	n/a	17.0%	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
Social Studies													
2019	46.3%	17.6%	24.9%	42.9%	19.8%	50.0%	-	52.4%	-	42.9%	n/a	15.3%	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
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	72.5%	100.0%	100.0%	100.0%	91.2%	-	100.0%	-	100.0%	n/a	100.0%	n/a
2017-18	74.6%	73.4%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	n/a	97.4%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	20.1%	49.7%	66.7%	44.6%	77.4%	-	77.8%	-	66.7%	n/a	41.7%	n/a
2017-18	37.9%	21.7%	59.5%	35.7%	55.9%	79.3%	-	77.3%	-	57.1%	n/a	51.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	979	1096	1178	1070	1230	-	1235	-	1213	n/a	1056	n/a
2017-18	1036	987	1131	1095	1107	1195	-	1243	-	1167	n/a	1089	n/a
English Language Arts and Writing													
2018-19	517	496	558	593	546	626	-	619	-	595	n/a	537	n/a
2017-18	521	500	572	573	563	597	-	616	-	583	n/a	551	n/a
Mathematics													
2018-19	510	483	538	585	524	605	-	615	-	618	n/a	519	n/a
2017-18	515	487	558	523	544	598	-	626	-	584	n/a	538	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	17.9	22.0	*	21.3	27.1	-	25.9	-	*	n/a	20.8	n/a
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													
2018-19	20.3	17.4	22.1	*	21.4	28.2	-	26.0	-	*	n/a	20.8	n/a
2017-18	20.3	17.5	22.8	23.9	22.0	25.3	-	26.2	-	*	n/a	21.0	n/a
Mathematics													
2018-19	20.4	18.0	21.0	*	20.3	25.3	-	25.1	-	*	n/a	19.9	n/a
2017-18	20.6	18.2	21.9	21.1	21.1	24.3	-	25.8	-	*	n/a	20.6	n/a
Science													
2018-19	20.8	18.5	22.1	*	21.5	26.4	-	26.1	-	*	n/a	21.1	n/a
2017-18	20.9	18.6	22.4	22.0	21.7	23.5	-	26.1	-	*	n/a	21.2	n/a

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

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	55.0%	85.5%	77.3%	84.9%	90.2%	*	89.8%	-	83.3%	79.1%	86.3%	64.6%
2017-18	43.4%	51.6%	82.1%	92.6%	81.2%	86.5%	*	87.1%	-	88.2%	82.1%	82.6%	51.4%
English Language Arts													
2018-19	17.8%	25.0%	54.9%	59.1%	53.7%	53.0%	*	69.2%	-	60.0%	45.6%	53.6%	34.6%
2017-18	17.3%	22.9%	51.5%	74.1%	48.7%	57.8%	*	72.3%	-	76.5%	46.2%	48.8%	28.4%
Mathematics													
2018-19	20.4%	25.3%	42.9%	45.5%	41.4%	46.3%	*	56.2%	-	50.0%	29.5%	39.9%	13.2%
2017-18	20.7%	24.5%	36.7%	48.1%	34.0%	41.4%	*	56.9%	-	70.6%	23.1%	34.4%	9.7%
Science													
2018-19	21.7%	25.8%	58.6%	57.1%	57.6%	59.7%	*	69.8%	-	50.0%	35.2%	58.8%	25.0%
2017-18	21.2%	24.9%	52.2%	81.5%	49.6%	54.3%	*	71.5%	-	82.4%	31.2%	52.1%	27.0%
Social Studies													
2018-19	23.6%	30.0%	56.1%	45.5%	56.2%	46.7%	*	63.1%	-	50.0%	44.9%	59.3%	24.7%
2017-18	22.8%	27.3%	51.4%	74.1%	49.7%	45.1%	*	68.7%	-	64.7%	37.7%	53.7%	25.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	57.3%	82.7%	84.6%	83.9%	75.0%	-	80.5%	-	50.0%	84.6%	83.7%	66.7%
2016-17	54.6%	59.7%	80.3%	*	80.4%	81.0%	-	86.3%	-	44.4%	54.5%	82.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	60.2%	86.1%	81.8%	83.9%	100.0%	-	96.9%	-	*	27.3%	84.5%	*
2016-17	59.2%	59.5%	87.6%	*	86.6%	85.7%	-	95.1%	-	*	33.3%	85.2%	*

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

District Name: SOUTH TEXAS ISD

County Name: CAMERON

District Number: 031916

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,126	100.0%	5,479,173	100.0%	4,126	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	16,848	0.3%	0	0.0%	25,883	0.5%
Pre-Kindergarten	0	0.0%	248,413	4.5%	0	0.0%	249,226	4.5%
Kindergarten	0	0.0%	383,585	7.0%	0	0.0%	384,114	7.0%
Grade 1	0	0.0%	391,175	7.1%	0	0.0%	391,449	7.1%
Grade 2	0	0.0%	388,370	7.1%	0	0.0%	388,675	7.1%
Grade 3	0	0.0%	391,565	7.1%	0	0.0%	391,795	7.1%
Grade 4	0	0.0%	399,883	7.3%	0	0.0%	400,111	7.3%
Grade 5	0	0.0%	417,272	7.6%	0	0.0%	417,444	7.6%
Grade 6	0	0.0%	422,605	7.7%	0	0.0%	422,740	7.7%
Grade 7	576	14.0%	423,421	7.7%	576	14.0%	423,545	7.7%
Grade 8	572	13.9%	411,170	7.5%	572	13.9%	411,272	7.5%
Grade 9	820	19.9%	448,929	8.2%	820	19.9%	449,122	8.2%
Grade 10	773	18.7%	406,785	7.4%	773	18.7%	407,044	7.4%
Grade 11	751	18.2%	376,894	6.9%	751	18.2%	377,208	6.9%
Grade 12	634	15.4%	352,258	6.4%	634	15.4%	354,312	6.4%
Ethnic Distribution:								
African American	37	0.9%	691,582	12.6%	37	0.9%	692,925	12.6%
Hispanic	3,475	84.2%	2,892,928	52.8%	3,475	84.2%	2,899,504	52.8%
White	242	5.9%	1,477,699	27.0%	242	5.9%	1,483,688	27.0%
American Indian	4	0.1%	19,999	0.4%	4	0.1%	20,062	0.4%
Asian	338	8.2%	250,065	4.6%	338	8.2%	250,463	4.6%
Pacific Islander	1	0.0%	8,466	0.2%	1	0.0%	8,481	0.2%
Two or More Races	29	0.7%	138,434	2.5%	29	0.7%	138,817	2.5%
Sex:								
Female	2,267	54.9%	2,673,270	48.8%	2,267	54.9%	2,678,619	48.8%
Male	1,859	45.1%	2,805,903	51.2%	1,859	45.1%	2,815,321	51.2%
Economically Disadvantaged	2,250	54.5%	3,303,974	60.3%	2,250	54.5%	3,309,610	60.2%
Non-Educationally Disadvantaged	1,876	45.5%	2,175,199	39.7%	1,876	45.5%	2,184,330	39.8%
Section 504 Students	167	4.0%	376,734	6.9%	167	4.0%	376,956	6.9%
English Learners (EL)	233	5.6%	1,112,674	20.3%	233	5.6%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	71	1.7%	82,551	1.5%				
Students w/ Dyslexia	43	1.0%	224,619	4.1%	43	1.0%	224,741	4.1%
Foster Care	3	0.1%	17,393	0.3%	3	0.1%	17,451	0.3%
Homeless	12	0.3%	78,178	1.4%	12	0.3%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	37	0.9%	18,888	0.3%	37	0.9%	18,992	0.3%
Title I	4,126	100.0%	3,568,526	65.1%	4,126	100.0%	3,576,850	65.1%
Military Connected	15	0.4%	105,751	1.9%	15	0.4%	105,787	1.9%
At-Risk	879	21.3%	2,773,390	50.6%	879	21.3%	2,776,481	50.5%

District Name: SOUTH TEXAS ISD

County Name: CAMERON

District Number: 031916

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	225	5.5%	1,128,904	20.6%	225	5.5%	1,129,558	20.6%
Career & Technical Education	3,515	85.2%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	2,955	99.2%	805,496	50.8%	2,955	99.2%	806,117	50.8%
Gifted & Talented Education	648	15.7%	444,125	8.1%	648	15.7%	444,196	8.1%
Special Education	125	3.0%	577,868	10.5%	125	3.0%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	125		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	58	46.4%	245,216	42.4%				
Students with Physical Disabilities	17	13.6%	123,847	21.4%				
Students with Autism	25	20.0%	79,952	13.8%				
Students with Behavioral Disabilities	25	20.0%	120,042	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	275	6.5%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	-	1.6%	-	5.5%
Grade 1	-	2.9%	-	4.9%
Grade 2	-	1.6%	-	2.0%
Grade 3	-	0.9%	-	0.8%
Grade 4	-	0.5%	-	0.4%
Grade 5	-	0.4%	-	0.5%
Grade 6	-	0.4%	-	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.2%	0.4%	0.0%	0.6%
Grade 9	3.0%	7.8%	10.3%	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	4	0.1%	5,686	0.2%

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

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

<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	-	19.0
Grade 1	-	18.9
Grade 2	-	18.8
Grade 3	-	19.0
Grade 4	-	19.2
Grade 5	-	20.9
Grade 6	-	20.4
Secondary:		
English/Language Arts	16.6	16.4
Foreign Languages	14.4	18.7
Mathematics	16.5	17.8
Science	19.3	18.8
Social Studies	18.0	19.3

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

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

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	658.7	100.0%	734,726.4	100.0%
Professional Staff:	377.1	57.2%	468,132.4	63.7%
Teachers	305.2	46.3%	363,121.3	49.4%
Professional Support	52.0	7.9%	74,698.8	10.2%
Campus Administration (School Leadership)	16.9	2.6%	21,960.1	3.0%
Central Administration	3.0	0.5%	8,352.3	1.1%
Educational Aides:	32.2	4.9%	78,096.8	10.6%
Auxiliary Staff:	249.4	37.9%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	7.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	21.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	573.7	87.1%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	0.7%	39,132.5	10.8%
Hispanic	219.2	71.8%	102,099.7	28.1%
White	71.0	23.3%	209,453.0	57.7%
American Indian	3.0	1.0%	1,239.6	0.3%
Asian	10.0	3.3%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	0.0	0.0%	4,165.2	1.1%
Males	118.8	38.9%	86,302.4	23.8%
Females	186.4	61.1%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	4.0	1.3%	4,859.9	1.3%
Bachelors	186.3	61.0%	266,596.3	73.4%
Masters	112.9	37.0%	89,088.4	24.5%
Doctorate	2.0	0.7%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.8	0.6%	26,878.7	7.4%
1-5 Years Experience	36.0	11.8%	101,305.8	27.9%
6-10 Years Experience	67.0	22.0%	70,305.4	19.4%
11-20 Years Experience	110.4	36.2%	106,767.7	29.4%
Over 20 Years Experience	90.0	29.5%	57,863.9	15.9%
Number of Students per Teacher	13.5	n/a	15.1	n/a

District Name: SOUTH TEXAS ISD

County Name: CAMERON

District Number: 031916

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.7	6.2
Average Years Experience of Principals with District	8.7	5.3
Average Years Experience of Assistant Principals	5.5	5.3
Average Years Experience of Assistant Principals with District	4.6	4.7
Average Years Experience of Teachers:	16.5	11.1
Average Years Experience of Teachers with District:	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$50,113	\$49,868
1-5 Years Experience	\$52,222	\$52,823
6-10 Years Experience	\$58,003	\$55,756
11-20 Years Experience	\$64,939	\$59,308
Over 20 Years Experience	\$70,111	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$63,353	\$57,091
Professional Support	\$77,250	\$67,352
Campus Administration (School Leadership)	\$92,485	\$82,512
Central Administration	\$153,928	\$108,367
Instructional Staff Percent:	54.5%	64.6%
Turnover Rate for Teachers:	12.1%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: SOUTH TEXAS ISD

County Name: CAMERON

District Number: 031916

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

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	50.7	16.6%	18,120.4	5.0%
Compensatory Education	36.0	11.8%	10,147.3	2.8%
Gifted & Talented Education	52.2	17.1%	7,053.3	1.9%
Regular Education	108.5	35.5%	257,548.7	70.9%
Special Education	7.0	2.3%	33,620.4	9.3%
Other	50.7	16.6%	13,005.2	3.6%

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

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

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

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

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

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS ISD WORLD SCHOLARS**

Campus Number: **031916001**

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

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District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously 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%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	95%	92%	*	92%	96%	-	82%	-	*	72%	*	92%	92%	91%	85%
	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%
	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 ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

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

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

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
Campus Number: 031916001

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

Total Students: 582
Grade Span: 09 - 12
School Type: High School

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

There is no data for this campus.

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 (Current EL Students)

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

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

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

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

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

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	95.2%	*	95.1%	95.7%	*	97.3%	-	*	93.3%	94.9%	95.1%
2017-18	95.4%	96.1%	95.1%	96.6%	95.1%	95.6%	-	96.5%	-	*	93.8%	94.7%	94.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.9%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.1%	100.0%	*	100.0%	*	-	*	-	-	100.0%	100.0%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	*
Continued HS	3.7%	0.9%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	*
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	99.1%	100.0%	*	100.0%	*	-	*	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	*	-	*	-	-	100.0%	100.0%	*
Class of 2018													
Graduated	90.0%	99.0%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	3.8%	0.8%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	5.7%	0.2%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.4%	99.0%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	99.8%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.8%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.1%	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	93.9%	99.8%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
Class of 2017													
Graduated	92.0%	99.8%	99.3%	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
Received TxCHSE	0.6%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.3%	0.2%	0.7%	-	0.8%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	99.8%	99.3%	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	99.8%	99.3%	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.8%	99.3%	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 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	0.7%	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%	*
Dropped Out	6.3%	0.2%	0.7%	-	0.8%	*	-	0.0%	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	99.8%	99.3%	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	99.8%	99.3%	-	99.2%	*	-	100.0%	-	*	100.0%	100.0%	*
Class of 2016													
Graduated	92.1%	100.0%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	98.8%	100.0%	*	100.0%	*	-	*	-	-	100.0%	100.0%	*
Class of 2018	90.0%	99.0%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	1.7%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	*
Class of 2018	5.0%	2.3%	0.6%	0.0%	0.0%	*	-	16.7%	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.6%	100.0%	*	100.0%	*	-	*	-	-	100.0%	100.0%	*
Class of 2018	82.0%	95.2%	98.7%	100.0%	99.3%	*	-	83.3%	-	*	100.0%	98.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	99.4%	100.0%	*	100.0%	*	-	*	-	-	100.0%	100.0%	*
Class of 2018	86.8%	97.5%	99.4%	100.0%	99.3%	*	-	100.0%	-	*	100.0%	98.8%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.7%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	4.9%	2.6%	0.6%	0.0%	0.0%	*	-	14.3%	-	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	100.0%	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
2017-18	81.5%	94.8%	98.7%	100.0%	99.3%	*	-	85.7%	-	*	100.0%	98.8%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	99.1%	100.0%	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
2017-18	85.1%	97.4%	99.4%	100.0%	99.3%	*	-	100.0%	-	*	100.0%	98.8%	100.0%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	147	100.0%	641	355,615
By Ethnicity:				
African American	0	0.0%	6	43,953
Hispanic	141	95.9%	533	180,673
White	3	2.0%	34	105,577
American Indian	0	0.0%	0	1,293
Asian	3	2.0%	62	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	6	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	2	1.4%	8	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	11	15,160
Foundation H.S. Program (DLA)	145	98.6%	622	285,538
Special Education Graduates	9	6.1%	12	27,598
Economically Disadvantaged Graduates	84	57.1%	380	186,364
LEP Graduates	2	1.4%	3	25,189
At-Risk Graduates	52	35.4%	127	146,432

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	96.7%	94.6%	-	94.7%	*	-	*	-	-	88.9%	92.9%	*
2017-18	65.5%	95.5%	93.4%	75.0%	94.3%	*	-	92.9%	-	*	100.0%	91.5%	60.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	89.9%	84.4%	-	84.4%	*	-	*	-	-	33.3%	79.8%	*
2017-18	50.0%	90.5%	86.8%	66.7%	87.9%	*	-	85.7%	-	*	28.6%	82.9%	20.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	91.4%	89.1%	-	88.7%	*	-	*	-	-	66.7%	86.9%	*
2017-18	58.2%	91.3%	83.6%	83.3%	83.7%	*	-	71.4%	-	*	28.6%	78.0%	20.0%
Mathematics													
2018-19	48.6%	81.0%	71.4%	-	71.6%	*	-	*	-	-	22.2%	69.0%	*
2017-18	46.0%	82.2%	71.1%	50.0%	70.9%	*	-	85.7%	-	*	14.3%	62.2%	20.0%
Both Subjects													
2018-19	44.2%	78.5%	68.7%	-	68.8%	*	-	*	-	-	22.2%	65.5%	*
2017-18	42.1%	80.0%	66.7%	50.0%	66.7%	*	-	71.4%	-	*	14.3%	56.1%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	57.3%	38.8%	-	38.3%	*	-	*	-	-	0.0%	33.3%	*
2017-18	20.7%	61.9%	64.8%	50.0%	66.7%	*	-	42.9%	-	*	14.3%	61.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	66.8%	62.6%	-	61.7%	*	-	*	-	-	22.2%	59.5%	*
2017-18	20.4%	67.0%	71.7%	50.0%	73.8%	*	-	57.1%	-	*	28.6%	63.4%	20.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.5%	2.0%	-	2.1%	*	-	*	-	-	0.0%	1.2%	*
2017-18	1.4%	0.5%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.1%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	1.0%	1.8%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	70.3%	58.2%	-	58.5%	*	-	*	-	-	88.9%	59.5%	*
2017-18	28.7%	59.7%	39.0%	33.3%	39.0%	*	-	50.0%	-	*	100.0%	39.6%	50.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	39.5%	12.2%	-	12.8%	*	-	*	-	-	11.1%	15.5%	*
2017-18	4.8%	25.5%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	1.7%	0.2%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	99.5%	100.0%	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
2017-18	38.7%	91.6%	73.0%	66.7%	72.3%	*	-	100.0%	-	*	85.7%	72.0%	100.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	0.5%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	4.3%	0.0%	0.0%	0.0%	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)													
2018-19	2.7%	1.6%	4.8%	-	5.0%	*	-	*	-	-	77.8%	4.8%	*
2017-18	2.6%	1.9%	4.4%	0.0%	5.0%	*	-	0.0%	-	*	100.0%	6.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	66.8%	84.4%	-	83.7%	*	-	*	-	-	55.6%	81.0%	*
2017-18	32.1%	53.2%	48.4%	50.0%	48.9%	*	-	42.9%	-	*	14.3%	45.1%	20.0%
Mathematics													
2018-19	24.7%	61.5%	64.6%	-	66.0%	*	-	*	-	-	22.2%	64.3%	*
2017-18	23.7%	54.0%	50.3%	33.3%	49.6%	*	-	71.4%	-	*	14.3%	47.6%	20.0%
Both Subjects													
2018-19	18.8%	52.6%	59.2%	-	60.3%	*	-	*	-	-	22.2%	57.1%	*
2017-18	18.1%	41.4%	31.4%	33.3%	30.5%	*	-	42.9%	-	*	14.3%	28.0%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	100.0%	100.0%	-	100.0%	*	-	*	-	-	100.0%	100.0%	*
2017-18	58.4%	99.7%	98.7%	100.0%	98.6%	*	-	100.0%	-	*	100.0%	98.8%	100.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.0%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	*
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	84.7%	80.1%	*	79.6%	*	-	100.0%	-	-	n/a	88.7%	n/a
2018	25.8%	80.1%	80.2%	83.3%	79.6%	80.0%	-	90.0%	-	*	n/a	78.5%	n/a
English Language Arts													
2019	14.5%	64.7%	46.7%	*	46.0%	*	-	62.5%	-	-	n/a	50.0%	n/a
2018	15.3%	60.5%	47.1%	50.0%	46.7%	40.0%	-	50.0%	-	*	n/a	44.8%	n/a
Mathematics													
2019	7.4%	29.7%	31.7%	*	30.3%	*	-	62.5%	-	-	n/a	33.3%	n/a
2018	7.3%	26.0%	27.9%	33.3%	27.4%	40.0%	-	40.0%	-	*	n/a	24.4%	n/a
Science													
2019	10.4%	55.6%	36.2%	*	35.8%	*	-	50.0%	-	-	n/a	37.1%	n/a
2018	10.8%	45.6%	37.7%	66.7%	36.1%	40.0%	-	50.0%	-	*	n/a	35.5%	n/a
Social Studies													
2019	13.9%	72.4%	47.7%	*	47.8%	*	-	37.5%	-	-	n/a	50.5%	n/a
2018	14.5%	66.2%	55.5%	83.3%	54.4%	60.0%	-	60.0%	-	*	n/a	53.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	48.3%	54.3%	*	54.6%	*	-	37.5%	-	-	n/a	49.7%	n/a
2018	50.7%	53.7%	56.7%	60.0%	55.5%	*	-	77.8%	-	*	n/a	47.4%	n/a
English Language Arts													
2019	41.2%	26.6%	35.1%	*	34.1%	*	-	60.0%	-	-	n/a	25.8%	n/a
2018	42.5%	39.7%	42.8%	*	39.8%	*	-	60.0%	-	*	n/a	27.3%	n/a
Mathematics													
2019	52.2%	28.5%	42.9%	*	42.2%	*	-	20.0%	-	-	n/a	38.7%	n/a

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	35.0%	48.8%	*	50.0%	*	-	*	-	-	n/a	50.0%	n/a
2019	40.6%	26.5%	10.6%	*	10.2%	*	-	*	-	-	n/a	7.2%	n/a
2018 Social Studies	38.0%	28.9%	11.2%	*	11.7%	*	-	0.0%	-	*	n/a	11.5%	n/a
2019	46.3%	24.9%	28.5%	*	26.0%	*	-	*	-	-	n/a	20.2%	n/a
2018	44.6%	29.5%	30.4%	60.0%	27.7%	*	-	50.0%	-	*	n/a	18.5%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	100.0%	-	100.0%	*	-	*	-	-	n/a	100.0%	n/a
2017-18	74.6%	100.0%	100.0%	100.0%	100.0%	*	-	100.0%	-	*	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.7%	35.9%	-	35.1%	*	-	*	-	-	n/a	30.2%	n/a
2017-18	37.9%	59.5%	47.1%	42.9%	45.9%	60.0%	-	50.0%	-	*	n/a	36.4%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1096	1039	-	1034	*	-	*	-	-	n/a	1026	n/a
2017-18	1036	1131	1070	1112	1061	*	-	1163	-	*	n/a	1029	n/a
English Language Arts and Writing													
2018-19	517	558	534	-	531	*	-	*	-	-	n/a	523	n/a
2017-18	521	572	548	602	544	*	-	577	-	*	n/a	522	n/a
Mathematics													
2018-19	510	538	505	-	503	*	-	*	-	-	n/a	503	n/a
2017-18	515	558	522	510	517	*	-	586	-	*	n/a	507	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.0	20.6	-	20.5	*	-	*	-	-	n/a	20.1	n/a
2017-18	20.6	22.6	20.7	23.0	20.4	*	-	22.7	-	*	n/a	19.1	n/a
English Language Arts													
2018-19	20.3	22.1	20.7	-	20.6	*	-	*	-	-	n/a	20.1	n/a
2017-18	20.3	22.8	20.9	24.7	20.6	*	-	22.3	-	*	n/a	18.8	n/a
Mathematics													
2018-19	20.4	21.0	19.7	-	19.6	*	-	*	-	-	n/a	19.4	n/a
2017-18	20.6	21.9	19.9	21.2	19.7	*	-	22.3	-	*	n/a	18.9	n/a
Science													
2018-19	20.8	22.1	20.7	-	20.6	*	-	*	-	-	n/a	20.4	n/a
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
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	85.5%	75.5%	*	75.5%	75.0%	*	91.7%	-	*	77.8%	76.5%	73.7%
2017-18	43.4%	82.1%	75.4%	100.0%	75.3%	61.1%	-	88.2%	-	*	84.8%	80.1%	55.2%
English Language Arts													
2018-19	17.8%	54.9%	69.7%	*	69.7%	68.8%	*	91.7%	-	*	74.3%	70.2%	56.8%
2017-18	17.3%	51.5%	63.3%	85.7%	62.8%	55.6%	-	76.5%	-	*	69.7%	68.0%	35.7%
Mathematics													
2018-19	20.4%	42.9%	41.0%	*	41.3%	25.0%	*	58.3%	-	*	28.6%	41.4%	16.2%
2017-18	20.7%	36.7%	38.5%	85.7%	38.1%	11.8%	-	56.3%	-	*	39.4%	39.7%	15.4%
Science													
2018-19	21.7%	58.6%	37.1%	*	37.1%	18.8%	*	66.7%	-	*	26.5%	37.5%	13.5%
2017-18	21.2%	52.2%	37.6%	100.0%	36.4%	29.4%	-	56.3%	-	*	24.2%	37.7%	15.4%
Social Studies													
2018-19	23.6%	56.1%	55.5%	*	55.9%	37.5%	*	75.0%	-	*	58.3%	55.2%	29.7%
2017-18	22.8%	51.4%	54.8%	85.7%	53.4%	52.9%	-	88.2%	-	*	51.5%	57.2%	29.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	82.7%	78.6%	83.3%	79.4%	*	-	71.4%	-	*	85.7%	75.6%	60.0%
2016-17	54.6%	80.3%	80.0%	-	80.0%	*	-	100.0%	-	*	66.7%	78.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	86.1%	75.4%	60.0%	75.2%	*	-	80.0%	-	*	16.7%	70.3%	*
2016-17	59.2%	87.6%	85.0%	-	83.8%	*	-	100.0%	-	*	*	84.9%	*

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
Campus Number: 031916001

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

Total Students: 582
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	582	100.0%	4,126	5,479,173	582	100.0%	4,126	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	0.0%	7.0%	0	0.0%	0.0%	7.0%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.3%	0	0.0%	0.0%	7.3%
Grade 5	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.6%
Grade 6	0	0.0%	0.0%	7.7%	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	14.0%	7.7%	0	0.0%	14.0%	7.7%
Grade 8	0	0.0%	13.9%	7.5%	0	0.0%	13.9%	7.5%
Grade 9	143	24.6%	19.9%	8.2%	143	24.6%	19.9%	8.2%
Grade 10	176	30.2%	18.7%	7.4%	176	30.2%	18.7%	7.4%
Grade 11	138	23.7%	18.2%	6.9%	138	23.7%	18.2%	6.9%
Grade 12	125	21.5%	15.4%	6.4%	125	21.5%	15.4%	6.4%
Ethnic Distribution:								
African American	8	1.4%	0.9%	12.6%	8	1.4%	0.9%	12.6%
Hispanic	539	92.6%	84.2%	52.8%	539	92.6%	84.2%	52.8%
White	21	3.6%	5.9%	27.0%	21	3.6%	5.9%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	11	1.9%	8.2%	4.6%	11	1.9%	8.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.3%	0.7%	2.5%	2	0.3%	0.7%	2.5%
Sex:								
Female	303	52.1%	54.9%	48.8%	303	52.1%	54.9%	48.8%
Male	279	47.9%	45.1%	51.2%	279	47.9%	45.1%	51.2%
Economically Disadvantaged	366	62.9%	54.5%	60.3%	366	62.9%	54.5%	60.2%
Non-Educationally Disadvantaged	216	37.1%	45.5%	39.7%	216	37.1%	45.5%	39.8%
Section 504 Students	22	3.8%	4.0%	6.9%	22	3.8%	4.0%	6.9%
English Learners (EL)	59	10.1%	5.6%	20.3%	59	10.1%	5.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	8	1.3%	1.7%	1.5%				
Students w/ Dyslexia	0	0.0%	1.0%	4.1%	0	0.0%	1.0%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	3	0.5%	0.3%	1.4%	3	0.5%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	6	1.0%	0.9%	0.3%	6	1.0%	0.9%	0.3%
Title I	582	100.0%	100.0%	65.1%	582	100.0%	100.0%	65.1%
Military Connected	0	0.0%	0.4%	1.9%	0	0.0%	0.4%	1.9%
At-Risk	146	25.1%	21.3%	50.6%	146	25.1%	21.3%	50.5%

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
Campus Number: 031916001

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

Total Students: 582
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	58	10.0%	5.5%	20.6%	58	10.0%	5.5%	20.6%
Career & Technical Education	579	99.5%	85.2%	27.6%				
Career & Technical Education (9-12 grades only)	564	96.9%	99.2%	50.8%	564	96.9%	99.2%	50.8%
Gifted & Talented Education	66	11.3%	15.7%	8.1%	66	11.3%	15.7%	8.1%
Special Education	33	5.7%	3.0%	10.5%	33	5.7%	3.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	33							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	36.4%	46.4%	42.4%				
Students with Physical Disabilities	6	18.2%	13.6%	21.4%				
Students with Autism	9	27.3%	20.0%	13.8%				
Students with Behavioral Disabilities	6	18.2%	20.0%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	39	6.4%	6.5%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	37	6.0%						
White	2	0.3%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	49	10.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.6%	-	-	5.5%
Grade 1	-	-	2.9%	-	-	4.9%
Grade 2	-	-	1.6%	-	-	2.0%
Grade 3	-	-	0.9%	-	-	0.8%
Grade 4	-	-	0.5%	-	-	0.4%
Grade 5	-	-	0.4%	-	-	0.5%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	0.6%	3.0%	7.8%	0.0%	10.3%	13.1%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	19.0
Grade 1	-	-	18.9
Grade 2	-	-	18.8
Grade 3	-	-	19.0
Grade 4	-	-	19.2
Grade 5	-	-	20.9
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	14.1	16.6	16.4
Foreign Languages	18.8	14.4	18.7
Mathematics	17.1	16.5	17.8
Science	16.3	19.3	18.8
Social Studies	14.8	18.0	19.3

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.7	100.0%	100.0%	100.0%
Professional Staff:	55.0	90.6%	57.2%	63.7%
Teachers	43.5	71.6%	46.3%	49.4%
Professional Support	7.7	12.6%	7.9%	10.2%
Campus Administration (School Leadership)	3.8	6.3%	2.6%	3.0%
Educational Aides:	5.7	9.4%	4.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	3.0	n/a	21.0	12,901.0
Part-time	2.0	n/a	0.0	1,103.0
Total Minority Staff:	55.6	91.5%	87.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.8%
Hispanic	36.6	84.2%	71.8%	28.1%
White	5.1	11.8%	23.3%	57.7%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	1.7	4.0%	3.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	12.5	28.8%	38.9%	23.8%
Females	31.0	71.2%	61.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	21.3	49.1%	61.0%	73.4%
Masters	22.1	50.9%	37.0%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	0.6%	7.4%
1-5 Years Experience	12.0	27.6%	11.8%	27.9%
6-10 Years Experience	11.0	25.3%	22.0%	19.4%
11-20 Years Experience	10.8	24.8%	36.2%	29.4%
Over 20 Years Experience	8.7	20.0%	29.5%	15.9%
Number of Students per Teacher	13.4	n/a	13.5	15.1

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
 Campus Number: 031916001

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

Total Students: 582
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	8.7	6.2
Average Years Experience of Principals with District	2.0	8.7	5.3
Average Years Experience of Assistant Principals	1.5	5.5	5.3
Average Years Experience of Assistant Principals with District	1.5	4.6	4.7
Average Years Experience of Teachers:	12.5	16.5	11.1
Average Years Experience of Teachers with District:	7.1	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,108	\$50,113	\$49,868
1-5 Years Experience	\$51,751	\$52,222	\$52,823
6-10 Years Experience	\$58,058	\$58,003	\$55,756
11-20 Years Experience	\$63,818	\$64,939	\$59,308
Over 20 Years Experience	\$70,364	\$70,111	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$60,023	\$63,353	\$57,091
Professional Support	\$76,151	\$77,250	\$67,352
Campus Administration (School Leadership)	\$82,338	\$92,485	\$82,512
Instructional Staff Percent:	n/a	54.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD WORLD SCHOLARS
Campus Number: 031916001

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

Total Students: 582
Grade Span: 09 - 12
School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	4.7	10.9%	16.6%	5.0%
Compensatory Education	2.0	4.6%	11.8%	2.8%
Gifted & Talented Education	13.5	31.1%	17.1%	1.9%
Regular Education	13.5	31.1%	35.5%	70.9%
Special Education	0.0	0.0%	2.3%	9.3%
Other	9.7	22.4%	16.6%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS ISD MEDICAL PROFESSION**

Campus Number: **031916003**

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

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District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

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

					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)
					State	District	Campus										
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	90%	84%	-	84%	89%	-	*	-	*	50%	*	*	85%	79%	71%
	2018	65%	92%	87%	-	87%	*	-	-	-	*	*	*	*	88%	87%	90%
At Meets Grade Level or Above	2019	50%	80%	72%	-	71%	67%	-	*	-	*	30%	*	*	73%	65%	36%
	2018	44%	75%	55%	-	54%	*	-	-	-	-	*	*	*	56%	51%	80%
At Masters Grade Level	2019	11%	27%	14%	-	13%	11%	-	*	-	*	0%	*	*	14%	11%	0%
	2018	7%	16%	7%	-	7%	*	-	-	-	-	*	*	*	7%	6%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	92%	86%	-	85%	100%	-	-	-	-	50%	*	88%	85%	82%	64%
	2018	67%	89%	82%	-	81%	100%	-	100%	-	*	43%	*	*	82%	79%	69%
At Meets Grade Level or Above	2019	49%	79%	68%	-	67%	100%	-	-	-	-	30%	*	72%	67%	61%	36%
	2018	48%	77%	62%	-	61%	71%	-	100%	-	*	29%	*	*	63%	58%	50%
At Masters Grade Level	2019	8%	18%	8%	-	8%	18%	-	-	-	-	10%	*	12%	8%	4%	0%
	2018	8%	19%	9%	-	8%	14%	-	50%	-	*	0%	*	*	9%	7%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	98%	93%	-	95%	*	-	-	-	-	*	*	*	93%	92%	*
	2018	83%	96%	88%	-	88%	*	-	-	-	-	83%	*	-	88%	88%	82%
At Meets Grade Level or Above	2019	61%	87%	67%	-	70%	*	-	-	-	-	*	*	*	67%	68%	*
	2018	55%	79%	69%	-	69%	*	-	-	-	-	33%	*	-	69%	70%	82%
At Masters Grade Level	2019	37%	69%	37%	-	40%	*	-	-	-	-	*	*	*	36%	35%	*
	2018	32%	57%	43%	-	41%	*	-	-	-	-	33%	*	-	43%	45%	64%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	98%	97%	-	97%	100%	-	*	-	-	60%	*	-	97%	96%	*
	2018	87%	98%	95%	-	95%	100%	-	*	-	-	86%	-	-	95%	94%	90%
At Meets Grade Level or Above	2019	62%	87%	77%	-	78%	60%	-	*	-	-	40%	*	-	77%	72%	*
	2018	59%	82%	58%	-	57%	78%	-	*	-	-	71%	-	-	58%	57%	30%
At Masters Grade Level	2019	25%	54%	37%	-	36%	40%	-	*	-	-	0%	*	-	37%	33%	*
	2018	24%	46%	18%	-	18%	22%	-	*	-	-	14%	-	-	18%	16%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	99%	99%	-	99%	*	-	*	-	-	100%	*	*	99%	99%	*
	2018	92%	98%	99%	*	99%	100%	-	*	-	*	*	-	90%	99%	99%	100%
At Meets Grade Level or Above	2019	73%	88%	85%	-	85%	*	-	*	-	-	60%	*	*	85%	84%	*
	2018	70%	85%	84%	*	84%	80%	-	*	-	*	*	-	60%	86%	82%	63%
At Masters Grade Level	2019	45%	58%	49%	-	49%	*	-	*	-	-	40%	*	*	49%	45%	*
	2018	40%	55%	48%	*	47%	80%	-	*	-	*	*	-	40%	49%	43%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	96%	90%	-	90%	94%	-	100%	-	*	61%	86%	86%	91%	88%	72%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	95%	90%	*	90%	93%	-	100%	-	*	69%	*	81%	90%	89%	83%
	2019	50%	82%	74%	-	74%	75%	-	100%	-	*	36%	29%	67%	75%	69%	39%
	2018	48%	79%	66%	*	65%	76%	-	100%	-	*	42%	*	50%	66%	63%	55%
	2019	24%	45%	25%	-	25%	19%	-	67%	-	*	9%	0%	14%	26%	21%	3%
At Masters Grade Level	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 ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

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

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

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
Campus Number: 031916003

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

Total Students: 835
Grade Span: 09 - 12
School Type: High School

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

There is no data for this campus.

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 (Current EL Students)

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

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

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

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

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

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

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

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	95.0%	*	95.0%	94.8%	-	96.7%	-	*	94.3%	94.8%	94.1%
2017-18	95.4%	96.1%	94.8%	*	94.8%	94.3%	-	95.5%	-	*	93.8%	94.7%	94.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.9%	0.1%	0.2%	*	0.2%	0.0%	-	0.0%	-	*	0.0%	0.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.1%	97.1%	*	96.9%	100.0%	-	*	-	*	*	97.8%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Continued HS	3.7%	0.9%	2.9%	*	3.1%	0.0%	-	*	-	*	*	2.2%	*
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	99.1%	97.1%	*	96.9%	100.0%	-	*	-	*	*	97.8%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	*
Class of 2018													
Graduated	90.0%	99.0%	96.9%	-	96.6%	*	-	100.0%	-	*	-	96.0%	-
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Continued HS	3.8%	0.8%	2.3%	-	2.5%	*	-	0.0%	-	*	-	3.0%	-
Dropped Out	5.7%	0.2%	0.8%	-	0.8%	*	-	0.0%	-	*	-	1.0%	-
Graduates and TxCHSE	90.4%	99.0%	96.9%	-	96.6%	*	-	100.0%	-	*	-	96.0%	-
Graduates, TxCHSE, and Continuers	94.3%	99.8%	99.2%	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.8%	99.2%	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
Received TxCHSE	0.6%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Continued HS	1.1%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Dropped Out	6.1%	0.2%	0.8%	-	0.8%	*	-	0.0%	-	*	-	1.0%	-
Graduates and TxCHSE	92.8%	99.8%	99.2%	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
Graduates, TxCHSE, and Continuers	93.9%	99.8%	99.2%	-	99.2%	*	-	100.0%	-	*	-	99.0%	-
Class of 2017													
Graduated	92.0%	99.8%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Received TxCHSE	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates and TxCHSE	92.6%	99.8%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.8%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 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	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Graduates and TxCHSE	93.2%	99.8%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Class of 2016													
Graduated	92.1%	100.0%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	-
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%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	98.8%	96.6%	*	96.3%	100.0%	-	*	-	*	*	97.8%	*
Class of 2018	90.0%	99.0%	96.9%	-	96.6%	*	-	100.0%	-	*	-	96.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	1.7%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Class of 2018	5.0%	2.3%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.6%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Class of 2018	82.0%	95.2%	94.4%	-	93.9%	*	-	100.0%	-	*	-	93.8%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	99.4%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
Class of 2018	86.8%	97.5%	94.4%	-	93.9%	*	-	100.0%	-	*	-	93.8%	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.7%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	4.9%	2.6%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
2017-18	81.5%	94.8%	94.5%	-	94.0%	*	-	100.0%	-	*	-	94.5%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	99.1%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
2017-18	85.1%	97.4%	94.5%	-	94.0%	*	-	100.0%	-	*	-	94.5%	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	175	100.0%	641	355,615
By Ethnicity:				
African American	1	0.6%	6	43,953
Hispanic	164	93.7%	533	180,673
White	5	2.9%	34	105,577
American Indian	0	0.0%	0	1,293
Asian	4	2.3%	62	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	1	0.6%	6	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	0	0.0%	8	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	11	15,160
Foundation H.S. Program (DLA)	175	100.0%	622	285,538
Special Education Graduates	1	0.6%	12	27,598
Economically Disadvantaged Graduates	136	77.7%	380	186,364
LEP Graduates	0	0.0%	3	25,189
At-Risk Graduates	43	24.6%	127	146,432

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	96.7%	98.0%	*	97.9%	100.0%	-	*	-	*	*	98.2%	-
2017-18	65.5%	95.5%	96.5%	-	96.2%	*	-	100.0%	-	*	-	96.7%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	89.9%	89.7%	*	90.2%	80.0%	-	*	-	*	*	90.4%	-
2017-18	50.0%	90.5%	93.0%	-	92.3%	*	-	100.0%	-	*	-	92.3%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	91.4%	90.3%	*	90.9%	80.0%	-	*	-	*	*	91.9%	-
2017-18	58.2%	91.3%	94.5%	-	94.0%	*	-	100.0%	-	*	-	93.4%	-
Mathematics													
2018-19	48.6%	81.0%	82.9%	*	82.3%	80.0%	-	*	-	*	*	83.1%	-
2017-18	46.0%	82.2%	88.3%	-	88.0%	*	-	100.0%	-	*	-	89.0%	-
Both Subjects													
2018-19	44.2%	78.5%	78.9%	*	78.7%	80.0%	-	*	-	*	*	80.1%	-
2017-18	42.1%	80.0%	87.5%	-	87.2%	*	-	100.0%	-	*	-	87.9%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	57.3%	55.4%	*	53.7%	80.0%	-	*	-	*	*	55.1%	-
2017-18	20.7%	61.9%	42.2%	-	38.5%	*	-	83.3%	-	*	-	38.5%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	66.8%	62.3%	*	62.2%	80.0%	-	*	-	*	*	62.5%	-
2017-18	20.4%	67.0%	64.8%	-	65.0%	*	-	100.0%	-	*	-	64.8%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.5%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	1.4%	0.5%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.1%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	1.0%	1.8%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	70.3%	85.7%	*	85.1%	100.0%	-	*	-	*	*	85.3%	-
2017-18	28.7%	59.7%	79.7%	-	78.6%	*	-	91.7%	-	*	-	82.4%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	39.5%	71.4%	*	70.1%	100.0%	-	*	-	*	*	70.6%	-
2017-18	4.8%	25.5%	60.9%	-	59.0%	*	-	83.3%	-	*	-	65.9%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	1.7%	0.2%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	99.5%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
2017-18	38.7%	91.6%	98.4%	-	98.3%	*	-	100.0%	-	*	-	98.9%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	0.5%	0.6%	*	0.6%	0.0%	-	*	-	*	*	0.7%	-
2017-18	4.3%	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)													
2018-19	2.7%	1.6%	0.6%	*	0.6%	0.0%	-	*	-	*	*	0.7%	-
2017-18	2.6%	1.9%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	0.6%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 835
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	66.8%	89.7%	*	90.2%	80.0%	-	*	-	*	*	91.2%	-
2017-18	32.1%	53.2%	92.2%	-	92.3%	*	-	83.3%	-	*	-	91.2%	-
Mathematics													
2018-19	24.7%	61.5%	82.3%	*	81.7%	80.0%	-	*	-	*	*	82.4%	-
2017-18	23.7%	54.0%	84.4%	-	84.6%	*	-	83.3%	-	*	-	84.6%	-
Both Subjects													
2018-19	18.8%	52.6%	77.7%	*	77.4%	80.0%	-	*	-	*	*	78.7%	-
2017-18	18.1%	41.4%	82.0%	-	82.1%	*	-	83.3%	-	*	-	81.3%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	100.0%	100.0%	*	100.0%	100.0%	-	*	-	*	*	100.0%	-
2017-18	58.4%	99.7%	100.0%	-	100.0%	*	-	100.0%	-	*	-	100.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	2.0%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Mathematics													
2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	3.9%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
Both Subjects													
2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
2017-18	0.9%	0.0%	0.0%	-	0.0%	*	-	0.0%	-	*	-	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	84.7%	88.5%	*	89.0%	66.7%	-	100.0%	-	*	n/a	91.5%	n/a
2018	25.8%	80.1%	83.4%	*	83.8%	80.0%	-	80.0%	-	*	n/a	84.4%	n/a
English Language Arts													
2019	14.5%	64.7%	67.4%	*	67.7%	55.6%	-	71.4%	-	*	n/a	68.3%	n/a
2018	15.3%	60.5%	58.4%	*	57.9%	70.0%	-	60.0%	-	*	n/a	57.8%	n/a
Mathematics													
2019	7.4%	29.7%	23.8%	*	22.7%	33.3%	-	57.1%	-	*	n/a	23.5%	n/a
2018	7.3%	26.0%	20.9%	*	20.2%	10.0%	-	60.0%	-	*	n/a	20.1%	n/a
Science													
2019	10.4%	55.6%	61.9%	*	61.1%	66.7%	-	100.0%	-	*	n/a	61.8%	n/a
2018	10.8%	45.6%	39.1%	*	37.7%	50.0%	-	70.0%	-	*	n/a	40.6%	n/a
Social Studies													
2019	13.9%	72.4%	84.9%	*	85.5%	55.6%	-	100.0%	-	*	n/a	88.7%	n/a
2018	14.5%	66.2%	75.0%	*	75.1%	70.0%	-	80.0%	-	*	n/a	75.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	48.3%	36.6%	-	35.4%	66.7%	-	71.4%	-	*	n/a	34.0%	n/a
2018	50.7%	53.7%	36.0%	*	33.3%	62.5%	-	100.0%	-	*	n/a	33.5%	n/a
English Language Arts													
2019	41.2%	26.6%	12.8%	-	11.3%	40.0%	-	60.0%	-	*	n/a	9.5%	n/a
2018	42.5%	39.7%	18.2%	*	14.5%	57.1%	-	83.3%	-	*	n/a	14.9%	n/a
Mathematics													
2019	52.2%	28.5%	3.3%	-	1.2%	*	-	*	-	*	n/a	2.9%	n/a

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	35.0%	16.4%	-	10.0%	*	-	83.3%	-	-	n/a	8.2%	n/a
2019	40.6%	26.5%	16.9%	-	14.8%	66.7%	-	42.9%	-	*	n/a	13.3%	n/a
2018 Social Studies	38.0%	28.9%	17.6%	-	13.4%	40.0%	-	71.4%	-	*	n/a	13.1%	n/a
2019	46.3%	24.9%	10.5%	-	8.7%	40.0%	-	71.4%	-	*	n/a	8.5%	n/a
2018	44.6%	29.5%	13.3%	*	9.9%	57.1%	-	75.0%	-	*	n/a	8.2%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	100.0%	*	100.0%	100.0%	-	*	-	*	n/a	100.0%	n/a
2017-18	74.6%	100.0%	97.7%	-	97.4%	*	-	100.0%	-	*	n/a	92.9%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.7%	32.4%	*	30.1%	80.0%	-	80.0%	-	*	n/a	27.3%	n/a
2017-18	37.9%	59.5%	54.4%	-	52.6%	*	-	100.0%	-	*	n/a	49.5%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1096	1020	*	1009	1158	-	1262	-	*	n/a	1003	n/a
2017-18	1036	1131	1083	-	1073	*	-	1287	-	*	n/a	1059	n/a
English Language Arts and Writing													
2018-19	517	558	518	*	514	584	-	620	-	*	n/a	511	n/a
2017-18	521	572	549	-	545	*	-	620	-	*	n/a	537	n/a
Mathematics													
2018-19	510	538	501	*	495	574	-	642	-	*	n/a	492	n/a
2017-18	515	558	535	-	528	*	-	667	-	*	n/a	523	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.0	19.7	-	19.3	*	-	*	-	-	n/a	19.3	n/a
2017-18	20.6	22.6	21.8	-	21.0	*	-	*	-	-	n/a	20.7	n/a
English Language Arts													
2018-19	20.3	22.1	19.6	-	19.2	*	-	*	-	-	n/a	19.1	n/a
2017-18	20.3	22.8	21.1	-	20.3	*	-	*	-	-	n/a	19.9	n/a
Mathematics													
2018-19	20.4	21.0	18.8	-	18.5	*	-	*	-	-	n/a	18.5	n/a
2017-18	20.6	21.9	22.1	-	21.2	*	-	*	-	-	n/a	20.9	n/a
Science													
2018-19	20.8	22.1	20.3	-	19.9	*	-	*	-	-	n/a	19.9	n/a
2017-18	20.9	22.4	22.3	-	21.7	*	-	*	-	-	n/a	21.3	n/a

District Name: SOUTH TEXAS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	85.5%	94.7%	*	94.5%	100.0%	-	91.7%	-	*	95.5%	96.3%	70.0%
2017-18	43.4%	82.1%	90.0%	*	89.7%	90.0%	-	100.0%	-	*	77.8%	91.3%	64.3%
English Language Arts													
2018-19	17.8%	54.9%	48.7%	*	49.0%	32.1%	-	66.7%	-	*	45.5%	50.5%	22.2%
2017-18	17.3%	51.5%	37.9%	*	37.5%	30.0%	-	62.5%	-	*	11.1%	40.6%	41.7%
Mathematics													
2018-19	20.4%	42.9%	36.1%	*	36.0%	28.6%	-	50.0%	-	*	13.6%	35.8%	11.1%
2017-18	20.7%	36.7%	25.8%	*	24.6%	27.6%	-	68.8%	-	*	0.0%	26.7%	0.0%
Science													
2018-19	21.7%	58.6%	69.7%	*	70.1%	64.3%	-	66.7%	-	*	63.6%	71.4%	44.4%
2017-18	21.2%	52.2%	56.1%	*	55.7%	44.8%	-	87.5%	-	*	27.8%	59.5%	41.7%
Social Studies													
2018-19	23.6%	56.1%	72.7%	*	73.0%	67.9%	-	66.7%	-	*	68.2%	74.5%	55.6%
2017-18	22.8%	51.4%	63.7%	*	63.4%	55.2%	-	87.5%	-	*	41.2%	67.2%	50.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	82.7%	84.4%	-	83.8%	*	-	83.3%	-	*	-	86.7%	-
2016-17	54.6%	80.3%	76.8%	*	78.6%	80.0%	-	*	-	*	*	79.6%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	86.1%	89.0%	-	88.9%	*	-	100.0%	-	*	-	92.5%	-
2016-17	59.2%	87.6%	76.9%	*	77.0%	*	-	-	-	-	*	76.1%	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	835	100.0%	4,126	5,479,173	835	100.0%	4,126	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	0.0%	7.0%	0	0.0%	0.0%	7.0%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.3%	0	0.0%	0.0%	7.3%
Grade 5	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.6%
Grade 6	0	0.0%	0.0%	7.7%	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	14.0%	7.7%	0	0.0%	14.0%	7.7%
Grade 8	0	0.0%	13.9%	7.5%	0	0.0%	13.9%	7.5%
Grade 9	232	27.8%	19.9%	8.2%	232	27.8%	19.9%	8.2%
Grade 10	214	25.6%	18.7%	7.4%	214	25.6%	18.7%	7.4%
Grade 11	201	24.1%	18.2%	6.9%	201	24.1%	18.2%	6.9%
Grade 12	188	22.5%	15.4%	6.4%	188	22.5%	15.4%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.9%	12.6%	0	0.0%	0.9%	12.6%
Hispanic	794	95.1%	84.2%	52.8%	794	95.1%	84.2%	52.8%
White	27	3.2%	5.9%	27.0%	27	3.2%	5.9%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	11	1.3%	8.2%	4.6%	11	1.3%	8.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	0.4%	0.7%	2.5%	3	0.4%	0.7%	2.5%
Sex:								
Female	531	63.6%	54.9%	48.8%	531	63.6%	54.9%	48.8%
Male	304	36.4%	45.1%	51.2%	304	36.4%	45.1%	51.2%
Economically Disadvantaged	596	71.4%	54.5%	60.3%	596	71.4%	54.5%	60.2%
Non-Educationally Disadvantaged	239	28.6%	45.5%	39.7%	239	28.6%	45.5%	39.8%
Section 504 Students	21	2.5%	4.0%	6.9%	21	2.5%	4.0%	6.9%
English Learners (EL)	28	3.4%	5.6%	20.3%	28	3.4%	5.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	9	1.0%	1.7%	1.5%				
Students w/ Dyslexia	0	0.0%	1.0%	4.1%	0	0.0%	1.0%	4.1%
Foster Care	2	0.2%	0.1%	0.3%	2	0.2%	0.1%	0.3%
Homeless	2	0.2%	0.3%	1.4%	2	0.2%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	12	1.4%	0.9%	0.3%	12	1.4%	0.9%	0.3%
Title I	835	100.0%	100.0%	65.1%	835	100.0%	100.0%	65.1%
Military Connected	6	0.7%	0.4%	1.9%	6	0.7%	0.4%	1.9%
At-Risk	191	22.9%	21.3%	50.6%	191	22.9%	21.3%	50.5%

District Name: SOUTH TEXAS ISD
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 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	28	3.4%	5.5%	20.6%	28	3.4%	5.5%	20.6%
Career & Technical Education	835	100.0%	85.2%	27.6%				
Career & Technical Education (9-12 grades only)	835	100.0%	99.2%	50.8%	835	100.0%	99.2%	50.8%
Gifted & Talented Education	45	5.4%	15.7%	8.1%	45	5.4%	15.7%	8.1%
Special Education	28	3.4%	3.0%	10.5%	28	3.4%	3.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	28							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	64.3%	46.4%	42.4%				
Students with Physical Disabilities	0	0.0%	13.6%	21.4%				
Students with Autism	*	*	20.0%	13.8%				
Students with Behavioral Disabilities	**	**	20.0%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	70	8.1%	6.5%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	65	7.5%						
White	4	0.5%						
American Indian	0	0.0%						
Asian	1	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	80	12.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.6%	-	-	5.5%
Grade 1	-	-	2.9%	-	-	4.9%
Grade 2	-	-	1.6%	-	-	2.0%
Grade 3	-	-	0.9%	-	-	0.8%
Grade 4	-	-	0.5%	-	-	0.4%
Grade 5	-	-	0.4%	-	-	0.5%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	3.1%	3.0%	7.8%	0.0%	10.3%	13.1%

District Name: SOUTH TEXAS ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	19.0
Grade 1	-	-	18.9
Grade 2	-	-	18.8
Grade 3	-	-	19.0
Grade 4	-	-	19.2
Grade 5	-	-	20.9
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	17.1	16.6	16.4
Foreign Languages	17.0	14.4	18.7
Mathematics	18.7	16.5	17.8
Science	19.1	19.3	18.8
Social Studies	19.8	18.0	19.3

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	76.2	100.0%	100.0%	100.0%
Professional Staff:	71.0	93.2%	57.2%	63.7%
Teachers	60.3	79.2%	46.3%	49.4%
Professional Support	7.7	10.1%	7.9%	10.2%
Campus Administration (School Leadership)	3.0	3.9%	2.6%	3.0%
Educational Aides:	5.2	6.8%	4.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	3.0	n/a	21.0	12,901.0
Part-time	2.0	n/a	0.0	1,103.0
Total Minority Staff:	55.3	72.6%	87.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.8%
Hispanic	40.5	67.1%	71.8%	28.1%
White	16.9	28.0%	23.3%	57.7%
American Indian	1.0	1.7%	1.0%	0.3%
Asian	2.0	3.3%	3.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	23.5	38.9%	38.9%	23.8%
Females	36.9	61.1%	61.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	3.3%	1.3%	1.3%
Bachelors	26.3	43.7%	61.0%	73.4%
Masters	32.0	53.0%	37.0%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.6%	7.4%
1-5 Years Experience	6.0	9.9%	11.8%	27.9%
6-10 Years Experience	13.0	21.5%	22.0%	19.4%
11-20 Years Experience	25.9	42.9%	36.2%	29.4%
Over 20 Years Experience	15.5	25.6%	29.5%	15.9%
Number of Students per Teacher	13.8	n/a	13.5	15.1

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
 Campus Number: 031916003

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

Total Students: 835
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	8.7	6.2
Average Years Experience of Principals with District	17.0	8.7	5.3
Average Years Experience of Assistant Principals	9.0	5.5	5.3
Average Years Experience of Assistant Principals with District	9.0	4.6	4.7
Average Years Experience of Teachers:	16.5	16.5	11.1
Average Years Experience of Teachers with District:	5.2	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$50,113	\$49,868
1-5 Years Experience	\$53,327	\$52,222	\$52,823
6-10 Years Experience	\$59,011	\$58,003	\$55,756
11-20 Years Experience	\$65,124	\$64,939	\$59,308
Over 20 Years Experience	\$70,001	\$70,111	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$63,884	\$63,353	\$57,091
Professional Support	\$75,137	\$77,250	\$67,352
Campus Administration (School Leadership)	\$95,934	\$92,485	\$82,512
Instructional Staff Percent:	n/a	54.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD MEDICAL PROFESSION
Campus Number: 031916003

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

Total Students: 835
Grade Span: 09 - 12
School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	15.3	25.3%	16.6%	5.0%
Compensatory Education	3.9	6.5%	11.8%	2.8%
Gifted & Talented Education	35.2	58.3%	17.1%	1.9%
Regular Education	5.0	8.3%	35.5%	70.9%
Special Education	1.0	1.7%	2.3%	9.3%
Other	0.0	0.0%	16.6%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS ISD HEALTH PROFESSIONS**

Campus Number: **031916004**

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

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District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

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

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

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	95%	94%	100%	93%	88%	100%	99%	-	*	67%	100%	97%	93%	93%	84%
	2019	50%	82%	84%	82%	82%	89%	*	92%	-	*	47%	*	87%	82%	78%	58%
	2018	48%	79%	80%	100%	78%	79%	83%	91%	-	*	28%	57%	83%	79%	78%	53%
At Masters Grade Level	2019	24%	45%	30%	36%	26%	32%	*	53%	-	*	12%	*	33%	28%	24%	9%
	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 ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

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

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

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
Campus Number: 031916004

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

Total Students: 794
Grade Span: 09 - 12
School Type: High School

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

There is no data for this campus.

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 (Current EL Students)

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

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

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

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

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

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS

Campus Number: 031916004

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

Total Students: 794

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	95.9%	97.7%	95.5%	96.2%	*	97.5%	-	96.1%	97.2%	95.2%	95.5%
2017-18	95.4%	96.1%	96.3%	97.8%	96.0%	96.4%	*	97.6%	-	97.4%	96.8%	95.8%	95.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.9%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.1%	99.4%	*	99.1%	100.0%	-	100.0%	-	*	*	98.9%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	3.7%	0.9%	0.6%	*	0.9%	0.0%	-	0.0%	-	*	*	1.1%	*
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	99.1%	99.4%	*	99.1%	100.0%	-	100.0%	-	*	*	98.9%	*
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Class of 2018													
Graduated	90.0%	99.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	3.8%	0.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	5.7%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	99.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	99.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	6.1%	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	93.9%	99.8%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Class of 2017													
Graduated	92.0%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Received TxCHSE	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	92.6%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 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	0.7%	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%	-
Dropped Out	6.3%	0.2%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	93.2%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Class of 2016													
Graduated	92.1%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	-	100.0%	*
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	98.8%	98.8%	*	98.3%	100.0%	-	100.0%	-	*	*	97.8%	*
Class of 2018	90.0%	99.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	1.7%	6.9%	*	8.6%	0.0%	-	3.7%	-	*	*	8.8%	*
Class of 2018	5.0%	2.3%	6.8%	0.0%	8.4%	16.7%	-	0.0%	-	*	*	10.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.6%	93.1%	*	91.4%	100.0%	-	96.3%	-	*	*	91.2%	*
Class of 2018	82.0%	95.2%	92.7%	100.0%	90.8%	83.3%	-	100.0%	-	*	*	89.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	99.4%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Class of 2018	86.8%	97.5%	99.4%	100.0%	99.2%	100.0%	-	100.0%	-	*	*	99.0%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.7%	6.9%	*	8.6%	0.0%	-	3.7%	-	*	*	8.8%	*
2017-18	4.9%	2.6%	7.3%	0.0%	9.2%	16.7%	-	0.0%	-	*	*	10.3%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	93.1%	*	91.4%	100.0%	-	96.3%	-	*	*	91.2%	*
2017-18	81.5%	94.8%	92.1%	100.0%	90.0%	83.3%	-	100.0%	-	*	*	88.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	99.1%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
2017-18	85.1%	97.4%	99.4%	100.0%	99.2%	100.0%	-	100.0%	-	*	*	99.0%	*

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	159	100.0%	641	355,615
By Ethnicity:				
African American	4	2.5%	6	43,953
Hispanic	116	73.0%	533	180,673
White	9	5.7%	34	105,577
American Indian	0	0.0%	0	1,293
Asian	27	17.0%	62	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	3	1.9%	6	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	0	0.0%	8	51,579
Foundation H.S. Program (Endorsement)	11	6.9%	11	15,160
Foundation H.S. Program (DLA)	148	93.1%	622	285,538
Special Education Graduates	1	0.6%	12	27,598
Economically Disadvantaged Graduates	91	57.2%	380	186,364
LEP Graduates	1	0.6%	3	25,189
At-Risk Graduates	15	9.4%	127	146,432

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	96.7%	98.1%	*	97.4%	100.0%	-	100.0%	-	*	*	97.8%	*
2017-18	65.5%	95.5%	96.6%	100.0%	95.8%	95.8%	-	98.7%	-	*	*	96.4%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	89.9%	93.1%	*	90.5%	100.0%	-	100.0%	-	*	*	90.1%	*
2017-18	50.0%	90.5%	91.0%	100.0%	88.3%	91.7%	-	97.4%	-	*	*	90.7%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	91.4%	93.1%	*	92.2%	100.0%	-	92.6%	-	*	*	91.2%	*
2017-18	58.2%	91.3%	92.1%	100.0%	90.8%	91.7%	-	94.7%	-	*	*	89.7%	*
Mathematics													
2018-19	48.6%	81.0%	82.4%	*	80.2%	88.9%	-	88.9%	-	*	*	79.1%	*
2017-18	46.0%	82.2%	80.9%	100.0%	78.3%	83.3%	-	86.8%	-	*	*	79.4%	*
Both Subjects													
2018-19	44.2%	78.5%	80.5%	*	78.4%	88.9%	-	85.2%	-	*	*	76.9%	*
2017-18	42.1%	80.0%	78.1%	100.0%	75.0%	83.3%	-	84.2%	-	*	*	75.3%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	57.3%	63.5%	*	59.5%	77.8%	-	66.7%	-	*	*	64.8%	*
2017-18	20.7%	61.9%	69.1%	40.0%	60.8%	83.3%	-	92.1%	-	*	*	62.9%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	66.8%	74.2%	*	76.7%	88.9%	-	59.3%	-	*	*	74.7%	*
2017-18	20.4%	67.0%	58.4%	20.0%	58.3%	58.3%	-	63.2%	-	*	*	57.7%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.5%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2017-18	1.4%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.1%	4.4%	*	5.2%	0.0%	-	0.0%	-	*	*	3.3%	*
2017-18	1.0%	1.8%	6.2%	0.0%	5.0%	0.0%	-	10.5%	-	*	*	8.2%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	70.3%	84.9%	*	85.3%	94.4%	-	77.8%	-	*	*	85.7%	*
2017-18	28.7%	59.7%	72.8%	90.0%	70.0%	79.2%	-	77.6%	-	*	*	67.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	39.5%	69.2%	*	69.8%	88.9%	-	55.6%	-	*	*	70.3%	*
2017-18	4.8%	25.5%	44.9%	80.0%	39.2%	58.3%	-	55.3%	-	*	*	34.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS

Campus Number: 031916004

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

Total Students: 794

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2017-18	1.7%	0.2%	0.6%	0.0%	0.8%	0.0%	-	0.0%	-	*	*	1.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	99.5%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
2017-18	38.7%	91.6%	98.3%	80.0%	98.3%	100.0%	-	100.0%	-	*	*	96.9%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	0.5%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2017-18	4.3%	0.0%	0.0%	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)													
2018-19	2.7%	1.6%	0.6%	*	0.9%	0.0%	-	0.0%	-	*	*	1.1%	*
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)													
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	66.8%	47.2%	*	45.7%	55.6%	-	48.1%	-	*	*	50.5%	*
2017-18	32.1%	53.2%	36.0%	20.0%	38.3%	25.0%	-	34.2%	-	*	*	35.1%	*
Mathematics													
2018-19	24.7%	61.5%	55.3%	*	53.4%	55.6%	-	66.7%	-	*	*	53.8%	*
2017-18	23.7%	54.0%	41.0%	60.0%	42.5%	25.0%	-	39.5%	-	*	*	44.3%	*
Both Subjects													
2018-19	18.8%	52.6%	34.6%	*	30.2%	44.4%	-	48.1%	-	*	*	36.3%	*
2017-18	18.1%	41.4%	21.9%	20.0%	22.5%	16.7%	-	21.1%	-	*	*	24.7%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
2017-18	58.4%	99.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	*	100.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Mathematics													
2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Both Subjects													
2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	84.7%	87.0%	100.0%	83.9%	84.6%	-	100.0%	-	*	n/a	88.7%	n/a
2018	25.8%	80.1%	79.1%	66.7%	75.8%	85.7%	*	90.6%	-	80.0%	n/a	77.2%	n/a
English Language Arts													
2019	14.5%	64.7%	77.6%	100.0%	74.1%	84.6%	-	88.9%	-	*	n/a	79.4%	n/a
2018	15.3%	60.5%	70.9%	55.6%	68.3%	76.2%	*	81.3%	-	60.0%	n/a	70.1%	n/a
Mathematics													
2019	7.4%	29.7%	23.0%	83.3%	18.0%	46.2%	-	31.5%	-	*	n/a	20.1%	n/a
2018	7.3%	26.0%	20.6%	22.2%	13.8%	28.6%	*	43.8%	-	20.0%	n/a	16.8%	n/a
Science													
2019	10.4%	55.6%	59.8%	83.3%	53.7%	76.9%	-	79.6%	-	*	n/a	58.2%	n/a
2018	10.8%	45.6%	48.5%	33.3%	41.3%	47.6%	*	75.0%	-	80.0%	n/a	45.2%	n/a
Social Studies													
2019	13.9%	72.4%	79.8%	100.0%	75.7%	76.9%	-	96.3%	-	*	n/a	82.0%	n/a
2018	14.5%	66.2%	66.2%	55.6%	62.1%	66.7%	*	81.3%	-	80.0%	n/a	64.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	48.3%	44.1%	50.0%	41.6%	54.5%	-	50.0%	-	*	n/a	40.7%	n/a
2018	50.7%	53.7%	51.7%	50.0%	49.5%	61.1%	*	53.4%	-	*	n/a	46.7%	n/a
English Language Arts													
2019	41.2%	26.6%	25.7%	33.3%	21.7%	27.3%	-	39.6%	-	*	n/a	19.5%	n/a
2018	42.5%	39.7%	43.2%	40.0%	37.8%	56.3%	*	53.8%	-	*	n/a	35.5%	n/a
Mathematics													
2019	52.2%	28.5%	22.4%	40.0%	13.0%	33.3%	-	35.3%	-	*	n/a	20.5%	n/a

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	35.0%	17.1%	*	6.1%	16.7%	-	32.1%	-	*	n/a	6.1%	n/a
2019	40.6%	26.5%	26.8%	60.0%	19.0%	40.0%	-	41.9%	-	*	n/a	19.5%	n/a
2018 Social Studies	38.0%	28.9%	26.1%	*	19.2%	40.0%	*	33.3%	-	*	n/a	14.6%	n/a
2019	46.3%	24.9%	22.0%	33.3%	18.1%	20.0%	-	34.6%	-	*	n/a	16.4%	n/a
2018	44.6%	29.5%	26.7%	60.0%	20.8%	50.0%	*	30.8%	-	*	n/a	21.3%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	n/a	100.0%	n/a
2017-18	74.6%	100.0%	100.0%	100.0%	100.0%	91.7%	-	100.0%	-	*	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.7%	53.8%	*	50.0%	55.6%	-	63.0%	-	*	n/a	51.0%	n/a
2017-18	37.9%	59.5%	52.2%	40.0%	45.2%	81.8%	-	68.3%	-	*	n/a	47.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1096	1109	*	1096	1187	-	1101	-	*	n/a	1085	n/a
2017-18	1036	1131	1114	1096	1073	1174	-	1211	-	*	n/a	1082	n/a
English Language Arts and Writing													
2018-19	517	558	571	*	566	607	-	563	-	*	n/a	555	n/a
2017-18	521	572	569	550	552	586	-	612	-	*	n/a	551	n/a
Mathematics													
2018-19	510	538	539	*	530	580	-	537	-	*	n/a	530	n/a
2017-18	515	558	546	546	522	588	-	599	-	*	n/a	531	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.0	22.6	*	22.3	23.2	-	22.9	-	*	n/a	21.6	n/a
2017-18	20.6	22.6	23.0	*	21.8	24.6	-	25.4	-	*	n/a	21.8	n/a
English Language Arts													
2018-19	20.3	22.1	23.2	*	23.1	23.9	-	23.0	-	*	n/a	22.1	n/a
2017-18	20.3	22.8	23.4	*	22.4	24.9	-	25.7	-	*	n/a	22.0	n/a
Mathematics													
2018-19	20.4	21.0	20.9	*	20.4	22.0	-	21.7	-	*	n/a	20.0	n/a
2017-18	20.6	21.9	21.8	*	20.4	24.8	-	24.7	-	*	n/a	20.8	n/a
Science													
2018-19	20.8	22.1	22.6	*	22.3	22.3	-	23.1	-	*	n/a	21.8	n/a
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 ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	85.5%	74.8%	66.7%	73.6%	77.1%	*	82.0%	-	66.7%	46.2%	76.6%	44.0%
2017-18	43.4%	82.1%	66.6%	84.6%	64.1%	74.4%	*	75.0%	-	83.3%	69.2%	66.1%	38.1%
English Language Arts													
2018-19	17.8%	54.9%	40.5%	50.0%	37.1%	40.0%	*	58.6%	-	50.0%	7.7%	36.5%	0.0%
2017-18	17.3%	51.5%	38.5%	61.5%	33.4%	53.8%	*	56.7%	-	66.7%	16.7%	36.0%	9.5%
Mathematics													
2018-19	20.4%	42.9%	36.1%	50.0%	33.8%	32.4%	*	47.3%	-	50.0%	33.3%	35.5%	4.8%
2017-18	20.7%	36.7%	29.8%	46.2%	25.7%	44.7%	*	42.9%	-	66.7%	16.7%	28.1%	10.0%
Science													
2018-19	21.7%	58.6%	64.8%	63.6%	63.2%	65.7%	*	73.0%	-	66.7%	33.3%	64.9%	40.0%
2017-18	21.2%	52.2%	54.0%	76.9%	51.3%	53.8%	*	65.9%	-	66.7%	61.5%	52.2%	33.3%
Social Studies													
2018-19	23.6%	56.1%	57.9%	66.7%	54.1%	57.1%	*	77.5%	-	66.7%	27.3%	58.4%	13.6%
2017-18	22.8%	51.4%	51.3%	76.9%	45.3%	64.1%	*	74.0%	-	83.3%	33.3%	50.1%	10.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	82.7%	84.3%	100.0%	87.5%	83.3%	-	76.3%	-	*	*	88.1%	*
2016-17	54.6%	80.3%	87.9%	*	89.6%	60.0%	-	88.5%	-	*	*	88.2%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	86.1%	87.1%	100.0%	82.4%	100.0%	-	96.6%	-	*	*	84.1%	*
2016-17	59.2%	87.6%	87.4%	*	87.0%	*	-	90.9%	-	*	*	84.8%	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	794	100.0%	4,126	5,479,173	794	100.0%	4,126	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	0.0%	7.0%	0	0.0%	0.0%	7.0%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.3%	0	0.0%	0.0%	7.3%
Grade 5	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.6%
Grade 6	0	0.0%	0.0%	7.7%	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	14.0%	7.7%	0	0.0%	14.0%	7.7%
Grade 8	0	0.0%	13.9%	7.5%	0	0.0%	13.9%	7.5%
Grade 9	205	25.8%	19.9%	8.2%	205	25.8%	19.9%	8.2%
Grade 10	183	23.0%	18.7%	7.4%	183	23.0%	18.7%	7.4%
Grade 11	234	29.5%	18.2%	6.9%	234	29.5%	18.2%	6.9%
Grade 12	172	21.7%	15.4%	6.4%	172	21.7%	15.4%	6.4%
Ethnic Distribution:								
African American	10	1.3%	0.9%	12.6%	10	1.3%	0.9%	12.6%
Hispanic	630	79.3%	84.2%	52.8%	630	79.3%	84.2%	52.8%
White	46	5.8%	5.9%	27.0%	46	5.8%	5.9%	27.0%
American Indian	1	0.1%	0.1%	0.4%	1	0.1%	0.1%	0.4%
Asian	103	13.0%	8.2%	4.6%	103	13.0%	8.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.5%	0.7%	2.5%	4	0.5%	0.7%	2.5%
Sex:								
Female	547	68.9%	54.9%	48.8%	547	68.9%	54.9%	48.8%
Male	247	31.1%	45.1%	51.2%	247	31.1%	45.1%	51.2%
Economically Disadvantaged	433	54.5%	54.5%	60.3%	433	54.5%	54.5%	60.2%
Non-Educationally Disadvantaged	361	45.5%	45.5%	39.7%	361	45.5%	45.5%	39.8%
Section 504 Students	22	2.8%	4.0%	6.9%	22	2.8%	4.0%	6.9%
English Learners (EL)	50	6.3%	5.6%	20.3%	50	6.3%	5.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	16	1.9%	1.7%	1.5%				
Students w/ Dyslexia	0	0.0%	1.0%	4.1%	0	0.0%	1.0%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	5	0.6%	0.3%	1.4%	5	0.6%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	9	1.1%	0.9%	0.3%	9	1.1%	0.9%	0.3%
Title I	794	100.0%	100.0%	65.1%	794	100.0%	100.0%	65.1%
Military Connected	0	0.0%	0.4%	1.9%	0	0.0%	0.4%	1.9%
At-Risk	168	21.2%	21.3%	50.6%	168	21.2%	21.3%	50.5%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	43	5.4%	5.5%	20.6%	43	5.4%	5.5%	20.6%
Career & Technical Education	794	100.0%	85.2%	27.6%				
Career & Technical Education (9-12 grades only)	789	99.4%	99.2%	50.8%	789	99.4%	99.2%	50.8%
Gifted & Talented Education	87	11.0%	15.7%	8.1%	87	11.0%	15.7%	8.1%
Special Education	10	1.3%	3.0%	10.5%	10	1.3%	3.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	10							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	46.4%	42.4%				
Students with Physical Disabilities	*	*	13.6%	21.4%				
Students with Autism	*	*	20.0%	13.8%				
Students with Behavioral Disabilities	*	*	20.0%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	58	7.0%	6.5%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	55	6.7%						
White	3	0.4%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	90	14.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.6%	-	-	5.5%
Grade 1	-	-	2.9%	-	-	4.9%
Grade 2	-	-	1.6%	-	-	2.0%
Grade 3	-	-	0.9%	-	-	0.8%
Grade 4	-	-	0.5%	-	-	0.4%
Grade 5	-	-	0.4%	-	-	0.5%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	2.2%	3.0%	7.8%	16.7%	10.3%	13.1%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	19.0
Grade 1	-	-	18.9
Grade 2	-	-	18.8
Grade 3	-	-	19.0
Grade 4	-	-	19.2
Grade 5	-	-	20.9
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	17.1	16.6	16.4
Foreign Languages	12.4	14.4	18.7
Mathematics	18.0	16.5	17.8
Science	19.5	19.3	18.8
Social Studies	17.9	18.0	19.3

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.7	100.0%	100.0%	100.0%
Professional Staff:	69.6	97.0%	57.2%	63.7%
Teachers	58.4	81.4%	46.3%	49.4%
Professional Support	8.2	11.4%	7.9%	10.2%
Campus Administration (School Leadership)	3.0	4.2%	2.6%	3.0%
Educational Aides:	2.2	3.0%	4.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	7.0	4,373.0
Part-time	3.0	n/a	0.0	595.0
Counselors				
Full-time	3.0	n/a	21.0	12,901.0
Part-time	2.0	n/a	0.0	1,103.0
Total Minority Staff:	47.7	66.5%	87.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.7%	0.7%	10.8%
Hispanic	35.3	60.5%	71.8%	28.1%
White	21.0	36.0%	23.3%	57.7%
American Indian	1.0	1.7%	1.0%	0.3%
Asian	0.1	0.1%	3.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	15.3	26.2%	38.9%	23.8%
Females	43.1	73.8%	61.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	35.1	60.2%	61.0%	73.4%
Masters	22.2	38.1%	37.0%	24.5%
Doctorate	1.0	1.7%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	1.4%	0.6%	7.4%
1-5 Years Experience	2.0	3.4%	11.8%	27.9%
6-10 Years Experience	11.0	18.8%	22.0%	19.4%
11-20 Years Experience	19.1	32.7%	36.2%	29.4%
Over 20 Years Experience	25.5	43.7%	29.5%	15.9%
Number of Students per Teacher	13.6	n/a	13.5	15.1

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
 Campus Number: 031916004

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

Total Students: 794
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	8.7	6.2
Average Years Experience of Principals with District	15.0	8.7	5.3
Average Years Experience of Assistant Principals	5.0	5.5	5.3
Average Years Experience of Assistant Principals with District	5.0	4.6	4.7
Average Years Experience of Teachers:	19.0	16.5	11.1
Average Years Experience of Teachers with District:	10.0	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,120	\$50,113	\$49,868
1-5 Years Experience	\$52,173	\$52,222	\$52,823
6-10 Years Experience	\$57,416	\$58,003	\$55,756
11-20 Years Experience	\$64,472	\$64,939	\$59,308
Over 20 Years Experience	\$70,274	\$70,111	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$65,059	\$63,353	\$57,091
Professional Support	\$75,703	\$77,250	\$67,352
Campus Administration (School Leadership)	\$95,693	\$92,485	\$82,512
Instructional Staff Percent:	n/a	54.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD HEALTH PROFESSIONS
Campus Number: 031916004

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

Total Students: 794
Grade Span: 09 - 12
School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	13.8	23.7%	16.6%	5.0%
Compensatory Education	5.7	9.7%	11.8%	2.8%
Gifted & Talented Education	0.1	0.2%	17.1%	1.9%
Regular Education	26.5	45.4%	35.5%	70.9%
Special Education	0.9	1.6%	2.3%	9.3%
Other	11.3	19.4%	16.6%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS ISD SCIENCE ACADEMY**

Campus Number: **031916005**

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

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously 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%	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%

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	95%	96%	*	95%	98%	-	99%	-	*	46%	*	93%	97%	94%	84%
	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%
	2018	22%	42%	41%	*	37%	54%	-	63%	-	*	4%	*	43%	41%	34%	22%
All Grades ELA/Reading																	
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%
	2019	48%	80%	87%	100%	86%	94%	-	88%	-	*	44%	27%	81%	89%	82%	60%
At Meets Grade Level or Above	2018	46%	76%	88%	*	87%	91%	-	91%	-	*	13%	*	78%	89%	85%	67%
	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%	*
	2019	52%	85%	58%	-	58%	*	-	*	-	-	*	*	*	60%	50%	40%
At Meets Grade Level or Above	2018	50%	78%	65%	-	64%	*	-	*	-	-	*	-	*	70%	65%	*
	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%
	2019	54%	86%	77%	-	78%	83%	-	*	-	*	*	*	*	78%	65%	67%
At Meets Grade Level or Above	2018	51%	82%	84%	-	81%	100%	-	100%	-	-	20%	-	*	85%	83%	69%
	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%	*
	2019	55%	83%	94%	-	94%	100%	-	94%	-	*	*	*	95%	93%	91%	*
At Meets Grade Level or Above	2018	53%	81%	94%	*	92%	100%	-	100%	-	*	*	*	94%	93%	87%	*
	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: SOUTH TEXAS ISD SCIENCE ACADEMY
 Campus Number: 031916005

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

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

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

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

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

Total Students: 767
Grade Span: 09 - 12
School Type: High School

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

There is no data for this campus.

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

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

Total Students: 767
 Grade Span: 09 - 12
 (Current EL Students)

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

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

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

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

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

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

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

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	96.3%	97.0%	96.1%	96.1%	-	97.2%	-	97.2%	96.9%	95.6%	96.7%
2017-18	95.4%	96.1%	96.6%	96.8%	96.4%	96.4%	-	97.8%	-	97.6%	96.4%	96.1%	85.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	1.9%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.1%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	3.7%	0.9%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	90.4%	99.1%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Class of 2018													
Graduated	90.0%	99.0%	98.7%	*	98.2%	100.0%	-	100.0%	-	-	*	98.4%	-
Received TxCHSE	0.4%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Continued HS	3.8%	0.8%	1.3%	*	1.8%	0.0%	-	0.0%	-	-	*	1.6%	-
Dropped Out	5.7%	0.2%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Graduates and TxCHSE	90.4%	99.0%	98.7%	*	98.2%	100.0%	-	100.0%	-	-	*	98.4%	-
Graduates, TxCHSE, and Continuers	94.3%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	-	*	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	-	*	100.0%	-
Received TxCHSE	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Continued HS	1.1%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Dropped Out	6.1%	0.2%	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%	-
Graduates, TxCHSE, and Continuers	93.9%	99.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	-	*	100.0%	-
Class of 2017													
Graduated	92.0%	99.8%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Received TxCHSE	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Dropped Out	6.3%	0.2%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	92.6%	99.8%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.8%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-

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

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

Total Students: 767
 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	0.7%	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%	-
Dropped Out	6.3%	0.2%	0.0%	-	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Graduates and TxCHSE	93.2%	99.8%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Class of 2016													
Graduated	92.1%	100.0%	100.0%	-	100.0%	100.0%	-	100.0%	-	*	-	100.0%	-
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%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	98.8%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
Class of 2018	90.0%	99.0%	98.7%	*	98.2%	100.0%	-	100.0%	-	-	*	98.4%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	1.7%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
Class of 2018	5.0%	2.3%	0.7%	*	0.9%	0.0%	-	0.0%	-	-	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.6%	97.5%	*	97.3%	94.1%	-	100.0%	-	*	*	97.1%	-
Class of 2018	82.0%	95.2%	95.3%	*	93.5%	100.0%	-	100.0%	-	-	*	91.8%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	99.4%	97.5%	*	97.3%	94.1%	-	100.0%	-	*	*	97.1%	-
Class of 2018	86.8%	97.5%	96.0%	*	94.4%	100.0%	-	100.0%	-	-	*	91.8%	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.7%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	4.9%	2.6%	1.3%	*	1.8%	0.0%	-	0.0%	-	-	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	96.3%	*	95.5%	94.1%	-	100.0%	-	*	*	95.7%	-
2017-18	81.5%	94.8%	94.2%	*	92.0%	100.0%	-	100.0%	-	-	*	91.5%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	99.1%	96.3%	*	95.5%	94.1%	-	100.0%	-	*	*	95.7%	-
2017-18	85.1%	97.4%	95.5%	*	93.8%	100.0%	-	100.0%	-	-	*	91.5%	-

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	160	100.0%	641	355,615
By Ethnicity:				
African American	1	0.6%	6	43,953
Hispanic	112	70.0%	533	180,673
White	17	10.6%	34	105,577
American Indian	0	0.0%	0	1,293
Asian	28	17.5%	62	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	2	1.3%	6	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	6	3.8%	8	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	11	15,160
Foundation H.S. Program (DLA)	154	96.3%	622	285,538
Special Education Graduates	1	0.6%	12	27,598
Economically Disadvantaged Graduates	69	43.1%	380	186,364
LEP Graduates	0	0.0%	3	25,189
At-Risk Graduates	17	10.6%	127	146,432

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	96.7%	95.9%	*	95.5%	91.2%	-	100.0%	-	*	*	97.8%	-
2017-18	65.5%	95.5%	95.5%	*	94.2%	100.0%	-	100.0%	-	-	*	94.1%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	89.9%	91.9%	*	91.1%	82.4%	-	100.0%	-	*	*	94.2%	-
2017-18	50.0%	90.5%	91.6%	*	89.3%	100.0%	-	100.0%	-	-	*	88.1%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	91.4%	93.1%	*	90.2%	100.0%	-	100.0%	-	*	*	91.3%	-
2017-18	58.2%	91.3%	95.5%	*	93.8%	100.0%	-	100.0%	-	-	*	91.5%	-
Mathematics													
2018-19	48.6%	81.0%	86.3%	*	84.8%	82.4%	-	96.4%	-	*	*	82.6%	-
2017-18	46.0%	82.2%	90.3%	*	87.5%	100.0%	-	100.0%	-	-	*	84.7%	-
Both Subjects													
2018-19	44.2%	78.5%	85.0%	*	83.0%	82.4%	-	96.4%	-	*	*	81.2%	-
2017-18	42.1%	80.0%	89.6%	*	86.6%	100.0%	-	100.0%	-	-	*	84.7%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	57.3%	70.0%	*	67.0%	47.1%	-	92.9%	-	*	*	71.0%	-
2017-18	20.7%	61.9%	66.9%	*	63.4%	88.9%	-	77.4%	-	-	*	52.5%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	66.8%	68.1%	*	64.3%	58.8%	-	85.7%	-	*	*	58.0%	-
2017-18	20.4%	67.0%	74.0%	*	75.9%	66.7%	-	74.2%	-	-	*	66.1%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.5%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	1.4%	0.5%	1.9%	*	1.8%	0.0%	-	3.2%	-	-	*	3.4%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.1%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	1.0%	1.8%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	70.3%	50.0%	*	50.0%	50.0%	-	50.0%	-	*	*	52.2%	-
2017-18	28.7%	59.7%	49.4%	*	49.6%	44.4%	-	50.0%	-	-	*	50.0%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	39.5%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	4.8%	25.5%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	1.7%	0.2%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	99.5%	98.1%	*	97.3%	100.0%	-	100.0%	-	*	*	100.0%	-
2017-18	38.7%	91.6%	97.4%	*	97.3%	88.9%	-	100.0%	-	-	*	98.3%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	0.5%	1.3%	*	1.8%	0.0%	-	0.0%	-	*	*	2.9%	-
2017-18	4.3%	0.0%	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)													
2018-19	2.7%	1.6%	0.6%	*	0.9%	0.0%	-	0.0%	-	*	*	1.4%	-
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)													
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-

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

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

Total Students: 767
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	66.8%	45.0%	*	41.1%	52.9%	-	57.1%	-	*	*	49.3%	-
2017-18	32.1%	53.2%	45.5%	*	42.0%	66.7%	-	54.8%	-	-	*	39.0%	-
Mathematics													
2018-19	24.7%	61.5%	41.9%	*	36.6%	47.1%	-	60.7%	-	*	*	43.5%	-
2017-18	23.7%	54.0%	47.4%	*	42.0%	66.7%	-	61.3%	-	-	*	40.7%	-
Both Subjects													
2018-19	18.8%	52.6%	36.9%	*	32.1%	41.2%	-	53.6%	-	*	*	39.1%	-
2017-18	18.1%	41.4%	40.3%	*	36.6%	55.6%	-	51.6%	-	-	*	35.6%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	*	*	100.0%	-
2017-18	58.4%	99.7%	100.0%	*	100.0%	100.0%	-	100.0%	-	-	*	100.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	2.0%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Mathematics													
2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	3.9%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
Both Subjects													
2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	*	*	0.0%	-
2017-18	0.9%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	84.7%	82.0%	*	80.4%	75.0%	-	95.7%	-	*	n/a	77.3%	n/a
2018	25.8%	80.1%	77.7%	*	75.0%	73.1%	-	90.0%	-	*	n/a	71.1%	n/a
English Language Arts													
2019	14.5%	64.7%	64.4%	*	66.7%	59.4%	-	58.7%	-	*	n/a	63.8%	n/a
2018	15.3%	60.5%	64.5%	*	61.0%	61.5%	-	80.0%	-	*	n/a	57.0%	n/a
Mathematics													
2019	7.4%	29.7%	41.8%	*	35.0%	50.0%	-	71.7%	-	*	n/a	32.6%	n/a
2018	7.3%	26.0%	34.9%	*	30.9%	30.8%	-	51.7%	-	*	n/a	27.4%	n/a
Science													
2019	10.4%	55.6%	61.0%	*	55.4%	71.9%	-	82.6%	-	*	n/a	51.1%	n/a
2018	10.8%	45.6%	56.6%	*	52.1%	38.5%	-	81.7%	-	*	n/a	47.4%	n/a
Social Studies													
2019	13.9%	72.4%	72.1%	*	68.3%	71.9%	-	93.5%	-	*	n/a	63.1%	n/a
2018	14.5%	66.2%	67.6%	*	63.1%	69.2%	-	85.0%	-	*	n/a	57.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	48.3%	62.6%	*	58.5%	79.2%	-	72.7%	-	*	n/a	48.6%	n/a
2018	50.7%	53.7%	71.7%	*	68.9%	73.7%	-	81.5%	-	*	n/a	58.3%	n/a
English Language Arts													
2019	41.2%	26.6%	39.4%	*	35.6%	63.2%	-	48.1%	-	*	n/a	26.7%	n/a
2018	42.5%	39.7%	52.6%	*	47.2%	62.5%	-	66.7%	-	*	n/a	36.4%	n/a
Mathematics													
2019	52.2%	28.5%	39.3%	-	29.8%	43.8%	-	60.6%	-	*	n/a	23.9%	n/a

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	35.0%	46.5%	*	35.6%	75.0%	-	64.5%	-	*	n/a	40.5%	n/a
2019	40.6%	26.5%	46.2%	-	39.1%	65.2%	-	60.5%	-	*	n/a	31.9%	n/a
2018 Social Studies	38.0%	28.9%	50.3%	*	47.2%	70.0%	-	55.1%	-	*	n/a	43.8%	n/a
2019	46.3%	24.9%	46.4%	-	37.8%	65.2%	-	67.4%	-	*	n/a	28.1%	n/a
2018	44.6%	29.5%	49.3%	*	43.0%	72.2%	-	60.8%	-	*	n/a	35.1%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	100.0%	*	100.0%	88.2%	-	100.0%	-	*	n/a	100.0%	n/a
2017-18	74.6%	100.0%	100.0%	*	100.0%	100.0%	-	100.0%	-	?	n/a	93.8%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.7%	78.8%	*	73.7%	93.3%	-	92.9%	-	*	n/a	73.9%	n/a
2017-18	37.9%	59.5%	84.5%	*	82.8%	100.0%	-	90.9%	-	*	n/a	81.7%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1096	1230	*	1187	1294	-	1360	-	*	n/a	1172	n/a
2017-18	1036	1131	1254	*	1241	1333	-	1290	-	*	n/a	1236	n/a
English Language Arts and Writing													
2018-19	517	558	615	*	595	655	-	670	-	*	n/a	587	n/a
2017-18	521	572	622	*	619	659	-	629	-	*	n/a	617	n/a
Mathematics													
2018-19	510	538	615	*	592	638	-	690	-	*	n/a	585	n/a
2017-18	515	558	631	*	622	674	-	661	-	*	n/a	618	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.0	26.4	*	25.0	30.3	-	30.8	-	-	n/a	24.0	n/a
2017-18	20.6	22.6	25.8	*	25.0	*	-	28.5	-	-	n/a	25.0	n/a
English Language Arts													
2018-19	20.3	22.1	26.4	*	24.9	31.2	-	30.9	-	-	n/a	23.8	n/a
2017-18	20.3	22.8	26.0	*	25.2	*	-	28.4	-	-	n/a	25.3	n/a
Mathematics													
2018-19	20.4	21.0	25.9	*	24.5	29.2	-	30.9	-	-	n/a	23.8	n/a
2017-18	20.6	21.9	25.6	*	24.8	*	-	28.4	-	-	n/a	24.6	n/a
Science													
2018-19	20.8	22.1	26.0	*	24.8	29.2	-	30.6	-	-	n/a	24.1	n/a
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: SOUTH TEXAS ISD SCIENCE ACADEMY
 Campus Number: 031916005

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	85.5%	94.3%	100.0%	93.3%	95.9%	-	98.0%	-	100.0%	85.0%	91.9%	77.8%
2017-18	43.4%	82.1%	95.0%	100.0%	93.7%	98.6%	-	99.1%	-	100.0%	86.7%	93.7%	50.0%
English Language Arts													
2018-19	17.8%	54.9%	65.4%	71.4%	62.9%	64.3%	-	79.8%	-	100.0%	20.0%	64.3%	44.4%
2017-18	17.3%	51.5%	70.9%	83.3%	66.6%	73.1%	-	92.3%	-	83.3%	60.0%	63.7%	33.3%
Mathematics													
2018-19	20.4%	42.9%	58.7%	28.6%	56.9%	64.8%	-	66.3%	-	62.5%	47.4%	51.8%	22.2%
2017-18	20.7%	36.7%	54.0%	16.7%	51.2%	52.9%	-	71.6%	-	66.7%	20.0%	51.8%	*
Science													
2018-19	21.7%	58.6%	57.0%	57.1%	54.4%	64.3%	-	67.0%	-	50.0%	20.0%	51.0%	11.1%
2017-18	21.2%	52.2%	57.7%	66.7%	52.5%	65.2%	-	78.0%	-	100.0%	21.4%	53.5%	*
Social Studies													
2018-19	23.6%	56.1%	37.1%	0.0%	36.1%	35.6%	-	45.5%	-	50.0%	5.0%	36.9%	0.0%
2017-18	22.8%	51.4%	35.9%	50.0%	32.9%	27.9%	-	56.5%	-	33.3%	6.7%	32.1%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	82.7%	83.8%	*	85.7%	55.6%	-	87.1%	-	-	*	82.8%	-
2016-17	54.6%	80.3%	76.8%	-	75.3%	88.9%	-	84.2%	-	*	-	84.9%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	86.1%	92.9%	*	90.6%	100.0%	-	100.0%	-	-	*	90.4%	-
2016-17	59.2%	87.6%	96.2%	-	95.4%	100.0%	-	100.0%	-	*	-	96.7%	-

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	767	100.0%	4,126	5,479,173	767	100.0%	4,126	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	0.0%	7.0%	0	0.0%	0.0%	7.0%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.3%	0	0.0%	0.0%	7.3%
Grade 5	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.6%
Grade 6	0	0.0%	0.0%	7.7%	0	0.0%	0.0%	7.7%
Grade 7	0	0.0%	14.0%	7.7%	0	0.0%	14.0%	7.7%
Grade 8	0	0.0%	13.9%	7.5%	0	0.0%	13.9%	7.5%
Grade 9	240	31.3%	19.9%	8.2%	240	31.3%	19.9%	8.2%
Grade 10	200	26.1%	18.7%	7.4%	200	26.1%	18.7%	7.4%
Grade 11	178	23.2%	18.2%	6.9%	178	23.2%	18.2%	6.9%
Grade 12	149	19.4%	15.4%	6.4%	149	19.4%	15.4%	6.4%
Ethnic Distribution:								
African American	6	0.8%	0.9%	12.6%	6	0.8%	0.9%	12.6%
Hispanic	588	76.7%	84.2%	52.8%	588	76.7%	84.2%	52.8%
White	58	7.6%	5.9%	27.0%	58	7.6%	5.9%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	104	13.6%	8.2%	4.6%	104	13.6%	8.2%	4.6%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	10	1.3%	0.7%	2.5%	10	1.3%	0.7%	2.5%
Sex:								
Female	266	34.7%	54.9%	48.8%	266	34.7%	54.9%	48.8%
Male	501	65.3%	45.1%	51.2%	501	65.3%	45.1%	51.2%
Economically Disadvantaged	317	41.3%	54.5%	60.3%	317	41.3%	54.5%	60.2%
Non-Educationally Disadvantaged	450	58.7%	45.5%	39.7%	450	58.7%	45.5%	39.8%
Section 504 Students	43	5.6%	4.0%	6.9%	43	5.6%	4.0%	6.9%
English Learners (EL)	14	1.8%	5.6%	20.3%	14	1.8%	5.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	13	1.6%	1.7%	1.5%				
Students w/ Dyslexia	21	2.7%	1.0%	4.1%	21	2.7%	1.0%	4.1%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	2	0.3%	0.3%	1.4%	2	0.3%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	4	0.5%	0.9%	0.3%	4	0.5%	0.9%	0.3%
Title I	767	100.0%	100.0%	65.1%	767	100.0%	100.0%	65.1%
Military Connected	9	1.2%	0.4%	1.9%	9	1.2%	0.4%	1.9%
At-Risk	141	18.4%	21.3%	50.6%	141	18.4%	21.3%	50.5%

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	14	1.8%	5.5%	20.6%	14	1.8%	5.5%	20.6%
Career & Technical Education	767	100.0%	85.2%	27.6%				
Career & Technical Education (9-12 grades only)	767	100.0%	99.2%	50.8%	767	100.0%	99.2%	50.8%
Gifted & Talented Education	195	25.4%	15.7%	8.1%	195	25.4%	15.7%	8.1%
Special Education	29	3.8%	3.0%	10.5%	29	3.8%	3.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	41.4%	46.4%	42.4%				
Students with Physical Disabilities	**	**	13.6%	21.4%				
Students with Autism	8	27.6%	20.0%	13.8%				
Students with Behavioral Disabilities	*	*	20.0%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	41	5.2%	6.5%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	36	4.5%						
White	4	0.5%						
American Indian	0	0.0%						
Asian	1	0.1%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	110	17.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.6%	-	-	5.5%
Grade 1	-	-	2.9%	-	-	4.9%
Grade 2	-	-	1.6%	-	-	2.0%
Grade 3	-	-	0.9%	-	-	0.8%
Grade 4	-	-	0.5%	-	-	0.4%
Grade 5	-	-	0.4%	-	-	0.5%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.0%	0.6%
Grade 9	5.3%	3.0%	7.8%	25.0%	10.3%	13.1%

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	19.0
Grade 1	-	-	18.9
Grade 2	-	-	18.8
Grade 3	-	-	19.0
Grade 4	-	-	19.2
Grade 5	-	-	20.9
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	17.5	16.6	16.4
Foreign Languages	10.8	14.4	18.7
Mathematics	14.4	16.5	17.8
Science	18.4	19.3	18.8
Social Studies	18.5	18.0	19.3

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	77.3	100.0%	100.0%	100.0%
Professional Staff:	69.1	89.4%	57.2%	63.7%
Teachers	58.9	76.2%	46.3%	49.4%
Professional Support	8.2	10.6%	7.9%	10.2%
Campus Administration (School Leadership)	2.1	2.7%	2.6%	3.0%
Educational Aides:	8.2	10.6%	4.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	7.0	4,373.0
Part-time	3.0	n/a	0.0	595.0
Counselors				
Full-time	3.0	n/a	21.0	12,901.0
Part-time	2.0	n/a	0.0	1,103.0
Total Minority Staff:	57.3	74.1%	87.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.8%
Hispanic	36.9	62.7%	71.8%	28.1%
White	18.0	30.6%	23.3%	57.7%
American Indian	1.0	1.7%	1.0%	0.3%
Asian	2.9	5.0%	3.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	36.5	62.0%	38.9%	23.8%
Females	22.4	38.0%	61.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	3.4%	1.3%	1.3%
Bachelors	40.8	69.4%	61.0%	73.4%
Masters	15.0	25.5%	37.0%	24.5%
Doctorate	1.0	1.7%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.6%	7.4%
1-5 Years Experience	3.0	5.1%	11.8%	27.9%
6-10 Years Experience	9.0	15.3%	22.0%	19.4%
11-20 Years Experience	25.4	43.1%	36.2%	29.4%
Over 20 Years Experience	21.5	36.5%	29.5%	15.9%
Number of Students per Teacher	13.0	n/a	13.5	15.1

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	8.7	6.2
Average Years Experience of Principals with District	5.0	8.7	5.3
Average Years Experience of Assistant Principals	6.5	5.5	5.3
Average Years Experience of Assistant Principals with District	5.0	4.6	4.7
Average Years Experience of Teachers:	19.4	16.5	11.1
Average Years Experience of Teachers with District:	11.5	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$50,113	\$49,868
1-5 Years Experience	\$53,088	\$52,222	\$52,823
6-10 Years Experience	\$58,740	\$58,003	\$55,756
11-20 Years Experience	\$66,051	\$64,939	\$59,308
Over 20 Years Experience	\$70,302	\$70,111	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$65,826	\$63,353	\$57,091
Professional Support	\$75,808	\$77,250	\$67,352
Campus Administration (School Leadership)	\$96,433	\$92,485	\$82,512
Instructional Staff Percent:	n/a	54.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

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

Total Students: 767
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	13.9	23.7%	16.6%	5.0%
Compensatory Education	4.7	7.9%	11.8%	2.8%
Gifted & Talented Education	0.0	0.0%	17.1%	1.9%
Regular Education	8.1	13.7%	35.5%	70.9%
Special Education	2.6	4.3%	2.3%	9.3%
Other	29.6	50.4%	16.6%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS ISD PREPARATORY ACADEM**

Campus Number: **031916041**

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

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

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

Total Students: 579
Grade Span: 07 - 08
School Type: Middle

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

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

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

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

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	65%	96%	95%	80%	95%	100%	-	97%	-	*	43%	*	-	95%	93%	89%
	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%
	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%

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

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

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

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	85	86	86	84	89	-	93	-	*	90	*	-	86	81	83
	2018	76	87	88	*	87	92	-	99	*	*	*	100	-	88	83	90
Grade 8 ELA/Reading	2019	77	79	83	*	82	95	-	91	*	-	83	*	-	83	85	83
	2018	79	77	82	*	80	95	-	85	-	*	*	*	-	82	80	80
Grade 8 Mathematics	2019	82	74	65	71	61	56	-	85	-	*	50	*	-	65	63	68
	2018	81	75	68	*	65	79	-	83	*	*	90	*	-	68	66	67
End of Course Algebra I	2019	75	92	92	*	91	91	-	96	*	100	67	*	-	92	88	83
	2018	72	86	87	*	85	94	-	93	-	*	33	80	-	87	84	85
All Grades Both Subjects	2019	69	81	82	79	80	84	-	92	*	88	73	79	-	82	79	79
	2018	69	79	81	67	79	91	-	91	*	100	66	82	-	81	78	80
All Grades ELA/Reading	2019	68	78	85	88	83	93	-	93	*	*	86	75	-	85	83	83
	2018	69	76	85	67	84	94	-	95	*	*	80	100	-	85	82	86
All Grades Mathematics	2019	70	85	80	72	78	78	-	91	*	88	59	83	-	80	76	75
	2018	70	82	78	67	76	88	-	88	*	100	59	67	-	78	75	74

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	66%	60%	*	50%	-	-	*	-	-	*	40%	20%
	2018	38%	70%	84%	-	82%	-	-	*	-	-	-	81%	89%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	96%	98%	*	98%	100%	-	100%	*	-	83%	98%	100%
Students Requiring Accelerated Instruction														
	2019	22%	4%	2%	*	2%	0%	-	0%	*	-	17%	2%	0%
STAAR Cumulative Met Standard														
	2019	85%	99%	100%	*	100%	100%	-	100%	*	-	100%	100%	100%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	98%	97%	100%	97%	100%	-	97%	-	*	67%	95%	90%
Students Requiring Accelerated Instruction														
	2019	18%	2%	3%	0%	3%	0%	-	3%	-	*	33%	5%	10%
STAAR Cumulative Met Standard														
	2019	88%	99%	99%	100%	99%	100%	-	100%	-	*	83%	99%	95%

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

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

Total Students: 579
 Grade Span: 07 - 08
 (Current EL Students)

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

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

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

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

Total Students: 579
 Grade Span: 07 - 08
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	82%	78%	-	-	-	-	-	66%	66%	-	-	66%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
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
2019-20 Campus STAAR Participation

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

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

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

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

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

Total Students: 579
 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)
Attendance Rate													
2018-19	95.4%	96.1%	97.8%	97.6%	97.5%	98.3%	-	98.8%	*	99.1%	95.4%	97.7%	96.9%
2017-18	95.4%	96.1%	97.0%	98.4%	96.8%	96.8%	-	98.1%	*	98.5%	94.5%	96.9%	95.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ISD PREPARATORY ACADEM

Campus Number: 031916041

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

Total Students: 579

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	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	99.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	641	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	533	180,673
White	-	-	34	105,577
American Indian	-	-	0	1,293
Asian	-	-	62	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	6	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	8	51,579
Foundation H.S. Program (Endorsement)	-	-	11	15,160
Foundation H.S. Program (DLA)	-	-	622	285,538
Special Education Graduates	-	-	12	27,598
Economically Disadvantaged Graduates	-	-	380	186,364
LEP Graduates	-	-	3	25,189
At-Risk Graduates	-	-	127	146,432

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

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

Total Students: 579
 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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	81.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	82.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	78.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	57.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	61.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	66.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	67.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	70.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	59.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	39.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	25.5%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SOUTH TEXAS ISD

Campus Name: SOUTH TEXAS ISD PREPARATORY ACADEM

Campus Number: 031916041

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

Total Students: 579

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)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 579
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	66.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	53.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	61.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	52.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	41.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	84.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	80.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	64.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	60.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	29.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	26.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	55.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	72.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	66.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	48.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	26.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	28.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

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

Total Students: 579
 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)
2018 Science	52.8%	35.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	26.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1096	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	558	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	572	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	538	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	558	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a

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

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

Total Students: 579
 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	54.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	51.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	42.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	56.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	82.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	579	100.0%	4,126	5,479,173	579	100.0%	4,126	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	0.0%	7.0%	0	0.0%	0.0%	7.0%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.3%	0	0.0%	0.0%	7.3%
Grade 5	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.6%
Grade 6	0	0.0%	0.0%	7.7%	0	0.0%	0.0%	7.7%
Grade 7	285	49.2%	14.0%	7.7%	285	49.2%	14.0%	7.7%
Grade 8	294	50.8%	13.9%	7.5%	294	50.8%	13.9%	7.5%
Grade 9	0	0.0%	19.9%	8.2%	0	0.0%	19.9%	8.2%
Grade 10	0	0.0%	18.7%	7.4%	0	0.0%	18.7%	7.4%
Grade 11	0	0.0%	18.2%	6.9%	0	0.0%	18.2%	6.9%
Grade 12	0	0.0%	15.4%	6.4%	0	0.0%	15.4%	6.4%
Ethnic Distribution:								
African American	10	1.7%	0.9%	12.6%	10	1.7%	0.9%	12.6%
Hispanic	434	75.0%	84.2%	52.8%	434	75.0%	84.2%	52.8%
White	37	6.4%	5.9%	27.0%	37	6.4%	5.9%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	91	15.7%	8.2%	4.6%	91	15.7%	8.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	6	1.0%	0.7%	2.5%	6	1.0%	0.7%	2.5%
Sex:								
Female	319	55.1%	54.9%	48.8%	319	55.1%	54.9%	48.8%
Male	260	44.9%	45.1%	51.2%	260	44.9%	45.1%	51.2%
Economically Disadvantaged	246	42.5%	54.5%	60.3%	246	42.5%	54.5%	60.2%
Non-Educationally Disadvantaged	333	57.5%	45.5%	39.7%	333	57.5%	45.5%	39.8%
Section 504 Students	22	3.8%	4.0%	6.9%	22	3.8%	4.0%	6.9%
English Learners (EL)	47	8.1%	5.6%	20.3%	47	8.1%	5.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	8	1.4%	1.7%	1.5%				
Students w/ Dyslexia	0	0.0%	1.0%	4.1%	0	0.0%	1.0%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.3%	1.4%	0	0.0%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	1	0.2%	0.9%	0.3%	1	0.2%	0.9%	0.3%
Title I	579	100.0%	100.0%	65.1%	579	100.0%	100.0%	65.1%
Military Connected	0	0.0%	0.4%	1.9%	0	0.0%	0.4%	1.9%
At-Risk	120	20.7%	21.3%	50.6%	120	20.7%	21.3%	50.5%

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	47	8.1%	5.5%	20.6%	47	8.1%	5.5%	20.6%
Career & Technical Education	269	46.5%	85.2%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	99.2%	50.8%	0	-	99.2%	50.8%
Gifted & Talented Education	164	28.3%	15.7%	8.1%	164	28.3%	15.7%	8.1%
Special Education	17	2.9%	3.0%	10.5%	17	2.9%	3.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	17							
By Type of Primary Disability								
Students with Intellectual Disabilities	6	35.3%	46.4%	42.4%				
Students with Physical Disabilities	*	*	13.6%	21.4%				
Students with Autism	*	*	20.0%	13.8%				
Students with Behavioral Disabilities	*	*	20.0%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	23	3.9%	6.5%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	19	3.2%						
White	2	0.3%						
American Indian	0	0.0%						
Asian	2	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	15	5.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.6%	-	-	5.5%
Grade 1	-	-	2.9%	-	-	4.9%
Grade 2	-	-	1.6%	-	-	2.0%
Grade 3	-	-	0.9%	-	-	0.8%
Grade 4	-	-	0.5%	-	-	0.4%
Grade 5	-	-	0.4%	-	-	0.5%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.4%	0.2%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	10.3%	13.1%

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	19.0
Grade 1	-	-	18.9
Grade 2	-	-	18.8
Grade 3	-	-	19.0
Grade 4	-	-	19.2
Grade 5	-	-	20.9
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	17.6	16.6	16.4
Foreign Languages	12.0	14.4	18.7
Mathematics	16.4	16.5	17.8
Science	24.1	19.3	18.8
Social Studies	19.3	18.0	19.3

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.3	100.0%	100.0%	100.0%
Professional Staff:	52.2	86.6%	57.2%	63.7%
Teachers	42.5	70.6%	46.3%	49.4%
Professional Support	6.7	11.1%	7.9%	10.2%
Campus Administration (School Leadership)	3.0	5.0%	2.6%	3.0%
Educational Aides:	8.1	13.4%	4.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	21.0	12,901.0
Part-time	2.0	n/a	0.0	1,103.0
Total Minority Staff:	52.4	86.9%	87.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.4%	0.7%	10.8%
Hispanic	31.4	73.8%	71.8%	28.1%
White	6.9	16.1%	23.3%	57.7%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	3.3	7.7%	3.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	15.5	36.5%	38.9%	23.8%
Females	27.0	63.5%	61.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	30.3	71.3%	61.0%	73.4%
Masters	12.2	28.7%	37.0%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.6%	7.4%
1-5 Years Experience	0.0	0.0%	11.8%	27.9%
6-10 Years Experience	9.0	21.2%	22.0%	19.4%
11-20 Years Experience	21.2	49.9%	36.2%	29.4%
Over 20 Years Experience	12.3	29.0%	29.5%	15.9%
Number of Students per Teacher	13.6	n/a	13.5	15.1

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.7	6.2
Average Years Experience of Principals with District	12.0	8.7	5.3
Average Years Experience of Assistant Principals	6.0	5.5	5.3
Average Years Experience of Assistant Principals with District	3.5	4.6	4.7
Average Years Experience of Teachers:	17.9	16.5	11.1
Average Years Experience of Teachers with District:	10.2	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$50,113	\$49,868
1-5 Years Experience	-	\$52,222	\$52,823
6-10 Years Experience	\$57,948	\$58,003	\$55,756
11-20 Years Experience	\$64,156	\$64,939	\$59,308
Over 20 Years Experience	\$69,846	\$70,111	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$64,491	\$63,353	\$57,091
Professional Support	\$79,064	\$77,250	\$67,352
Campus Administration (School Leadership)	\$95,934	\$92,485	\$82,512
Instructional Staff Percent:	n/a	54.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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

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

Total Students: 579
 Grade Span: 07 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	1.5	3.5%	16.6%	5.0%
Compensatory Education	10.3	24.3%	11.8%	2.8%
Gifted & Talented Education	3.1	7.3%	17.1%	1.9%
Regular Education	26.0	61.2%	35.5%	70.9%
Special Education	1.6	3.7%	2.3%	9.3%
Other	0.0	0.0%	16.6%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2019-20 Texas Academic Performance Report

District Name: **SOUTH TEXAS ISD**

Campus Name: **SOUTH TEXAS ISD RISING SCHOLARS AC**

Campus Number: **031916042**

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

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District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
Campus Number: 031916042

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

Total Students: 569
Grade Span: 07 - 08
School Type: Middle

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

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

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

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

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	51%	50%	*	-	*	-	-	-	-	-	*	-	-	*	*	*
At Masters Grade Level	2019	25%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	*
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%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

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

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

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	85	85	-	85	77	-	90	-	-	80	*	-	85	82	81
	2018	76	87	85	-	86	*	-	56	-	*	88	*	-	85	84	86
Grade 7 Mathematics	2019	62	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2018	67	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-
Grade 8 ELA/Reading	2019	77	79	75	*	73	79	*	95	-	*	71	*	-	75	75	79
	2018	79	77	72	*	73	66	-	79	-	*	67	*	-	72	77	69
Grade 8 Mathematics	2019	82	74	85	-	84	91	-	100	-	-	67	*	-	85	84	90
	2018	81	75	85	-	84	*	-	94	-	*	72	*	-	85	86	87
End of Course Algebra I	2019	75	92	97	*	97	100	*	92	-	*	100	*	-	97	97	95
	2018	72	86	97	*	96	98	-	100	-	*	100	*	-	97	99	100
All Grades Both Subjects	2019	69	81	86	*	85	88	*	94	-	100	81	100	-	86	84	86
	2018	69	79	86	*	86	85	-	86	-	83	82	81	-	86	87	86
All Grades ELA/Reading	2019	68	78	80	*	79	78	*	94	-	*	74	*	-	80	78	80
	2018	69	76	78	*	79	70	-	67	-	*	79	*	-	78	80	80
All Grades Mathematics	2019	70	85	92	*	91	96	*	94	-	*	88	*	-	92	90	92
	2018	70	82	92	*	91	98	-	98	-	*	84	*	-	92	93	92

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Mathematics	2018	47%	-	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	66%	68%	-	67%	*	-	*	-	-	40%	64%	71%
	2018	38%	70%	59%	-	59%	-	-	-	-	-	*	55%	*
Mathematics	2019	45%	*	*	-	*	-	-	-	-	-	*	*	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	96%	94%	*	94%	100%	*	100%	-	*	64%	94%	71%
Students Requiring Accelerated Instruction														
	2019	22%	4%	6%	*	6%	0%	*	0%	-	*	36%	6%	29%
STAAR Cumulative Met Standard														
	2019	85%	99%	99%	*	99%	100%	*	100%	-	*	82%	99%	94%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	98%	98%	*	99%	95%	-	100%	-	-	83%	98%	83%
Students Requiring Accelerated Instruction														
	2019	18%	2%	2%	*	1%	5%	-	0%	-	-	17%	2%	17%
STAAR Cumulative Met Standard														
	2019	88%	99%	100%	*	100%	100%	-	100%	-	-	100%	99%	96%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	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%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
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%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	82%	92%	-	-	-	-	-	90%	90%	-	-	90%	90%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	66%	68%	-	-	-	-	-	69%	*	64%	*	69%	71%
	2018	38%	70%	59%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	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
2019-20 Campus STAAR Participation

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

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

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

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 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)
Attendance Rate													
2018-19	95.4%	96.1%	97.0%	*	96.9%	96.6%	*	98.6%	-	*	97.2%	96.7%	96.7%
2017-18	95.4%	96.1%	97.4%	*	97.3%	96.6%	*	98.8%	-	*	97.8%	97.3%	97.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	99.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 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	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	2.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	99.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	641	355,615
By Ethnicity:				
African American	-	-	6	43,953
Hispanic	-	-	533	180,673
White	-	-	34	105,577
American Indian	-	-	0	1,293
Asian	-	-	62	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	6	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	8	51,579
Foundation H.S. Program (Endorsement)	-	-	11	15,160
Foundation H.S. Program (DLA)	-	-	622	285,538
Special Education Graduates	-	-	12	27,598
Economically Disadvantaged Graduates	-	-	380	186,364
LEP Graduates	-	-	3	25,189
At-Risk Graduates	-	-	127	146,432

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	91.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	81.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	82.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	78.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	80.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	57.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	61.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	66.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	67.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	70.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	59.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	39.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	25.5%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 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)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	99.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	66.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	53.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	61.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	54.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	52.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	41.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	84.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	80.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	64.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	60.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	29.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	26.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	55.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	45.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	72.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	66.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	48.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	26.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	39.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	28.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 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)
2018 Science	52.8%	35.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	26.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	28.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	29.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	100.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	49.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	59.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1096	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1131	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	558	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	572	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	538	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	558	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	21.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	22.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	22.4	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	85.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	82.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	54.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	51.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	42.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	56.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	82.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	80.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	86.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	569	100.0%	4,126	5,479,173	569	100.0%	4,126	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	0.0%	4.5%	0	0.0%	0.0%	4.5%
Kindergarten	0	0.0%	0.0%	7.0%	0	0.0%	0.0%	7.0%
Grade 1	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 2	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 3	0	0.0%	0.0%	7.1%	0	0.0%	0.0%	7.1%
Grade 4	0	0.0%	0.0%	7.3%	0	0.0%	0.0%	7.3%
Grade 5	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.6%
Grade 6	0	0.0%	0.0%	7.7%	0	0.0%	0.0%	7.7%
Grade 7	291	51.1%	14.0%	7.7%	291	51.1%	14.0%	7.7%
Grade 8	278	48.9%	13.9%	7.5%	278	48.9%	13.9%	7.5%
Grade 9	0	0.0%	19.9%	8.2%	0	0.0%	19.9%	8.2%
Grade 10	0	0.0%	18.7%	7.4%	0	0.0%	18.7%	7.4%
Grade 11	0	0.0%	18.2%	6.9%	0	0.0%	18.2%	6.9%
Grade 12	0	0.0%	15.4%	6.4%	0	0.0%	15.4%	6.4%
Ethnic Distribution:								
African American	3	0.5%	0.9%	12.6%	3	0.5%	0.9%	12.6%
Hispanic	490	86.1%	84.2%	52.8%	490	86.1%	84.2%	52.8%
White	53	9.3%	5.9%	27.0%	53	9.3%	5.9%	27.0%
American Indian	1	0.2%	0.1%	0.4%	1	0.2%	0.1%	0.4%
Asian	18	3.2%	8.2%	4.6%	18	3.2%	8.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.7%	0.7%	2.5%	4	0.7%	0.7%	2.5%
Sex:								
Female	301	52.9%	54.9%	48.8%	301	52.9%	54.9%	48.8%
Male	268	47.1%	45.1%	51.2%	268	47.1%	45.1%	51.2%
Economically Disadvantaged	292	51.3%	54.5%	60.3%	292	51.3%	54.5%	60.2%
Non-Educationally Disadvantaged	277	48.7%	45.5%	39.7%	277	48.7%	45.5%	39.8%
Section 504 Students	37	6.5%	4.0%	6.9%	37	6.5%	4.0%	6.9%
English Learners (EL)	35	6.2%	5.6%	20.3%	35	6.2%	5.6%	20.3%
Students w/ Disciplinary Placements (2018-19)	17	3.0%	1.7%	1.5%				
Students w/ Dyslexia	22	3.9%	1.0%	4.1%	22	3.9%	1.0%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	0.3%	1.4%	0	0.0%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	5	0.9%	0.9%	0.3%	5	0.9%	0.9%	0.3%
Title I	569	100.0%	100.0%	65.1%	569	100.0%	100.0%	65.1%
Military Connected	0	0.0%	0.4%	1.9%	0	0.0%	0.4%	1.9%
At-Risk	113	19.9%	21.3%	50.6%	113	19.9%	21.3%	50.5%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	35	6.2%	5.5%	20.6%	35	6.2%	5.5%	20.6%
Career & Technical Education	271	47.6%	85.2%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	99.2%	50.8%	0	-	99.2%	50.8%
Gifted & Talented Education	91	16.0%	15.7%	8.1%	91	16.0%	15.7%	8.1%
Special Education	8	1.4%	3.0%	10.5%	8	1.4%	3.0%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	8							
By Type of Primary Disability								
Students with Intellectual Disabilities	6	75.0%	46.4%	42.4%				
Students with Physical Disabilities	*	*	13.6%	21.4%				
Students with Autism	0	0.0%	20.0%	13.8%				
Students with Behavioral Disabilities	*	*	20.0%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2018-19):								
Total Mobile Students	44	7.7%	6.5%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	41	7.2%						
White	1	0.2%						
American Indian	0	0.0%						
Asian	2	0.4%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	32	11.5%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	-	1.6%	-	-	5.5%
Grade 1	-	-	2.9%	-	-	4.9%
Grade 2	-	-	1.6%	-	-	2.0%
Grade 3	-	-	0.9%	-	-	0.8%
Grade 4	-	-	0.5%	-	-	0.4%
Grade 5	-	-	0.4%	-	-	0.5%
Grade 6	-	-	0.4%	-	-	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.2%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	3.0%	7.8%	-	10.3%	13.1%

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	-	19.0
Grade 1	-	-	18.9
Grade 2	-	-	18.8
Grade 3	-	-	19.0
Grade 4	-	-	19.2
Grade 5	-	-	20.9
Grade 6	-	-	20.4
Secondary:			
English/Language Arts	16.3	16.6	16.4
Foreign Languages	15.3	14.4	18.7
Mathematics	15.4	16.5	17.8
Science	22.8	19.3	18.8
Social Studies	19.0	18.0	19.3

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	54.2	100.0%	100.0%	100.0%
Professional Staff:	51.3	94.6%	57.2%	63.7%
Teachers	41.6	76.8%	46.3%	49.4%
Professional Support	7.7	14.2%	7.9%	10.2%
Campus Administration (School Leadership)	2.0	3.7%	2.6%	3.0%
Educational Aides:	2.9	5.4%	4.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	7.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	3.0	n/a	21.0	12,901.0
Part-time	2.0	n/a	0.0	1,103.0
Total Minority Staff:	51.1	94.2%	87.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.7%	10.8%
Hispanic	38.5	92.5%	71.8%	28.1%
White	3.1	7.5%	23.3%	57.7%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	3.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	15.5	37.2%	38.9%	23.8%
Females	26.1	62.8%	61.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	32.3	77.7%	61.0%	73.4%
Masters	9.3	22.3%	37.0%	24.5%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.6%	7.4%
1-5 Years Experience	13.0	31.3%	11.8%	27.9%
6-10 Years Experience	14.0	33.7%	22.0%	19.4%
11-20 Years Experience	8.1	19.5%	36.2%	29.4%
Over 20 Years Experience	6.5	15.6%	29.5%	15.9%
Number of Students per Teacher	13.7	n/a	13.5	15.1

District Name: SOUTH TEXAS ISD
 Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
 Campus Number: 031916042

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

Total Students: 569
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.7	6.2
Average Years Experience of Principals with District	1.0	8.7	5.3
Average Years Experience of Assistant Principals	4.0	5.5	5.3
Average Years Experience of Assistant Principals with District	3.0	4.6	4.7
Average Years Experience of Teachers:	11.9	16.5	11.1
Average Years Experience of Teachers with District:	3.5	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$50,113	\$49,868
1-5 Years Experience	\$51,956	\$52,222	\$52,823
6-10 Years Experience	\$57,048	\$58,003	\$55,756
11-20 Years Experience	\$65,499	\$64,939	\$59,308
Over 20 Years Experience	\$69,262	\$70,111	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,008	\$63,353	\$57,091
Professional Support	\$75,534	\$77,250	\$67,352
Campus Administration (School Leadership)	\$92,662	\$92,485	\$82,512
Instructional Staff Percent:	n/a	54.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SOUTH TEXAS ISD
Campus Name: SOUTH TEXAS ISD RISING SCHOLARS AC
Campus Number: 031916042

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

Total Students: 569
Grade Span: 07 - 08
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	1.5	3.6%	16.6%	5.0%
Compensatory Education	9.5	22.7%	11.8%	2.8%
Gifted & Talented Education	0.3	0.6%	17.1%	1.9%
Regular Education	29.4	70.6%	35.5%	70.9%
Special Education	1.0	2.4%	2.3%	9.3%
Other	0.0	0.0%	16.6%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2018 - 2019 Actual Financial Data
Totals for SOUTH TEXAS ISD (031916)
Total Enrolled Membership: 4,098

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$29,030,666	43.95%	\$7,084	\$29,030,666	41.08%	\$7,084	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$35,040,743	53.04%	\$8,551	\$35,628,670	50.41%	\$8,694	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$207,635	0.31%	\$51	\$3,602,865	5.10%	\$879	\$6,959,931,329	12.27%	\$1,285
Other Local	\$1,780,267	2.69%	\$434	\$2,411,607	3.41%	\$588	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$66,059,311	100.00%	\$16,120	\$70,673,808	100.00%	\$17,246	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$44,429	100.00%	\$11	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$794,651,977	9.45%	\$147
Total Other Revenue	\$0	0.00%	\$0	\$44,429	100.00%	\$11	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$66,059,311	100.00%	\$16,120	\$70,718,237	100.00%	\$17,257	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$66,059,311	100.00%	\$16,120	\$70,718,237	100.00%	\$17,257	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$1,172,375	28.19%	\$286	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$2,985,922	100.00%	\$729	\$2,985,922	71.81%	\$729	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$2,985,922	100.00%	\$729	\$4,158,297	100.00%	\$1,015	\$5,768,376,363	100.00%	\$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$69,045,233	100.00%	\$16,849	\$74,876,534	100.00%	\$18,271	\$70,884,065,271	100.00%	\$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$43,743,342	76.36%	\$10,674	\$45,139,062	73.01%	\$11,015	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$6,593,948	11.51%	\$1,609	\$6,793,000	10.99%	\$1,658	\$5,053,894,853	9.41%	\$933

2018 - 2019 Actual Financial Data
Totals for SOUTH TEXAS ISD (031916)
Total Enrolled Membership: 4,098

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$4,269,796	7.45%	\$1,042	\$6,887,197	11.14%	\$1,681	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$2,680,853	4.68%	\$654	\$3,007,795	4.86%	\$734	\$1,436,788,644	2.68%	\$265
Total Operating Expenditures by Object	\$57,287,939	100.00%	\$13,979	\$61,827,054	100.00%	\$15,087	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$332,375	5.96%	\$81	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$5,241,899	100.00%	\$1,279	\$5,241,899	94.04%	\$1,279	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Object	\$5,241,899	100.00%	\$1,279	\$5,574,274	100.00%	\$1,360	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	\$62,529,838	100.00%	\$15,259	\$67,401,328	100.00%	\$16,447	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$29,164,334	50.91%	\$7,117	\$31,355,482	50.71%	\$7,651	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$1,833,146	3.20%	\$447	\$1,833,146	2.96%	\$447	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$393,754	0.69%	\$96	\$541,486	0.88%	\$132	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$413,292	0.72%	\$101	\$413,292	0.67%	\$101	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$3,334,372	5.82%	\$814	\$3,342,618	5.41%	\$816	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$2,518,654	4.40%	\$615	\$2,836,528	4.59%	\$692	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$254,333	0.44%	\$62	\$254,333	0.41%	\$62	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$475,877	0.83%	\$116	\$475,877	0.77%	\$116	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$5,123,987	8.94%	\$1,250	\$5,123,987	8.29%	\$1,250	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$0	0.00%	\$0	\$1,850,624	2.99%	\$452	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$1,086,807	1.90%	\$265	\$1,086,807	1.76%	\$265	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$2,901,955	5.07%	\$708	\$2,901,955	4.69%	\$708	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$7,996,015	13.96%	\$1,951	\$7,996,015	12.93%	\$1,951	\$5,226,340,714	9.73%	\$965
Security & Monitoring Services (Function 52)	\$1,048,533	1.83%	\$256	\$1,048,533	1.70%	\$256	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$742,880	1.30%	\$181	\$742,880	1.20%	\$181	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$0	0.00%	\$0	\$23,491	0.04%	\$6	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$57,287,939	100.00%	\$13,979	\$61,827,054	100.00%	\$15,087	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$332,375	5.96%	\$81	\$8,439,295,633	48.78%	\$1,558

2018 - 2019 Actual Financial Data
Totals for SOUTH TEXAS ISD (031916)
Total Enrolled Membership: 4,098

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$5,241,899	100.00%	\$1,279	\$5,241,899	94.04%	\$1,279	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Function	\$5,241,899	100.00%	\$1,279	\$5,574,274	100.00%	\$1,360	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$62,529,838	100.00%	\$15,259	\$67,401,328	100.00%	\$16,447	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$28,820,913	50.31%	\$7,033	\$28,820,913	46.62%	\$7,033	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$34,043	0.06%	\$8	\$34,043	0.06%	\$8	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$9,895,929	17.27%	\$2,415	\$10,058,023	16.27%	\$2,454	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$2,338,253	4.08%	\$571	\$2,880,768	4.66%	\$703	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,706,652	2.98%	\$416	\$2,887,904	4.67%	\$705	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$43,867	0.08%	\$11	\$53,112	0.09%	\$13	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$14,448,282	25.22%	\$3,526	\$17,092,291	27.65%	\$4,171	\$13,616,179,442	25.36%	\$2,514
Total Operating Expenditures by Program Intent Code (PIC)	\$57,287,939	100.00%	\$13,979	\$61,827,054	100.00%	\$15,087	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$332,375	5.96%	\$81	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$5,241,899	100.00%	\$1,279	\$5,241,899	94.04%	\$1,279	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$5,241,899	100.00%	\$1,279	\$5,574,274	100.00%	\$1,360	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$62,529,838	100.00%	\$15,259	\$67,401,328	100.00%	\$16,447	\$70,993,369,584	100.00%	\$13,108
Disbursements									
Total Disbursements									
Operating Expenditures	\$57,287,939	89.92%	\$13,979	\$61,827,054	90.15%	\$15,087	\$53,692,440,166	71.10%	\$9,913
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$642,583	1.01%	\$157	\$642,583	0.94%	\$157	\$1,068,121,149	1.41%	\$197

2018 - 2019 Actual Financial Data
Totals for SOUTH TEXAS ISD (031916)
Total Enrolled Membership: 4,098

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	\$540,373	0.85%	\$132	\$540,373	0.79%	\$132	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$0	0.00%	\$0	\$332,375	0.48%	\$81	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$5,241,899	8.23%	\$1,279	\$5,241,899	7.64%	\$1,279	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$63,712,794	100.00%	\$15,547	\$68,584,284	100.00%	\$16,736	\$75,511,710,690	100.00%	\$13,942

Tax Rates

2018 - 2019 (current tax year) Tax Rates

Maintenance & Operations				0.0000			1.1003		
Interest & Sinking				0.0000			0.2097		
Total Tax Rate				0.0000			1.3101		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$139,450		\$34	\$172,236		\$42	\$255,555,898		\$50
Restricted Fund Balance	\$0		\$0	\$2,889,179		\$705	\$17,956,324,818		\$3,521
Committed Fund Balance	\$48,662,400		\$11,875	\$48,668,490		\$11,876	\$3,206,045,411		\$629
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$2,969,613,173		\$582
Unassigned Fund Balance	\$16,248,159		\$3,965	\$16,248,159		\$3,965	\$14,724,633,560		\$2,887
Total Fund Balance**	\$65,050,009		\$15,874	\$67,978,064		\$16,588	\$39,112,172,860		\$7,670

Fund Balance Reconciliation

2017-2018 Total Fund Balance (Previous Year)	\$61,829,836		\$14,565	\$62,105,655		\$14,630	\$35,850,846,786		\$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	\$5,975,060		\$1,458	\$6,073,353		\$1,482	\$-5,923,414,430		\$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$-642,583		\$-157	\$-200,944		\$-49	\$8,992,605,090		\$1,763
2018-2019 Uncommon Items	\$-2,112,304		\$-515	\$0		\$0	\$192,135,414		\$38
2018-2019 Total Fund Balance	\$65,050,009		\$15,874	\$67,978,064		\$16,588	\$39,112,172,860		\$7,670



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

2019-2020 Accreditation Statuses

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

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

Show/Hide columns:

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

Show entries

Search:

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
031916	SOUTH TEXAS ISD	1	A - Superior	A	ACCREDITED		

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

Previous Next

South Texas Independent School District

District Improvement Plan 2020-2021

Performance Objectives




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 Sources: 2020-2021 student enrollment numbers.


Strategy 1: Changes to the district and campus recruitment activities. Strategy's Expected Result/Impact: 2020-2021 student enrollment numbers reached for each STISD campus. Title I Schoolwide Elements: 3.2 Funding Sources: Recruitment activities for students and parents. - 199 - General Fund	Formative Reviews		
	Jan	Mar	June
			

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 both online and in-person.

TEA Priorities: Connect high school to career and college


Evaluation Data Sources: 2020-2021 Campus Course Offerings.

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

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 Sources: Parent and student contact and interactions (online and in person) at campus activities.


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

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.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Sources: Use of formative assessment data (online and in-person) to change instruction.
2020-2021 Campus Course Offerings.


Strategy 1: Increase the use of formative assessment data to tailor instruction. Strategy's Expected Result/Impact: Changes in instructional content and engagement based upon formative data. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Resources - 199 - General Fund, Resources - 211 - Title I, Part A School Wide, Resources - 224 - IDEA B, Special Education, Resources - 410 - Instructional Materials Allotment	Formative Reviews		
	Jan	Mar	June
			

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.

TEA Priorities: Connect high school to career and college


Evaluation Data Sources: Use and improve the quality online learning and face to face learning within instruction.
Increased project-based instruction and learning.

Strategy 1: The use of cooperative learning strategies, project based learning, and real-world experiences at each campus and each classroom. Strategy's Expected Result/Impact: Increased use of cooperative learning strategies, project-based learning, and real-world experiences (online and in-person). Increased student engagement in high-level academics (online and in-person). Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Resources - 199 - General Fund, Teacher Training Continued - 255 - Title II, Part A Training, Real-world resources - 244 - Career Technical Education	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD district and campus websites, social media, and calendar of events.


Strategy 1: Student clubs will be encouraged to hold virtual social activities that interest our students. Examples: music concert, entertainment night, Java Night, pep-rallies, and other virtual social occasions. Strategy's Expected Result/Impact: Increased student connection with school and each other. The need for social connections is essential while adhering to the current covid 19 social distancing restrictions. Title I Schoolwide Elements: 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
			

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.

TEA Priorities: Build a foundation of reading and math


Evaluation Data Sources: Student high school transcript at the end of the 8th grade school year.

Strategy 1: Continue the instructional and support systems at the two STISD junior highs. Strategy's Expected Result/Impact: Each STISD junior high student will have attained at least three high school credits by the completion of 8th grade. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 Funding Sources: Resources - 199 - General Fund, Resources and tutoring - 211 - Title I, Part A School Wide, Resources - 224 - IDEA B, Special Education, Resources and increased instruction in core areas - 199 - State Compensatory Education	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.


Strategy 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. Strategy's Expected Result/Impact: Increase student and teacher attendance. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
			

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.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Sources: STAAR state assessments were not conducted state-wide (due to Covid 19 shutdown) during Spring 2020. The next available state assessment data will be in Spring 2021.

Strategy 1: Continue the instructional and support systems at all STISD campuses. Strategy's Expected Result/Impact: 85 percent of STISD students earn Meets and 50 percent earn Masters level on state assessments. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Resources - 199 - General Fund, Resources - 199 - State Compensatory Education, Supplemental Resources and Tutoring - 211 - Title I, Part A School Wide	Formative Reviews		
	Jan	Mar	June
			


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.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Sources: TSDS PEIMS graduation data.
STISD Graduate Report.


Strategy 1: Continue the instructional and support systems at the four STISD high schools. Strategy's Expected Result/Impact: - 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. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Resources - 199 - General Fund	Formative Reviews		
	Jan	Mar	June
			

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.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Sources: STISD College Score Report.


Strategy 1: Continue the during the school day testing for SAT and/or ACT examinations. Increased student participation in advanced courses. Increased support for students in preparation for SAT or ACT. Strategy's Expected Result/Impact: 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. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: During the school day student exam fees - 199 - General Fund, During the school day student exam fees - 204 - Title IV, Part A Student Support and Academi, Resources - 211 - Title I, Part A School Wide	Formative Reviews		
	Jan	Mar	June
			

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 or IB exam or pass a 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.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Sources: STISD AP and IB Participation and Score Report.


Strategy 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. Strategy's Expected Result/Impact: - 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. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: Resources and exam fees funding - 199 - General Fund, Resources - 211 - Title I, Part A School Wide, Exam fees funding - 204 - Title IV, Part A Student Support and Academic	Formative Reviews		
	Jan	Mar	June
			

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.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Sources: STISD IEP's with ARD approval.



Strategy 1: Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated. Strategy's Expected Result/Impact: 100 percent of students with Individual Education Plans include measurable goals that are annually updated. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: Resources - 199 - General Fund, Resources - 224 - IDEA B, Special Education, Teacher Training - 255 - Title II, Part A Training	Formative Reviews		
	Jan	Mar	June
			

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

Performance Objective 8: Results Driven Accountability (RDA) and State Performance Plan (SPP) indicators are met annually.

Evaluation Data Sources: STISD Results Driven Accountability (RDA) Reports published by the Texas Education Agency. State Performance Plan (SPP) indicators for special education.

Summative Evaluation: Met Objective

Strategy 1: Continue high quality instruction and support for all students. Strategy's Expected Result/Impact: Results Driven Accountability (RDA) indicators are met annually. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Resources - 199 - General Fund, Resources - 199 - State Compensatory Education, Resources - 224 - IDEA B, Special Education, Resources - 350 - English Language Learner	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Correct deficiency in State Performance Plan (SPP) for special education students. Strategy's Expected Result/Impact: During the Spring 2020 Covid 19 shut down, one special education student was not able to be assessed for initial services due to restrictions. The district has completed this assessment and is now back in compliance with the State Performance Plan (SPP) for special education. The district will continue to focus on all SPP indicators applicable to the district. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
			

South Texas Independent School District

South Texas ISD World Scholars

2020-2021 Performance Objectives





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 Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Strategy 1: Curriculum advisement meetings for parents and students (IB, TSI, PSAT, PreIB, STC Dual Academies, UTRGV dual enrollment) Staff Responsible for Monitoring: Admin., IB Coordinator, Counselors Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: FAFSA informational night where parents and students work with counselors to understand the financial aid process and complete financial applications Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD 2019-2020 Calendar for Collaboration.
2019-2020 Campus Course Offerings.
2020-2021 Campus Course Offerings.

Strategy 1: Continue to expand innovative and CTE course offerings in the fields of criminal justice, culinary arts, and robotics. Strategy's Expected Result/Impact: By offering Law Enforcement II, Court Systems and Practices, and Advanced Culinary Arts, students will be able to continue their studies of interest in a career related field. Allowing students to further their studies in these fields will allow them to gain yet another endorsement while preparing them for a career in their field of interest. Staff Responsible for Monitoring: Administration, Counselors, Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Expand partnerships with universities to offer summer camps for students in their areas of interest. Strategy's Expected Result/Impact: By offering summer camps at universities, students will be able to extend their learning and apply their skills in real world situations. These summer camps will also serve to expose our students to universities around the state as they narrow the focus of their academic studies. Staff Responsible for Monitoring: Administration, Teachers, Counselors Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Parent and student attendance at campus activities.

Strategy 1: Survey parents and students on the types of events they would like to attend. Strategy's Expected Result/Impact: The expected result/impact of this strategy will be increased parental involvement in school organization events that will instill a sense of community within the campus. Furthermore, students will feel supported by organizational stakeholders who can also provide opportunities for student participation and involvement. Staff Responsible for Monitoring: Administration, Counselors Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
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Strategy 2: Develop student incentives for event attendance (theirs and parents). Staff Responsible for Monitoring: Administration, Counselors, Social Worker Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

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.



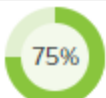
Evaluation Data Sources: Use of formative assessment data to change instruction.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.

Strategy 1: Create and implement student diagnostic exams to evaluate current performance level on EOC and IB exams. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Content teachers Administrators Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Counselors, Instructional Technology Specialist, IB coordinator, Administration, Content Teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: MOCK exams to measure student performance. Use acquired data to intervene prior to EOC and IB exams. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Content teachers, IB coordinator, counselors, administration. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Use of cooperative learning (Kagen strategies and others) within instruction.
 Increased project-based instruction and learning.

Strategy 1: Teachers will be using Kagen Cooperative Learning strategies in the classroom to promote student engagement and increase understanding. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Content teachers, IB Coordinator, Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: IB Coordinator Administrators Counselors ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Content teachers IB coordinator Administration Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD 2019-2020 Calendar for Collaboration.

Strategy 1: Continue to expand athletic opportunities for all students in sports such as golf, softball, and soccer. We will also begin offering athletic summer camps for students interested in competitive sports. Strategy's Expected Result/Impact: The expected result/impact of this strategy will be increased student engagement in extracurricular activities that will then translate into increases motivation for students to achieve high academic standards while building leadership skills among their teammates. Students will also learn how to work cooperatively with each other while also learning the importance of physical fitness. Competitive sports will also provide an outlet for students who need help balancing their academic pursuits. Staff Responsible for Monitoring: Administration, coaches, counselors Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Strategy 1: 1. Develop student and teacher incentives for campus attendance. Staff Responsible for Monitoring: PEIMS Clerk, Administration, Counselors, Social Worker Title I Schoolwide Elements: 2.4, 2.6	Formative Reviews		
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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 Sources: 2019-2020 STAAR Score Reports.

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 Sources: TSDS PEIMS graduation data.
STISD Graduate Report.



Summative Evaluation: Met Objective

Strategy 1: Routine progress checks for all students Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Credit recovery programs for all students. Staff Responsible for Monitoring: Teachers, Counselors, Instructional Technology Specialist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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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 Sources: STISD College Score Report.

Strategy 1: All students will take college readiness courses. Staff Responsible for Monitoring: Administration, Counselors, Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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Strategy 2: All students will participate in SAT school day Staff Responsible for Monitoring: Administration, Counselors Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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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 Sources: STISD AP and IB Participation and Score Report.

Strategy 1: The school will offer a wider variety of IB courses to all students. Staff Responsible for Monitoring: Administration, Counselors, Instructional Technology Specialist, IB Coordinator Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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Strategy 2: Students' academic progress will be routinely monitored and interventions will be designed to address student progress. Staff Responsible for Monitoring: Counselors, Teachers, IB Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD IEP's with ARD approval.

Strategy 1: Curating and analysis of data from all teachers to help guide students' educational plan. Staff Responsible for Monitoring: Teachers, SPED teachers, Counselors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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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 Sources: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Strategy 1: Routine data analysis to guide academic intervention. Staff Responsible for Monitoring: Administration, Counselors, Teachers, Instructional Technology Specialist, IB Coordinator Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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South Texas Independent School District

South Texas ISD Medical Professions

2020-2021 Performance Objectives




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 Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Strategy 1: 1) Establish opportunities for community groups and individuals to visit and establish relationships with campuses.	Formative Reviews		
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<p>We will expand our opportunities for the community and individuals to establish relationships with our campus.</p> <ol style="list-style-type: none"> 1. Recruitment virtual visits by schools and universities interested in Medical Professions. 2. Virtual presentations by our community partners to support our instructional program. 3. Group and individual virtual 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. <p>Strategy's Expected Result/Impact: Better understanding of our program offerings by the community that we serve.</p> <p>Staff Responsible for Monitoring: District Public Relations Staff</p> <p>Webmaster</p> <p>Social Media Coordinator</p> <p>Campus Instructional Technologist</p> <p>Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>			

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 Sources: STISD 2019-2020 Calendar for Collaboration.
2019-2020 Campus Course Offerings.
2020-2021 Campus Course Offerings.


Strategy 1: Principal and technology specialist will design and implement a campus technology plan. Use the Wi-Fi available for example, hot spots, laptops, iPads, and LMS (itsLearning) to facility effective traditional, blended, and virtual instruction. Strategy's Expected Result/Impact: Staff and student's proficiency in the utilization of emerging technologies. Staff Responsible for Monitoring: Teachers Students Technology Specialist Librarian Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A School Wide, - 410 - Instructional Materials Allotment	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Parent and student attendance at campus activities.


Strategy 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, Family Literacy, and Parent/Family Engagement. The STISD Parent Connection Meeting will be held virtually via the Zoom platform. Topics for the meeting are presented by STISD Staff and guest speakers. Strategy's Expected Result/Impact: Increase in parent participation at meetings. Staff Responsible for Monitoring: Principal Assistant Principal Social Worker Counselors Teachers Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 212 - Title I, Part C Migrant	Formative Reviews		
	Jan	Mar	June
			

Strategy 2: Medical Professions website and social media 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. Strategy's Expected Result/Impact: Parents, students and the community will be provided real time information about Medical Professions. Staff Responsible for Monitoring: Principal Assistant Principal Social Worker Counselors Teachers Students Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Use of formative assessment data to change instruction.
2020-2021 Campus Course Offerings.

Strategy 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. Strategy's Expected Result/Impact: Increased number of certifications achieved. Staff Responsible for Monitoring: HST Teachers Students Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 244 - Career Technical Education	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Use and improve the quality of traditional and virtual learning.
Increased project-based instruction and learning.

Strategy 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 and virtual simulation activities will be implemented, which 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. Strategy's Expected Result/Impact: Increased academic performance in all areas. Staff Responsible for Monitoring: HST Teachers Academic Teachers Students Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 244 - Career Technical Education, - 255 - Title II, Part A Training, - 410 - Instructional Materials Allotment	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD district and campus website, social media, and calendar of events.

Strategy 1: Medical Professions will encourage student and parent virtual participation in district extracurricular events, such as Texas HOSA, UIL, Chess, Battle of the Books, PASF, and softball, soccer games, and Parent Connections meetings. Strategy's Expected Result/Impact: Social and community interactions Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund, - 244 - Career Technical Education	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Strategy 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. Improve student and teacher engagement and attendance through the use of innovative virtual instruction as well as cooperative learning strategies, project based learning, and real-world experiences. Strategy's Expected Result/Impact: When attendance rate improves with goal of meeting or exceeding 98 percent for all student groups. Staff Responsible for Monitoring: Principal Assistant Principal Social Worker Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STAAR state assessments were not conducted state-wide (due to Covid-19 shutdown) during Spring 2020. The next available state assessment data will be in Spring 2021.


<p>Strategy 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: http://www.tea.state.tx.us/student.assessment/staar/ Utilize district databases. Assess in EOC format.</p> <p>Exams and quizzes should reflect essential learning objectives. Relationship building and student support/remediation in all EOC subjects. Sep-Nov remediation for Dec EOC testing window. Spring 2021 content support for March and May EOCs.</p> <p>Strategy's Expected Result/Impact: Target EOC performance scores: 100% Approaches, 90% Meets, and 50-70% Masters performance levels.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: 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>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 224 - IDEA B, Special Education, - 244 - Career Technical Education, - 410 - Instructional Materials Allotment</p>	Formative Reviews		
	Jan	Mar	June
			
<p>Strategy 2: Relationship building, collaboration, peer mentoring, and focused instruction will be utilized during Student Support Period to improve STAAR/EOC scores in English 1 & 2 for English Language Learners. These same strategies will also be implemented to improve other STAAR/EOC scores and academic content areas.</p> <p>Strategy's Expected Result/Impact: Number of students receiving performance target scores on Approaches, Meets, and Masters on STAAR/EOC Exams</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - English Language Learner, - 199 - General Fund, - 350 - English Language Learner, - 410 - Instructional Materials Allotment</p>	Formative Reviews		
	Jan	Mar	June
			

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 Sources: TSDS PEIMS graduation data.
STISD Graduate Report.


	Formative Reviews		
	Jan	Mar	June
<p>Strategy 1: Conduct goal-setting sessions for all students virtually/face-to-face. Assist students in setting post secondary and career choice decisions. Review college and career goals using My College Options Student Survey. Follow-up support to ensure that students maintain goals needed for success at high school and beyond.</p> <p>Strategy's Expected Result/Impact: All students and parents will be better informed about college and careers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Team Leaders</p> <p>Counselors</p> <p>Teachers</p> <p>Students</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>			

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 Sources: STISD College Score Report.


Strategy 1: Continue the District's initiative of school day testing for SAT and/or ACT examination for 2020-2021 school year. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teachers Administrators Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 204 - Title IV, Part A Student Support and Academi	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD AP and IB Participation and Score Report.

Strategy 1: Increase the use of formative assessment data, effective AP resources and course sequences to tailor and focus instruction in AP courses. Support teachers through AP training. Effective instructional resources include course and exam descriptions, UWorld test banks, AP Classroom unit guides, and AP daily videos. Strategy's Expected Result/Impact: Increase number of students taking AP exams and higher performance rates. Staff Responsible for Monitoring: Principal Assistant Principal Team Leaders Counselors Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: - 199 - General Fund, - 204 - Title IV, Part A Student Support and Academi, - 211 - Title I, Part A School Wide	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD IEP's with ARD approval.

Strategy 1: Continue the Admission, Review, and Dismissal committees work in ensuring that each Individual Education Plan has measurable goals which are annually updated. Strategy's Expected Result/Impact: 100 percent of students with Individual Education Plans include measurable goals, that are annually updated. Staff Responsible for Monitoring: Principal Assistant Principal Diagnostician Special Education Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - 199 - General Fund, - 224 - IDEA B, Special Education, - 255 - Title II, Part A Training	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Strategy 1: Continue high quality instruction and support for all students. Strategy's Expected Result/Impact: Results Driven Accountability (RDA) formerly State Performance-Based Monitoring (PBM) indicators are met annually. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 199 - State Compensatory Education, - 199 - English Language Learner, - 255 - Title II, Part A Training, - 350 - English Language Learner	Formative Reviews		
	Jan	Mar	June
			

South Texas Independent School District

South Texas ISD Health Professions

2020-2021 Performance Objectives



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 Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.5, 3.1, 3.2	Formative Reviews		
	Jan	Mar	June

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 Sources: STISD 2019-2020 Calendar for Collaboration.
2019-2020 Campus Course Offerings.
2020-2021 Campus Course Offerings.

Strategy 1: Ensure that all existing, as well as proposed programs and partnerships, are marketable for students. Strategy's Expected Result/Impact: Successful completion of programs emanating from partnerships will lead to marketable skills for students. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 2: Establish new networks and programs to offer students opportunities to gain college credit and associate degrees. Strategy's Expected Result/Impact: All programs and partnerships will be marketed locally, statewide and nationally in an effort to increase the marketability of our students and programs while preparing them for success at university. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2	Formative Reviews		
	Jan	Mar	June

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 Sources: Parent and student attendance at campus activities.

Strategy 1: Host academic intervention sessions at various times of day to include parental visits to classroom. Strategy's Expected Result/Impact: Parents and students will be informed of academic intervention resources. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 3.1, 3.2	Formative Reviews		
	Jan	Mar	June
Strategy 2: Provide training for faculty/staff on proactive intervention strategies. Strategy's Expected Result/Impact: Faculty/staff will be proactive in implementing intervention strategies. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.6	Formative Reviews		
	Jan	Mar	June

Strategy 3: Provide teachers with data reflecting grade distribution every grading period. Strategy's Expected Result/Impact: Teachers will utilize data reflecting grade distribution to modify instruction as an intervention strategy. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 4: Use research based strategies (clearly defined learning objectives, check for understanding, differentiated instruction) as identified with formative walkthroughs to enhance student success. Strategy's Expected Result/Impact: There will be an increase in student performance. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 5: Use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps. Strategy's Expected Result/Impact: Teacher will use data disaggregation software, formative collaboration, and teacher collaboration to identify and remedy student learning gaps. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 6: Measure effectiveness of student intervention efforts and utilize results to drive future intervention strategies. Strategy's Expected Result/Impact: Teachers will utilize student intervention effort results to drive future intervention strategies. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: Use of formative assessment data to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Strategy 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. Strategy's Expected Result/Impact: Establish a common meaning for profound learning, with concrete examples. Staff Responsible for Monitoring: Campus Leadership Team BETA Testers Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 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. Strategy's Expected Result/Impact: Faculty/staff will utilize research to vertically and horizontally align curriculum, instruction, and assessment. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: Use of cooperative learning (Kagan strategies and others) within instruction.
 Increased project-based instruction and learning.

Strategy 1: Seek out customized professional development venues and resources. Encourage participation and mind shifts for all stakeholders. Strategy's Expected Result/Impact: Attend and participate in professional development that supports profound learning. Staff Responsible for Monitoring: Campus Leadership Team BETA Testers Faculty/Staff Title I Schoolwide Elements: 3.1, 3.2	Formative Reviews		
	Jan	Mar	June

Strategy 2: Use software applications such as TEAMS to allow for online collaboration between campus departments and campuses. Strategy's Expected Result/Impact: Software applications are used to allow for online collaboration between campus departments and campuses. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 3: Evaluate the effectiveness of the professional development plan and utilize the results to drive future professional development plan strategies. Strategy's Expected Result/Impact: Professional development vendors will be critiqued for effectiveness and future attendance. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: STISD 2019-2020 Calendar for Collaboration.

Strategy 1: Utilize social media to advertise and inform stakeholders and the public about inter-campus sporting and academic events. Strategy's Expected Result/Impact: Contemporary communication methods will aid in the effective planning of the inter-campus events. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Students Title I Schoolwide Elements: 3.1, 3.2	Formative Reviews		
	Jan	Mar	June

Strategy 2: 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. Strategy's Expected Result/Impact: Effective planning and implementation of inter-campus events will assist in the development of the whole person for our students. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Students Title I Schoolwide Elements: 2.4, 3.1	Formative Reviews		
	Jan	Mar	June

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 Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.

Strategy 1: Be proactive in working with students who demonstrate attendance issues, including the use of signed contracts between school and home. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: 2019-2020 STAAR Score Reports.

Strategy 1: Provide faculty and staff with disaggregated data on prior year performance. Strategy's Expected Result/Impact: State assessment scores will improve and at least approach stated goals. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 2: Encourage the use of formative assessment and data disaggregation software to drive instruction. Strategy's Expected Result/Impact: State assessment scores will improve and at least approach stated goals. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 3: Provide dedicated tutorials for students in the state assessment subject matter. Strategy's Expected Result/Impact: State assessment scores will improve and at least approach stated goals. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Strategy 1: Continue to investigate/implement new partnerships and opportunities which will keep pace with the local, state, national, and international market. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 2: Continue to provide group/individual/online counseling services and support designed to retain students in their Med High campus cohort through graduation. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: STISD College Score Report.

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 Sources: STISD AP and IB Participation and Score Report.

Strategy 1: 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. Strategy's Expected Result/Impact: Students wishing to take an AP exam/s will not be hindered by cost. Parents and students will be informed consumers. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 3.1, 3.2	Formative Reviews		
	Jan	Mar	June
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 3: Encourage on campus and online collaboration between faculty teaching the same subject/s. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
Strategy 4: Ensure that an effective monitoring system is in place to ensure that all students are registering for the college entrance exams. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: STISD IEP's with ARD approval.

Strategy 1: Implement a monitoring system that ensures that measurable goals are annually updated. Strategy's Expected Result/Impact: Students will receive instruction, and thus be able to learn, because of the utilization of strategies that meet their particular needs. Staff Responsible for Monitoring: Campus Leadership Team District Special Education Staff Campus Special Education Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

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 Sources: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

Strategy 1: Periodically review PBM indicators to ensure that goals are being met. Strategy's Expected Result/Impact: Health Professions will continue to be recognized as a premiere learning institution, as will STISD as the umbrella organization. Staff Responsible for Monitoring: Campus Leadership Team Faculty/Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Jan	Mar	June

South Texas Independent School District
South Texas ISD Science Academy
2020-2021 Performance Objectives







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 Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.

Strategy 1: Virtual 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. Strategy's Expected Result/Impact: Highlight strengths of the campus to promote future enrollment. Staff Responsible for Monitoring: Counselors Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: Video equipment - 211 - Title I, Part A School Wide - \$500	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: 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. Strategy's Expected Result/Impact: Enhance recruitment efforts and promote Science Academy initiatives. Staff Responsible for Monitoring: Social media specialist Webmaster Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: Shirts, snacks for campus events - 199 - General Fund - 3,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: 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. Strategy's Expected Result/Impact: Enhance community awareness of our district and campus. Staff Responsible for Monitoring: Faculty Counselors Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: Recruitment items - 199 - General Fund - \$5,000	Formative Reviews		
	Jan	Mar	June
			


Strategy 4: 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. Strategy's Expected Result/Impact: Increased participation of females in STEM curriculum and career awareness Staff Responsible for Monitoring: Faculty Counselors Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Lab consumable items, Guest speaker, Lunch for participants, recruitment items - 199 - General Fund - \$7,000	Formative Reviews		
	Jan	Mar	June
			


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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 Sources: 2021-2022 Campus Course Offerings.

Strategy 1: 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 during the school day either by physically attending UTRGV, STC, OnRamps or online. Strategy's Expected Result/Impact: Increased opportunities for college credits not offered at the campus level Staff Responsible for Monitoring: Counseling Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Textbooks - 211 - Title I, Part A School Wide - \$40,000, Tuition and books for programs - 211 - Title I, Part A School Wide - 5000 - \$40,000	Formative Reviews		
	Jan	Mar	June
			

Strategy 2: 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. Strategy's Expected Result/Impact: Increase summer enrichment participation and partnerships Staff Responsible for Monitoring: Administration Counseling Faculty TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: Tuition for programs, flights, hotel rooms, food for students, sponsor funds - 199 - General Fund - \$90,000	Formative Reviews		
	Jan	Mar	June
			

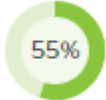
Strategy 3: The 2020-21 P.A.E.2- Program of Academic Excellence via Externships will connect with site locations, build memorandums of understanding and procedures to build the program. Strategy's Expected Result/Impact: Recruitment and retention Staff Responsible for Monitoring: Program coordinator Counselors Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Student Blazers, lab coats, hard hats (equipment needed for on site) - 199 - General Fund - \$3,000	Formative Reviews		
	Jan	Mar	June
			


 No Progress
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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 Sources: Parent and student attendance at campus activities.




Strategy 1: Continue to establish different types of communication channels with stakeholders via social media, newsletters (parent, nurse), parent portal and social media as well as virtual "Meet the Teacher & Open House". Strategy's Expected Result/Impact: Increased communication with parents. Staff Responsible for Monitoring: Administration Counseling Faculty ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			






Strategy 2: Administration in conjunction with the social worker will hold 4 parent meetings to target Title 1 information, the parent compact, family literacy and family engagement. Strategy's Expected Result/Impact: Increase communication with parents Staff Responsible for Monitoring: Administration Social worker TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

 No Progress
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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.

Strategy 1: Students who are not being successful with virtual instruction will be invited to on-campus traditional instruction based on their quarter grades as well as their progress report grades. Strategy's Expected Result/Impact: Decreased failure rate Staff Responsible for Monitoring: Administration Teachers Counselors ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Additional desk shields for paraprofessionals. - 199 - General Fund - \$2,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Continue utilization of interventions delineated on the pyramid of interventions to support students and improve academic performance. Strategy's Expected Result/Impact: Minimize failure rate Improve state/AP assessment scores Staff Responsible for Monitoring: Faculty Counseling Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: The social worker and counselors will provide support to students during crisis to include the bereavement group. Strategy's Expected Result/Impact: Strengthen systematic support available to students Staff Responsible for Monitoring: Social worker Counselors Administration District wellness specialist ESF Levers: Lever 3: Positive School Culture Funding Sources: Zen room - 199 - General Fund - \$500	Formative Reviews		
	Jan	Mar	June
			
Strategy 4: Student academic interventions will be enhanced through PAL's (Peer Assistance and Learning) by assigning student mentors to assist in tutoring. This will occur virtually, through TEAMS until students return to campus. Strategy's Expected Result/Impact: Empower student leaders Provide support to struggling learners Staff Responsible for Monitoring: Students PAL sponsor Counselors Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			

Strategy 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. Strategy's Expected Result/Impact: Increase retainment of incoming freshman Staff Responsible for Monitoring: Administration Sponsor Counseling Faculty ESF Levers: Lever 3: Positive School Culture Funding Sources: Recruitment items, lab consumables, food items, student ambassador payment - 199 - General Fund - \$15,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 6: Student voice will be considered when designing interventions, course offerings, recruitment/retainment ideas through the "Student Advisory Group" (SAG) monthly meetings (to be resumed once students return to campus or virtually if students do not return by second semester) and suggestion box. Strategy's Expected Result/Impact: Interventions systems designed with all stakeholders Staff Responsible for Monitoring: Administration Student Council Sponsor/Club Counseling ESF Levers: Lever 3: Positive School Culture Funding Sources: Food Items for meetings - 199 - General Fund - \$1,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 7: The campus will provide mental and physical wellness interventions such as antivaping/drug campaigns and public service announcements. Strategy's Expected Result/Impact: Inform students and parents about dangers of risky behavior. Staff Responsible for Monitoring: Community service club Administration Nurse ESF Levers: Lever 3: Positive School Culture Funding Sources: Brochures and Guest Speakers - 211 - Title I, Part A School Wide - \$1,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 8: A district reporting system will be made available to students suffering from mental wellness issues due to the pandemic stressors and other variables associated with them. Strategy's Expected Result/Impact: Intervene to assist students needed support. Staff Responsible for Monitoring: Wellness counselor, Academic counselor, Administration ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 9: The TEAMS application will be used during the pandemic to continue the KOM (Kick of Mentor), Student Council Elections and to create a Freshman class team. This will allow our freshman to create bonds with other freshman despite the circumstances. Strategy's Expected Result/Impact: Increase retention as students feel connected to the people and campus Staff Responsible for Monitoring: KOM sponsor and STUCO sponsor and club members ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

Strategy 10: Counselors will meet with seniors (during EDD zoom class) to provide resources (links) regarding college applications, FAFSA and scholarships. They will secure ApplyTexas and FAFSA support for families. Counselors will have periodic progress checks on their seniors. Strategy's Expected Result/Impact: Collaborative intervention system to ensure our Seniors attend the college of their choice. Staff Responsible for Monitoring: Counselors Teachers Students and Parents Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative Reviews		
	Jan	Mar	June
			
Strategy 11: Counselors will present information to Freshmen regarding support services and resources to include "Personal Success Plan" via a googledoc. This will serve as a welcome and outreach to inform of the supports that counselors have available. Strategy's Expected Result/Impact: Collaborative intervention to ensure new freshman feel connected to resources Staff Responsible for Monitoring: Counselors Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 12: Counselors will conduct classroom zoom visits to 10th and 11th grade students to present resource information. Strategy's Expected Result/Impact: Collaborative intervention system to provide students with resources. Staff Responsible for Monitoring: Counselors Administration Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 13: The staff wellness coordinators will develop activities that target emotional and mental wellness for staff to participate in (in consideration of the pandemic stressors). Strategy's Expected Result/Impact: Intervention system to assist staff during pandemic stressors. Staff Responsible for Monitoring: Wellness coordinators Administration Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Wellness coordinator's stipends (2) - 211 - Title I, Part A School Wide - \$1,600	Formative Reviews		
	Jan	Mar	June
			
Strategy 14: Migrant students will be given resources, supplies (consumables & non-consumables) technology and materials as needed. The social worker will monitor the student's progress and communicate with their families regarding school events, grades and other needs. Strategy's Expected Result/Impact: Equity for all students Staff Responsible for Monitoring: Administration Social worker Students TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies - 199 - General Fund - \$8,000	Formative Reviews		
	Jan	Mar	June
			

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue




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 Sources: Use of formative assessment data, student grades and standardized test scores to change instruction.

2019-2020 Campus Course Offerings.

2020-2021 Campus Course Offerings.

Strategy 1: Teachers will submit lesson plans via itsLearning that will include clear measurable objectives, engaging activities and assessments that inform instruction. Appraiser will provided needed feedback based on plans submitted. Strategy's Expected Result/Impact: Increased student engagement and aligned curriculum, instruction and assessment. Staff Responsible for Monitoring: Faculty Administrations ESF Levers: Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Teachers will be meeting by subject groups (not just departments) to ensure instruction, activities and assessments are aligned in common subject groups. Strategy's Expected Result/Impact: Increased student engagement and aligned curriculum, instruction and assessment Staff Responsible for Monitoring: Team leaders Faculty Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Teachers will receive training on how to conduct virtual and physical instruction simultaneously and be provided with the necessary technology to conduct their instruction. Strategy's Expected Result/Impact: Providing instruction in any needed mode. Staff Responsible for Monitoring: Administration Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Cameras for pilot classrooms, TV screens for pilot classrooms - 211 - Title I, Part A School Wide - \$50,000	Formative Reviews		
	Jan	Mar	June
			

0% No Progress

100% Accomplished










→ Continue/Modify

✗ Discontinue

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

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


Evaluation Data Sources: STISD 2020-2021 Calendar for Collaboration.









Strategy 1: Students will have an opportunity to participate in 2020-2021 Superintendent's Cup (e.g., egames, chess, athletics). Strategy's Expected Result/Impact: Increased school spirit Staff Responsible for Monitoring: Coaches Administration ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Students will have an opportunity to participate in U.I.L. Academics (pending pandemic restrictions)based on their interests. Strategy's Expected Result/Impact: Academic opportunities for growth Staff Responsible for Monitoring: UIL Sponsor and coaches Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: Hosting of the event, U.I.L dues (5,000), food for participants - 199 - General Fund - \$10,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Student clubs will be encouraged to hold virtual social activities that interest our students such as music concerts, entertainment night, Java Night, pep-rallies (academic & athletic) and other virtual social occasions. Strategy's Expected Result/Impact: Increased student engagement in social activities Staff Responsible for Monitoring: Club Sponsors and students Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: Club/Organization sponsor stipends - 199 - General Fund - \$10,000	Formative Reviews		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.




Strategy 1: Teachers with excessive absences (excluding emergencies) will be addressed by their evaluator. Strategy's Expected Result/Impact: Improved teacher attendance Staff Responsible for Monitoring: Administration	Formative Reviews		
	Jan	Mar	June
			

Strategy 2: Students with three or more absences will be required to recover hours outside of class time to include the attendance of Saturday school. Strategy's Expected Result/Impact: Decreased student absences Staff Responsible for Monitoring: Administration PEIMS clerk	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Social worker will call parents and/or make home visits to students with three or more absences. Strategy's Expected Result/Impact: Decreased student absences Staff Responsible for Monitoring: Social worker Administration Funding Sources: Mileage reimbursement - 211 - Title I, Part A School Wide - \$1,500	Formative Reviews		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: 2020-2021 STAAR Score Reports.

Strategy 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. Strategy's Expected Result/Impact: Increased "Mastery" performance on EOC exams Staff Responsible for Monitoring: Faculty Administration	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Teachers teaching a course tied to a state assessment will spiral in EOC STAAR questions on each of their summative assessments. Strategy's Expected Result/Impact: Increased "Mastery" performance on EOC exams. Staff Responsible for Monitoring: Teachers Administration Funding Sources: Consumables for testing resources - 199 - General Fund - \$3,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Teachers of English Language Learners and monitored (exited) students will use SIOP strategies to ensure students are able to succeed on in class course work and the end of year TELPAS exit criteria. Strategy's Expected Result/Impact: The goal is to exit 50% of students from the program (18 current students). Staff Responsible for Monitoring: Teachers Counselors Administration ESF Levers: Lever 5: Effective Instruction Funding Sources: Teacher Training, Language programs, Consumables - 350 - English Language Learner - \$3,000	Formative Reviews		
	Jan	Mar	June
			



No Progress



Accomplished



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Discontinue

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 Sources: TSDS PEIMS graduation data.
STISD Graduate Report.

Strategy 1: Counselors will continue to meet with individual students to make sure they are following the cohort and provide interventions as needed. Strategy's Expected Result/Impact: Students' lacking credit will be remediated so that they graduate with cohort Staff Responsible for Monitoring: Counselors Administration Faculty	Formative Reviews		
	Jan	Mar	June
Strategy 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). Strategy's Expected Result/Impact: Students lacking credit will have a support system to include parent involvement Staff Responsible for Monitoring: Counselors Administration Funding Sources: Credit by Exam monies for those out of cohort - 199 - General Fund - \$1,000	Formative Reviews		
	Jan	Mar	June
<div> <div></div> <div>No Progress</div> <div></div> <div>Accomplished</div> <div></div> <div>Continue/Modify</div> <div></div> <div>Discontinue</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 Sources: STISD College Score Report.

Strategy 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. Strategy's Expected Result/Impact: 100 percent of Juniors will have attempted a college entrance exam Staff Responsible for Monitoring: Counseling Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$10,000	Formative Reviews		
	Jan	Mar	June

Strategy 2: College Readiness 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. Strategy's Expected Result/Impact: Higher percentage of students attaining 1110 or higher on SAT. Staff Responsible for Monitoring: Course instructor Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			




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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 Sources: STISD AP and IB Participation and Score Report.







Strategy 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. Strategy's Expected Result/Impact: Increase number of students attaining a qualifying score of 3 or higher Staff Responsible for Monitoring: AP Teachers Administration	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Teachers will utilize AP resources such as AP classroom and UWorld to help prepare students for AP exams. Strategy's Expected Result/Impact: Improved qualifying AP scores Staff Responsible for Monitoring: Faculty Administration	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Teachers will spiral in AP level questioning on all formative and summative assessments and reteach as necessary. Strategy's Expected Result/Impact: Improved qualifying AP scores Staff Responsible for Monitoring: Faculty Administration Funding Sources: AP teacher training - 397 - Advanced Placement - \$10,000	Formative Reviews		
	Jan	Mar	June
			

 No Progress
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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 Sources: STISD IEP's with ARD approval.

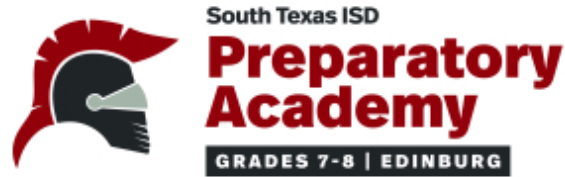
Strategy 1: Administration will meet with the SPED department monthly to ensure that individual student plans are regularly evaluated and goals are updated. Strategy's Expected Result/Impact: Compliance on all IEP deadlines and requirements Staff Responsible for Monitoring: SPED department Administration Funding Sources: SPED related service and evaluations - 224 - IDEA B, Special Education - \$100,000	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: The Special Education Department will provide targeted professional development to all teachers through the department collaboration time. Strategy's Expected Result/Impact: Improved implementation of student's IEP Staff Responsible for Monitoring: Administration SPED department Faculty Funding Sources: SPED Training - 224 - IDEA B, Special Education - \$1,000	Formative Reviews		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  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 Sources: STISD Results Driven Accountability (RDA) -PBM Reports published by the Texas Education Agency.

South Texas Independent School District
South Texas ISD Preparatory Academy
2020-2021 Performance Objectives






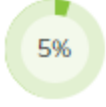
Goals

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 Sources: Parent and student attendance at campus activities.
2020-2021 student enrollment numbers.





Summative Evaluation: Some progress made toward meeting Objective

	Formative Reviews		
	Jan	Mar	June
<p>Strategy 1: In the spring semester Preparatory Academy will host a Showcase Event to attract and engage future STISD Preparatory Academy families. In-person and virtual tours will be facilitated to educate the community about the campus and district mission.</p> <p>Strategy's Expected Result/Impact: -Community Awareness of our district and school</p> <p>-Attain and maintain 2020-2021 student enrollment numbers</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Support Staff Students</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies for activities to engage families during the showcase day - 199 - General Fund - \$5,000</p>			
	Formative Reviews		
	Jan	Mar	June
<p>Strategy 2: Preparatory Academy will expand summer program offerings to attract and recruit new families. Invitational parent academies will be offered to families who enroll in the spring semester.</p> <p>Strategy's Expected Result/Impact: The community will have a better understanding of the programs we have to offer.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers Instructional Tech.</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and staff - 199 - General Fund - \$15,000</p>			

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 Sources: 2020-2021 Campus Course Offerings.

Strategy 1: Preparatory Academy will continue to expand advance course offerings for 2020-2021 in Algebra 2, English I, Chinese, HST, Robotics/Automation, World Geography and US History 8. A Geometry course will be offered in the summer. Strategy's Expected Result/Impact: -Expand our current program -offer more diverse opportunities to our student body Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers Instructional Tech. Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A School Wide, - 410 - Instructional Materials Allotment	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Facilitate current course offerings in a virtual setting by ensuring all families have the necessary tools such as WiFi, hot spots, laptops, iPad, and a common instructional platform. Strategy's Expected Result/Impact: Proficiency of emerging technologies by all shareholders. Staff Responsible for Monitoring: Principal Assistant Principal Counselors Librarians Teachers Instructional Tech. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 410 - Instructional Materials Allotment, - 211 - Title I, Part A School Wide	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Parent and student attendance at campus activities.

<p>Strategy 1: Preparatory Academy will offer Parent Connection sessions in the summer, fall and spring semesters for all parents interested in connecting with Preparatory Academy--Campus based parent and community engagement scheduled meetings: two in the fall and three in the spring (Family Literacy Training and Title I Meetings)</p> <p>Strategy's Expected Result/Impact: Families receive relevant information and are able to have discussions with administration</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Social Worker Wellness Specialist Librarians Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 - State Compensatory Education - \$1,500, - 211 - Title I, Part A School Wide - \$1,500, - 212 - Title I, Part C Migrant</p>	Formative Reviews		
	Jan	Mar	June
			
<p>Strategy 2: Preparatory Academy will utilize the website, Remind, Infinite Campus and different social media platforms to provide parents, students and the community information about campus and district resources. The marque will be utilized to publicize current events.</p> <p>Strategy's Expected Result/Impact: Families receive immediate relevant information about Preparatory Academy events</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Social Worker Wellness Specialist Librarians Teachers Counselors Instructional Tech Students</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A School Wide, - 199 - General Fund</p>	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Use of formative assessment data to change instruction.
2020-2021 Campus Course Offerings.

Strategy 1: Preparatory Academy will use the ItsLearning platform plans to submit a Week at a Glance (WAG), reflecting data based planning. The data gathered will be utilized to support changes in instruction as needed. Strategy's Expected Result/Impact: -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. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Support Staff Librarians Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 Funding Sources: - 199 - General Fund, - 199 - Special Education, - 224 - IDEA B, Special Education, - 211 - Title I, Part A School Wide, - 410 - Instructional Materials Allotment, - 350 - English Language Learner	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Use of formative assessment data (online and in-person) to change instruction.
2020-2021 Campus Course Offerings.

Strategy 1: Preparatory Academy will provide training for all teachers and staff through UTeach Blended Learning and S3 strategies. Strategy's Expected Result/Impact: -Increase collaboration among all staff to create changes in instructional strategies and engagement based on data. -Increase the use of formative assessment data to meet individual student needs. -Build staff instructional capacity. Staff Responsible for Monitoring: Principal Assistant principals Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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 Funding Sources: - 244 - Career Technical Education, - 224 - IDEA B, Special Education, - 199 - General Fund, - 410 - Instructional Materials Allotment, - 199 - Special Education, - 211 - Title I, Part A School Wide, - 255 - Title II, Part A Training	Formative Reviews		
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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 Sources: STISD 2020-2021 Calendar for Collaboration
 Preparatory Academy 2020-2021 Calendar for Collaboration

<p>Strategy 1: In addition to virtual academic pep-rallies, student clubs will be encouraged to hold virtual social activities that interest our students.</p> <p>In an effort to promote the importance of overall wellness to the students, Preparatory Academy will continue to work closely with PSTO to coordinate the Spartan Olympics 5k (spring semester).</p> <p>Strategy's Expected Result/Impact: -Build well-rounded students</p> <p>-Increase social engagement</p> <p>-Increase social student opportunities</p> <p>-Appeal to a variety of students interests thorough a wide rage spectrum of activities</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Librarians Instructional Tech</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 244 - Career Technical Education, - 199 - General Fund, - 211 - Title I, Part A School Wide</p>	Formative Reviews		
	Jan	Mar	June
			
<p>Strategy 2: Preparatory Academy will continue strengthening Restorative Practices implementation school wide in a virtual setting during Spartan Academic Mentoring (SAM).</p> <p>Strategy's Expected Result/Impact: -Build well-rounded students</p> <p>-Increase social engagement</p> <p>-Increase social student opportunities</p> <p>-Appeal to a variety of students interests thorough a wide rage spectrum of activities</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Students Counselors Social Worker Wellness Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide</p>	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Student high school transcript at the end of the 8th grade school year.

Strategy 1: Preparatory Academy counselors and staff will continue to monitor and track students' credits and assessment results. Strategy's Expected Result/Impact: - All students will earn three or more high school credits by the end of their eighth grade year Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A School Wide, - 199 - General Fund, - 199 - Special Education, - 199 - English Language Learner, - 224 - IDEA B, Special Education, - 199 - State Compensatory Education	Formative Reviews		
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Strategy 2: Expand high school credit course offerings for 2020-2021 in Robotics and HST. Strategy's Expected Result/Impact: - All students will earn three or more high school credits by the end of their eighth grade year - Expand on the opportunities for student engagement Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.


<p>Strategy 1: Preparatory Academy recognizes that consistent school attendance, academic success and school completion have a positive correlation, the campus will develop, review and revise a Comprehensive Student Attendance Policy to align with the virtual needs.</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> <p>Strategy's Expected Result/Impact: - 98% or higher attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PEIMS Clerk Counselors Social Worker Nurse Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative Reviews		
	Jan	Mar	June
			

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 Sources: 2020-2021 STAAR Score Reports.


Strategy 1: Academic Departments and Academic Teams will continue to have time to collaborate during the instructional day. Academic Departments will continue to develop time lines of assessments. The timeline will be posted on ItsLearning. Academic Departments will collaboratively develop common formative assessments and use data to improve student performance Academic Departments and Academic Teams will review collected data in collaborative meeting. Results will be shared with students. Acceleration will be provided within the instructional day. Tutoring block in the morning (8:00-9:25) virtually and in-person Students follow a scheduled rotation at the end of the day from 3:15-4:05 After school tutorials and Saturday school will continue for subjects tested. Strategy's Expected Result/Impact: -Assist all students in meeting the objective measure Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: 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 Funding Sources: - 199 - State Compensatory Education, - 199 - General Fund, - 211 - Title I, Part A School Wide	Formative Reviews		
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<p>Strategy 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> <p>Strategy's Expected Result/Impact: -Assist all students in meeting the objective measure</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers Instructional Tech.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: 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>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A School Wide, - 410 - Instructional Materials Allotment, - 224 - IDEA B, Special Education, - 350 - English Language Learner</p>	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD IEP's with ARD approval.

<p>Strategy 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> <p>Strategy's Expected Result/Impact: 100 percent of students with Individual Education Plans include measurable goals, that are annually updated.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Diagnostician Teachers Special Ed. Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 224 - IDEA B, Special Education, - 211 - Title I, Part A School Wide, - 199 - Special Education</p>	Formative Reviews		
	Jan	Mar	June
			

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

Performance Objective 5: Results Driven Accountability (RDA) and State Performance Plan (SPP) indicators are met annually.

Evaluation Data Sources: STISD Results Driven Accountability (RDA) Reports published by the Texas Education Agency. State Performance Plan (SPP) indicators for special education.

Strategy 1: Preparatory Academy will offer quality instruction and academic, social and emotional support for all students. Strategy's Expected Result/Impact: Results Driven Accountability (RDA) indicators are met annually. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Support staff Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund, - 199 - State Compensatory Education, - 199 - English Language Learner, - 255 - Title II, Part A Training, - 350 - English Language Learner, - 224 - IDEA B, Special Education	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Through the use of Restorative Practices, SAM teachers will address the social and emotional needs of the students in a virtual setting. Academic teams will assess the social and emotional needs of students who are experiencing difficulty and refer to the proper channels in order to meet each individual student needs. Strategy's Expected Result/Impact: Results Driven Accountability (RDA) indicators are met annually. Survey data indicating that students feel welcomed and supported at Preparatory Academy. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselors Support staff Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

South Texas Independent School District
South Texas ISD Rising Scholars Academy
2020-2021 Performance Objectives






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 Sources: 2020-2021 student enrollment numbers.

Strategy 1: RSA Website will be updated weekly with new campus information and highlighting campus activities and achievements. Strategy's Expected Result/Impact: Website will be current and appealing which will attract viewers. Staff Responsible for Monitoring: Administration, Webmaster ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Use social media to promote campus activities and highlight achievements. Strategy's Expected Result/Impact: Social media will attract visitors to campus pages Staff Responsible for Monitoring: Administration, Webmaster ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Develop different family engagement activities throughout the year to attract current and future families such as RSA Showcases, Info sessions and summer activities. Strategy's Expected Result/Impact: Increase enrollment and promotion of school Staff Responsible for Monitoring: Administration, faculty and staff Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

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 both online and in-person.




Evaluation Data Sources: STISD 2019-2020 Calendar for Collaboration.
 2019-2020 Campus Course Offerings.
 2020-2021 Campus Course Offerings.




Strategy 1: Expand programs with existing partners UTRGV, TAMUK, and TAMU. Strategy's Expected Result/Impact: Additional programs offered to RSA students Staff Responsible for Monitoring: Principal, assistant principal and counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Begin new partnerships with universities as Rice University, UTRGV, and Texas A&M University for Leadership Seminars Strategy's Expected Result/Impact: Additional partnership and collegiate/leadership experiences for students Staff Responsible for Monitoring: Team leaders and club sponsors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Parent and student contact and interactions(online and in-person) at campus activities.


Strategy 1: Use ongoing formative assessments to identify struggling students. Strategy's Expected Result/Impact: Identify struggling students and intervene early, resulting in greater retention Staff Responsible for Monitoring: Administration, Counselors, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Use data management program such as Gradecam and TFAR to provide timely data so that teachers can monitor students' progress. Strategy's Expected Result/Impact: Targeted interventions for struggling students Staff Responsible for Monitoring: Administration, Counselors, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Provide in-school interventions for struggling student, while, implementing advancement opportunities as credit by exam and high school credit. Strategy's Expected Result/Impact: Students receive intervention during AIME based on their formative assessments. Increase students earning high school credit. Staff Responsible for Monitoring: Administration, Counselors, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
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Strategy 4: Provide supports for students in improving reading comprehension and vocabulary acquisition in all courses. Strategy's Expected Result/Impact: Improve academic performance of students Staff Responsible for Monitoring: Administration, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			
Strategy 5: Provide students who failed a course for the quarter with a contract to recover the grade/credit through resources such as Edgenuity. Strategy's Expected Result/Impact: Students recover grade Decrease in student failures at end of year Staff Responsible for Monitoring: Administration, Counselors, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 6: Communicate with parents when students are struggling and update them on students' intervention plan. Strategy's Expected Result/Impact: Parents are supportive of students' intervention plan. Staff Responsible for Monitoring: Administration, Counselors, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Student climate survey and SEL Lesson plans



Strategy 1: Implement SEL lessons from resources such as Character Strong in Original AIME classroom weekly. Strategy's Expected Result/Impact: Direct teaching and focus on SEL skills will result in students demonstrating appropriate social skills a majority of the time. Staff Responsible for Monitoring: Administration, counselors, team leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative Reviews		
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Strategy 2: Provide responsive and proactive counseling services in order to meet students social and emotional needs and keep parents well informed. Strategy's Expected Result/Impact: Students will be more equipped to manage difficult situations and will be more successful in class. Staff Responsible for Monitoring: Administration, Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Provide focused professional development for counselors so they can best serve students and parents Strategy's Expected Result/Impact: Increase counselor's knowledge of topics impacting student outcomes. Staff Responsible for Monitoring: Administration, counselors, Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Use of formative assessment data online and in-person to change instruction.
2019-2020 Campus Course Offerings.
2020-2021 Campus Course Offerings.

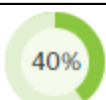

Strategy 1: Departments will create common unit plans with common formative assessments Strategy's Expected Result/Impact: Improve students scores on common formative assessments Staff Responsible for Monitoring: Department leaders, teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Teachers will create innovative student-centered lessons that promote student engagement, participation, learning experiences and the use of technology. Strategy's Expected Result/Impact: Increase student achievement in STAAR Staff Responsible for Monitoring: Administration and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			




Strategy 3: Departments will meet weekly to analyze assessment data and collaborate on instructional strategies. Strategy's Expected Result/Impact: Evidence of common planning and use of strategies during walkthroughs and observations. Staff Responsible for Monitoring: Department leaders, teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 4: Schedule peer observations so teachers can learn and share best practices in teaching. Strategy's Expected Result/Impact: Teachers will use feedback to improve instruction. Staff Responsible for Monitoring: Department leaders, teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 5: Utilize Instructional Design Days and work days to learn instructional strategies and plan and collaborate within departments to make instructional and curriculum decisions within the year. Strategy's Expected Result/Impact: Evidence of common planning and use of strategies during walkthroughs and observation Staff Responsible for Monitoring: Department leaders, teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Use of formative assessment data (online and in-person) to change instruction. 2020-2021 Campus Course Offerings.


Strategy 1: Conduct needs assessment to determine teacher priority areas in order to achieve campus goals. Strategy's Expected Result/Impact: Improve teaching strategies, resulting in improved student performance. Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Plan and organize staff development based on departmental needs. Strategy's Expected Result/Impact: Improve teaching strategies, resulting in improved student performance. Staff Responsible for Monitoring: Campus administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			


Strategy 3: Implement Teacher training targeting instructional strategies that improve classroom management and student engagement. Strategy's Expected Result/Impact: New teachers have tools needed to improve classroom environment and student learning Staff Responsible for Monitoring: Campus administrators and department leaders Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			
Strategy 4: Provide technology, curriculum and instructional mini-sessions during Instructional Design days. Strategy's Expected Result/Impact: Technology teachers, Instructional technology specialist and administrators Improve teachers' use of technology tools in the classroom Staff Responsible for Monitoring: Technology teachers, Instructional technology specialist and administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			
Strategy 5: Implement professional development sessions throughout the school year. Strategy's Expected Result/Impact: Provide ongoing opportunities for teachers to sharpen their skills and learn new instructional strategies Staff Responsible for Monitoring: Technology teachers, Instructional technology specialist and administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Increase participation and enrollment in courses




Strategy 1: Increase curriculum opportunities that support student development in innovative courses such as Health Science, Project Lead The Way(PTLW), World Languages, and Fine Arts Strategy's Expected Result/Impact: Increase student enrollment and school experiences in innovative courses Staff Responsible for Monitoring: Administration and Lead teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			



Strategy 2: Increase the involvement of students in after-school activities related to CTE, innovative courses, and school organizations such as Robotics and NJHS. Strategy's Expected Result/Impact: Increase outlets for students to be involved in creative, problems solving, leadership and innovative experiences. Staff Responsible for Monitoring: Administration and teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD 2020-2021 Calendar for Collaboration, website, and social media



Strategy 1: RSA will participate in TCSAAL and district events such as the Superintendents Cup sport tournaments and the Battle of the Books. Strategy's Expected Result/Impact: Social interactions for students and families and increasing school spirit Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: RSA will increase opportunities for students to participate in extra-curricular activities. Strategy's Expected Result/Impact: Students feel invested in their campus. Increase retention rates and RSA Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Improve communication with parents regarding extra-curricular activities and students through website, social media and newsletters. Strategy's Expected Result/Impact: Parents will encourage their children to participate in social and extra-curricular activities on campus. Staff Responsible for Monitoring: Webmaster, teachers and administrators Title I Schoolwide Elements: 2.5, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			


Strategy 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. Strategy's Expected Result/Impact: Increase student engagement through social and extra curricular activities Staff Responsible for Monitoring: Librarian, Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			
Strategy 5: Student clubs will be encouraged to hold virtual social activities that interest our students. Examples: pep-rallies, and other virtual social occasions. Strategy's Expected Result/Impact: Increased student connection with school and each other. The need for social connections is essential while adhering to the current covid 19 social distancing restrictions. Staff Responsible for Monitoring: Club sponsors Title I Schoolwide Elements: 2.5, 2.6	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Student high school transcript at the end of the 8th grade school year. STAAR state assessments were not conducted state-wide (due to Covid 19 shutdown) during Spring 2020. The next available state assessment data will be in Spring 2021.





Strategy 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. Strategy's Expected Result/Impact: 8th grade transcripts indicate student earned 3 high school credits Staff Responsible for Monitoring: Counselors and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Counselors monitor and track students' courses and credits Strategy's Expected Result/Impact: Passing grades in high school courses and passing EOC exams Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			


Strategy 3: Students receive instructional support needed to be successful in high school courses. Strategy's Expected Result/Impact: Passing grades in high school courses and passing EOC exams Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			

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 Sources: Annual STISD attendance data.
TSDS PEIMS summer submission data.




Strategy 1: Monitor daily attendance and contact parents of absent students Strategy's Expected Result/Impact: Weekly attendance rate is 98% or higher . Staff Responsible for Monitoring: PEIMS clerk, social worker, administrators, nurse and teachers Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Provide quarterly incentives to students with perfect attendance. Strategy's Expected Result/Impact: Monthly attendance rates are 98% or higher Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Social worker makes home visits to students whose parents we cannot contact Strategy's Expected Result/Impact: Monthly attendance rate is 98% or higher Staff Responsible for Monitoring: Social Worker and administrators Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			
Strategy 4: Provide incentives to teachers with perfect attendance quarterly, at semester and yearly as defined by the district and campus. Strategy's Expected Result/Impact: Teacher attendance is 98% or higher Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			




Strategy 5: Students must meet attendance criteria in order to attend field trips, school events and campus activities. Strategy's Expected Result/Impact: Monthly attendance rates are 98% or higher Staff Responsible for Monitoring: Team leaders, teachers and administrators Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative Reviews		
	Jan	Mar	June
			

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 Sources: 2019-2020 STAAR Score Reports.


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


Strategy 4: Formative assessment data is used to monitor student achievement and focus intervention strategies. Strategy's Expected Result/Impact: Continuous improvement and growth on common formative assessments Staff Responsible for Monitoring: Teachers and instructional technology specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			
Strategy 5: RSA Library will support extended learning opportunities for staff and students by providing professional learning opportunities and activities Strategy's Expected Result/Impact: Increase student and staff knowledge. Staff Responsible for Monitoring: Administration, librarian, library staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			
Strategy 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. Strategy's Expected Result/Impact: Growth on academic goals Staff Responsible for Monitoring: Administration, Librarian, Library Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			

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 Sources: STISD IEP's with ARD approval.

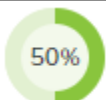


Strategy 1: Conduct all ARD meetings in a timely manner, IEPs have measurable goals that are updated annually, and work closely with SPED teacher and diagnostician to ensure students receive appropriate services. Strategy's Expected Result/Impact: ARD's completed and locked within required time frame. Staff Responsible for Monitoring: Principal, SPED teacher and diagnostician Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative Reviews		
	Jan	Mar	June
			

Strategy 2: SPED teacher works closely with general education teachers to ensure IEP is being followed and is meeting students' needs. Strategy's Expected Result/Impact: Grades, scores and progress of SPED students indicate growth and progress Staff Responsible for Monitoring: Principal, SPED teacher and diagnostician Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: 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	Formative Reviews		
	Jan	Mar	June
			

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

Performance Objective 5: Results Driven Accountability (RDA) and State Performance Plan (SPP).

Evaluation Data Sources: STISD Results Driven Accountability (RDA) reports published by the Texas Education Agency and State Performance Plan (SPP) indicators for special education.

Strategy 1: Provide ELL students with support in language fluency, academic vocabulary development, comprehension and acquisition. Strategy's Expected Result/Impact: ELL students will improve STAAR scores and TELPAS ratings Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 2: Provide SPED students with support needed to demonstrate academic growth and improvement. Strategy's Expected Result/Impact: SPED students will improve grades and STAAR scores Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			
Strategy 3: Implement a research-based reading program to ensure struggling readers receive the specialized support, structures and interventions needed to make progress. Strategy's Expected Result/Impact: ELL, SPED and struggling readers will improve reading fluency and comprehension measured by growth in corrective reading program Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative Reviews		
	Jan	Mar	June
			

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

LEA-level Data

Campuses: All

2019 - 2020 Summer Collection, Resubmission

LEA: 031916 - SOUTH TEXAS ISD

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance	5
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	176
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	1
Total		182

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE
Campus-Level Data

2019 - 2020 Summer Collection, Resubmission

LEA: 031916 - SOUTH TEXAS ISD
Campus: 031916001 - SOUTH TEXAS ISD WORLD SCHOLARS

<u>Action Reason Code</u>		<u>Incident Total*</u>
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	33
Total		<u>33</u>

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE
Campus-Level Data

2019 - 2020 Summer Collection, Resubmission

LEA: 031916 - SOUTH TEXAS ISD
Campus: 031916003 - SOUTH TEXAS ISD MEDICAL PROFESSIONS

Action Reason Code		Incident Total*
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance	1
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	14
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	1
Total		16

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE
Campus-Level Data

2019 - 2020 Summer Collection, Resubmission

LEA: 031916 - SOUTH TEXAS ISD
Campus: 031916004 - SOUTH TEXAS ISD HEALTH PROFESSIONS

<u>Action Reason Code</u>		<u>Incident Total*</u>
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance	4
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	2
Total		<u>6</u>

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE
Campus-Level Data

2019 - 2020 Summer Collection, Resubmission

LEA: 031916 - SOUTH TEXAS ISD
Campus: 031916005 - SOUTH TEXAS ISD SCIENCE ACADEMY

<u>Action Reason Code</u>		<u>Incident Total*</u>
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	41
Total		41

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE
Campus-Level Data

2019 - 2020 Summer Collection, Resubmission

LEA: 031916 - SOUTH TEXAS ISD
Campus: 031916041 - SOUTH TEXAS ISD PREPARATORY ACADEMY

<u>Action Reason Code</u>		<u>Incident Total*</u>
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	17
Total		<u>17</u>

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE
Campus-Level Data

2019 - 2020 Summer Collection, Resubmission

LEA: 031916 - SOUTH TEXAS ISD
Campus: 031916042 - SOUTH TEXAS ISD RISING SCHOLARS ACADEMY

<u>Action Reason Code</u>		<u>Incident Total*</u>
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	69
Total		69

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

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 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. 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 2018, spring 2019, and summer 2019 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 2019, 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 2019 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	2018 High School Graduates	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	68	7	8	13	18	21	1
		Two-Year Public Colleges	32	7	6	5	10	4	0
		Independent Colleges & Universities	9						
		Not Trackable	2						
		Not Found	17						
		Total High School Graduates	128						
	031916001	SOUTH TEXAS BUSINESS EDUCATION & TECHNOLOGY ACADEM							
		Four-Year Public University	90	11	10	13	27	28	1
		Two-Year Public Colleges	37	9	10	3	9	5	1
		Independent Colleges & Universities	2						
		Not Trackable	6						
		Not Found	24						
		Total High School Graduates	159						
	031916004	SOUTH TEXAS H S FOR HEALTH PROFESSIONS							
		Four-Year Public University	106	15	11	6	28	46	0
		Two-Year Public Colleges	46	10	8	11	12	5	0
		Independent Colleges & Universities	3						
		Not Trackable	3						
		Not Found	20						
		Total High School Graduates	178						

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	2018 High School Graduates	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	117	15	8	15	30	49	0
		Two-Year Public Colleges	11	3	3	0	2	2	1
		Independent Colleges & Universities	3						
		Not Trackable	1						
		Not Found	22						
		Total High School Graduates	154						

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.

District	High School	HS Code	Institution	Students
SOUTH TEXAS ISD	SOUTH TEXAS ACADEMY FOR MEDICAL PR	031916003	U. OF TEXAS-RIO GRANDE VALLEY (003599)	49
			TEXAS STATE T. C. HARLINGEN (009225)	11
			SOUTH TEXAS COLLEGE (031034)	8
			TEXAS A&M UNIV-CORPUS CHRISTI (011161)	7
			TEXAS SOUTHMOST COLLEGE (003643)	7
			U. OF TEXAS AT AUSTIN (003658)	5
			Other Pub/Ind 4-yr Institution (7)	16
			Other Pub/Ind 2-yr Institution (2)	2
			Not trackable	2
			Not found	21
			Total high school graduates	128
SOUTH TEXAS ISD	SOUTH TEXAS BUSINESS EDUCATION & T	031916001	U. OF TEXAS-RIO GRANDE VALLEY (003599)	47
			SOUTH TEXAS COLLEGE (031034)	31

District	High School	HS Code	Institution	Students
			U. OF TEXAS AT SAN ANTONIO (010115)	13
			U. OF TEXAS AT AUSTIN (003658)	9
			TEXAS TECH UNIVERSITY (003644)	5
			Other Pub/Ind 4-yr Institution (9)	13
			Other Pub/Ind 2-yr Institution (3)	4
			Not trackable	6
			Not found	31
			Total high school graduates	159
SOUTH TEXAS ISD	SOUTH TEXAS H S FOR HEALTH PROFESS	031916004	U. OF TEXAS-RIO GRANDE VALLEY (003599)	76
			SOUTH TEXAS COLLEGE (031034)	41
			U. OF TEXAS AT AUSTIN (003658)	7
			TEXAS A&M UNIVERSITY (003632)	5
			Other Pub/Ind 4-yr Institution (10)	16
			Other Pub/Ind 2-yr Institution (3)	5
			Not trackable	3
			Not found	25
			Total high school graduates	178
SOUTH TEXAS ISD	THE SCIENCE ACADEMY OF SOUTH TEXAS	031916005	U. OF TEXAS-RIO GRANDE VALLEY (003599)	53
			TEXAS A&M UNIVERSITY (003632)	15
			U. OF TEXAS AT SAN ANTONIO (010115)	14
			SOUTH TEXAS COLLEGE (031034)	9
			U. OF TEXAS AT AUSTIN (003658)	9
			TEXAS TECH UNIVERSITY (003644)	5
			Other Pub/Ind 4-yr Institution (9)	19
			Other Pub/Ind 2-yr Institution (1)	1
			Not trackable	1
			Not found	28
			Total high school graduates	154

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 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. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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

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

STAAR: 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/2020/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**

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.

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.

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

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

Participation

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

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 2018–19 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:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 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, 2018–19*](#) reports, available on the TEA website at 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 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

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 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. 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, 2019 for the 2019 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

number of students in the 2019 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

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 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 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 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 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:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2018 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2017 cohort}^*}$$

- * 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 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

-
- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years 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, 2019

number of students in the 2017 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 2018–19](#). (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 2019) 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 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 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 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

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 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see 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 2018–19 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 in the 2018–19 school year 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 2018–19 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 and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(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 prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for 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 40100)*
- 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 completing and receiving 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. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and 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) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** 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	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2018–19 annual 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

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual 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

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual 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

number of 2018–19 annual graduates

Either Subject.

number of 2018–19 annual 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

number of 2018–19 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 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 2018–19 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 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 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 2018–19 annual graduates who earned an associate's degree before graduation

number of 2018–19 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 dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

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 [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

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 [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

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*)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 42401)

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 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)

number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 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)

number of 2018–19 annual graduates who took the TSIA

number of 2018–19 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

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all annual graduates who took the TSIA

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.

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 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 2018–19 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

number of 2018–19 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 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 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 2015–16 to 2018–19 school years. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 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) examinations. (*Data source: College Board and IB*)

All Subjects

Number of students in grades 11 & 12 in the 2018–19 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 2018–19 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 2018–19 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 2018–19 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 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= 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 2018–19 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 2018–19 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 2018–19 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 2018–19 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

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= 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

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

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.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

- (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:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

- (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:

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (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.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

- (3) *Average SAT Score (Mathematics)*: The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (2) *Average ACT Score (English Language Arts)*: The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. (Data source: OnRamps program)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

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 42401 and 40203*)

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

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

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

number of students in grades 11–12 in 2018–19 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 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 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 2018–19

(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 2018–19 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 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 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 2018–19

Science

number of students in grades 9–12 in 2018–19 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 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(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 2017–18 school year who attended a public or independent
college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 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 2017–18 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)

number of graduates during the 2017–18 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

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

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.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(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)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

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.

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 2019–20, 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. (*Data source: TSDS PEIMS 40100*)

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (*Data source: TSDS PEIMS 40100*)

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(*Data source: TSDS PEIMS 40100*)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: TSDS PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: TSDS PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS PEIMS 41461)

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: TSDS PEIMS 40100)

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 \(d-1\)](#).

$$\frac{\text{number of students in the 2019–20 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), 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)

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 Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2018–19

**number of students who were in membership at any time during the
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are 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. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

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, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th 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 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(*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.
- 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 headcounts 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 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 teachers), 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 2018–19 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 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: TSDS PEIMS 30040 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.

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 Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

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: 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 who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

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 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. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students 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

all kindergarten students who were assessed for kindergarten readiness

Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed 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](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before 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, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed 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](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and 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. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and 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.

Subject	Contact	Number
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	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
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
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 Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
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

- 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

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & 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 & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV