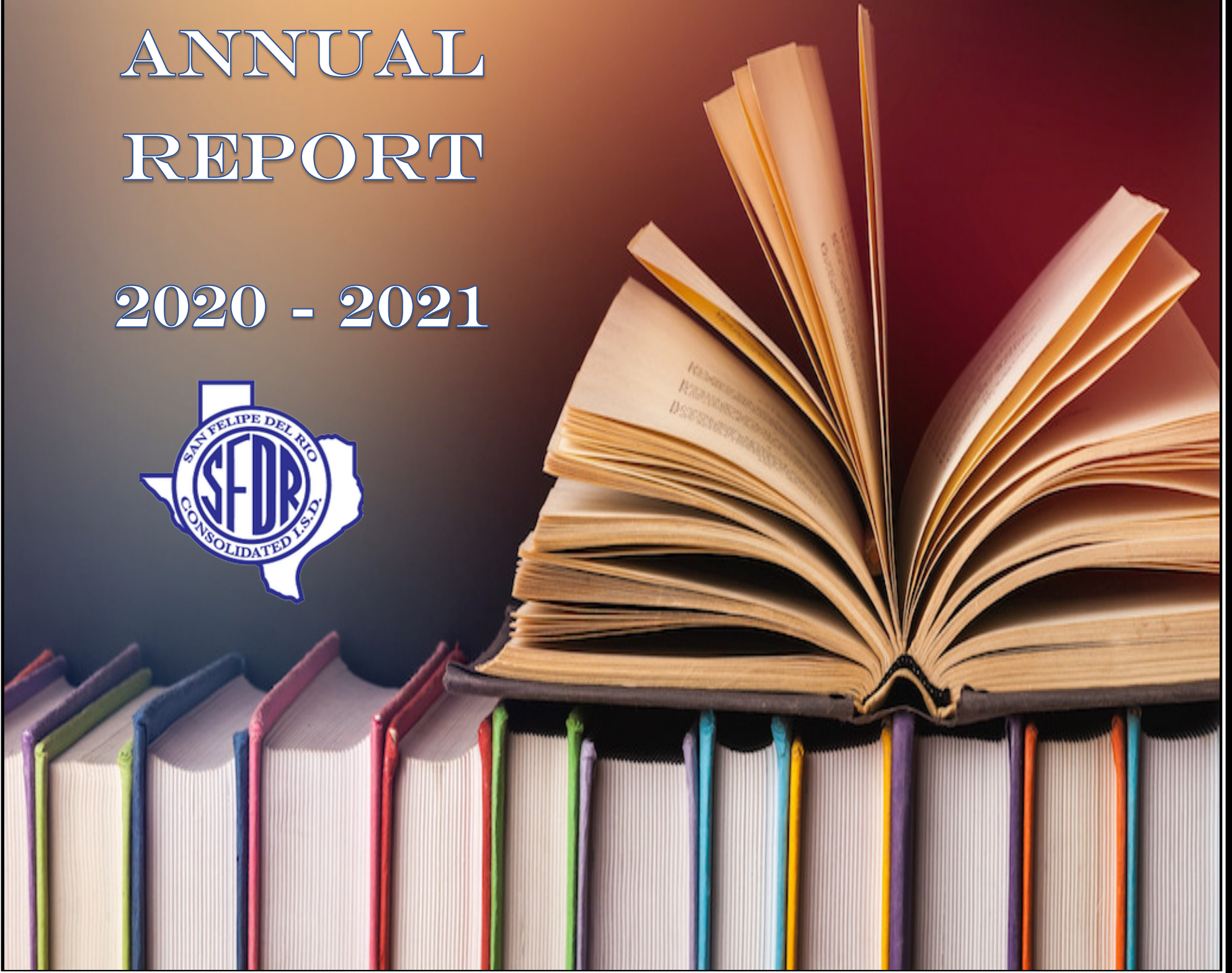


SAN FELIPE DEL RIO CISD

ANNUAL REPORT

2020 - 2021



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Chapter 1—2021 Accountability Overview

About this Manual

The *2021 Accountability Manual* is a technical guide that explains how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. The manual describes the accountability system and explains how TEA processes information from different sources to produce 2021 accountability data reports.

The *2021 Accountability Manual* attempts to address all possible scenarios; however, because of the number and diversity of districts and campuses in Texas, there could be unforeseen circumstances that are not anticipated in the manual. If a data source used to determine district or campus performance is unintentionally affected by unforeseen circumstances, including natural disasters or test administration issues, the commissioner of education will consider those circumstances and their impact in determining whether or how that data source will be used to assign accountability ratings and award distinction designations. In such instances, the commissioner will interpret the manual as needed to assign the appropriate ratings and/or award distinction designations that preserve both the intent and the integrity of the accountability system.

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Distinction designations are not awarded for 2021.

Accountability Advisory Groups

Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system.

Accountability Technical Advisory Committee (ATAC) includes representatives from school districts, charter schools, and regional education service centers (ESCs). Members made recommendations to address technical issues for 2021 accountability.

Accountability Policy Advisory Committee (APAC) includes representatives from legislative offices, school districts, charter schools, and the business community. Members made recommendations to address policy issues for 2021 accountability.

The commissioner considered all proposals and released the 2021 Academic Accountability System Framework in February 2021.

The accountability development proposals and supporting materials that were reviewed and discussed at each advisory group meeting are available online at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2021-accountability-development-materials>.

Overview of the 2021 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement

of all students relative to districts or campuses with similar economically disadvantaged percentages. School Progress: Part A: Academic Growth is not calculated for 2021 (see Chapter 3).

Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic background and other factors. The indicators included in this domain, as well as the domain’s construction, align the state accountability system with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Who is Rated?

Districts and campuses with students enrolled in the fall of the 2020–21 school year are assigned a state accountability rating.

Districts

Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated*.

State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses

Beginning the first year they report fall enrollment, campuses and open-enrollment charter schools, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR. Please see “Chapter 7—Other Accountability System Processes” for information on pairing.

Rating Labels

Districts and campuses receive an overall rating, as well as a rating for each domain. The rating labels for districts and campuses are as follows.

- **A, B, C, or D:** Assigned for overall performance and for performance in each domain to districts and campuses (including those evaluated under alternative education accountability AEA) that meet the performance target for the letter grade
- **F:** Assigned for overall performance and for performance in each domain to districts and campuses (including AEAs) that do not meet the performance target to earn at least a *D*.
- **Not Rated** indicates that a district or campus does not receive a rating for one or more of the following reasons:
 - The district or campus has no data in the accountability subset.
 - The district or campus has insufficient data to assign a rating.
 - The district operates only residential facilities.
 - The campus is a juvenile justice alternative education program (JJAEP).
 - The campus is a disciplinary alternative education program (DAEP).
 - The campus is a residential facility.
 - The commissioner otherwise determines that the district or campus will not be rated.

- **Not Rated: Data Integrity Issues** indicates data accuracy or integrity have compromised performance results, making it impossible to assign a rating. The assignment of a *Not Rated: Data Integrity Issues* label may be permanent or temporary, pending investigation.
- **Not Rated: Annexation** indicates that the campus is in its first school year after annexation by another district and, therefore, is not rated, as allowed by the annexation agreement with the agency.
- **Not Rated: Declared State of Disaster** indicates that extraordinary public health and safety circumstances inhibited the ability of the state to accurately measure district and campus performance. Notwithstanding any other provision of this *2021 Accountability Manual*, the 2021 rating label that is issued to all districts and campuses is *Not Rated: Declared State of Disaster*.

See Chapter 9 for more information on how these ratings impact sanctions and interventions.

Single-Campus Districts

A school district or charter school comprised of only one campus that shares the same 2021 performance data with its only campus must meet the performance targets required for the campus to demonstrate acceptable performance. For these single-campus school districts and charter schools, the 2021 performance targets applied to the campus are also applied to the district, ensuring that both the district and campus receive identical ratings. School districts or charter schools that meet the definition above are considered single-campus districts or charter schools in any criteria outlined in this manual.

Distinction Designations


Districts and campuses that receive accountability ratings of *A*, *B*, *C*, or *D* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness. Please see “Chapter 6—Distinction Designations” for more information.


2021 Accountability System School Types


Every campus is labeled as one of four school types according to its grade span based on 2020–21 enrollment data reported in the fall TSDS PEIMS submission. The four types—elementary school, middle school, elementary/secondary (also referred to as K–12), and high school—are illustrated by the table on the following page. The table shows every combination of grade levels served by campuses in Texas and the number of campuses that serve each of those combinations. The shading indicates the corresponding school type.


To find out how a campus that serves a certain grade span is labeled, find the lowest grade level reported as being served by that campus along the leftmost column and the highest grade level reported as being served along the top row. The shading of the cell where the two grade levels intersect indicates which of the four school types that campus is considered. The number inside the cell indicates how many campuses in Texas served that grade span. For example, a campus that serves early elementary (EE) through grade four is labeled elementary school; there are 158 campuses that serve only that grade span. A campus that serves grades five and six only is labeled middle school, and there are 117 such campuses statewide.

2021 Accountability System School Types (8,840 Total Campuses)

Elementary

4,853 Campuses

Elementary/Secondary

496 Campuses

Middle School

1,705 Campuses

High School

1,786 Campuses

		Highest Grade Level Served →														
Lowest Grade Level Served ↓		EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
EE		8	76	57	40	66	33	158	1145	102	1	11	1	0	0	36
PK			52	18	15	30	24	170	1256	190	12	125	2	1	2	164
KG				0	4	23	14	113	589	87	6	39	2	7	5	53
1					0	11	18	6	94	16	4	2	0	1	3	4
2						2	10	7	30	2	2	1	1	0	1	1
3							1	6	97	7	0	3	0	0	2	5
4								1	39	27	0	6	0	0	5	5
5									3	117	4	90	1	2	4	11
6										28	15	1213	9	8	16	154
7											6	194	7	14	12	114
8												10	5	10	24	33
9													28	34	38	1357
10														23	5	50
11															13	19
12																12

TEA Division of Performance Reporting

2021 STAAR-Based Indicators

Accountability Subset Rule

A subset of assessment results is used to calculate each domain. The calculation includes only assessment results for students enrolled in the district or campus in a previous fall, as reported on the TSDS PEIMS October snapshot. Three assessment administration periods are considered for accountability purposes:

STAAR results are included in the subset of district/campus accountability	if the student was enrolled in the district/campus on this date:
EOC fall 2020 administration	October 2020 enrollment snapshot
EOC spring 2021 administration	
Grades 3–8 spring 2021 administration	

The 2021 accountability subset rules apply to the STAAR performance results evaluated across all three domains.

- Grades 3–8: districts and campuses are responsible for students reported as enrolled in the fall (referred to as October snapshot) in the spring assessment results.
- End-of-Course (EOC): districts and campuses are responsible for
 - fall 2020 results for students reported as enrolled in the October 2020 snapshot; and
 - spring 2021 results for students reported as enrolled in the October 2020 snapshot.

STAAR Retest Performance

The opportunity to retest is available to students who have taken EOC assessments in any subject.

- EOC retesters are counted as passers based on the passing standard in place when they were first eligible to take any EOC assessment.
- A district may retest a student who achieves the Approaches Grade Level standard on an English I EOC assessment or an Algebra I EOC assessment in order to provide an opportunity for the student to achieve the Meets Grade Level or Masters Grade Level standard only under the following conditions:
 - the student is in ninth grade;
 - the student first takes the EOC during the December administration; and
 - the student retakes the EOC during the spring administration immediately following the December administration during which the student first took the assessment.

In this case, the best result from both administrations is found for each subject retested. Second, the accountability subset rules determine whether the result is included in accountability. If all results have the same level of performance, then the most recent result is selected for calculation. The following charts provide examples of how the accountability subset is applied to EOC retesters.

Accountability Subset Examples for EOC Retesters

<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot Campus A	Fall 2020 Campus A	Spring 2021 Campus A
The best result is selected. Each result meets the accountability subset rule.		

For students who enrolled and tested at a different district or campus during the 2020–21 school year, the student’s single best result for each EOC is selected. The best result is found for performance and progress, considered separately. If all results have the same level of performance, the most recent result is selected for calculations. The selected result is only applied to the district and campus that administered the assessment if the student meets the accountability subset rule (discussed above).

<i>Enrolled</i>	<i>Tested</i>	<i>Tested</i>
October 2020 Snapshot Campus A	Fall 2020 Campus A	Spring 2021 Campus B
The best result is selected. Only the fall 2020 result meets the accountability subset rule. If spring 2021 was selected as the best result, the result would not meet the accountability subset rule for inclusion at Campus A or Campus B.		

SAT/ACT Inclusion—Accountability Subset

The SAT/ACT accountability subset rules determine to which district and campus an accelerated tester’s SAT/ACT result is attributed for accountability. Please see Chapter 2 for additional information on accelerated testers and the inclusion of SAT/ACT results.

2021 TSDS PEIMS-Based Indicators

One of the primary sources for data used in the accountability system is the Texas Student Data System (TSDS) PEIMS data collection. The TSDS PEIMS data collection has a prescribed process and timeline that offer school districts the opportunity to correct data submission errors or data omissions discovered following the initial data submission. TSDS PEIMS data provided by school districts and used to create specific indicators are listed below.

TSDS PEIMS data used for accountability indicators	Data for
4-year Longitudinal Graduation Rate	Class of 2020
5-year Longitudinal Graduation Rate	Class of 2019
6-year Longitudinal Graduation Rate	Class of 2018
Annual Dropout Rate	2019–20 school year
Graduate with Completed IEP and Workforce Readiness	
Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student	
Earn an Industry-Based Certification	Earned during 2019–20, 2018–19, 2017–18, and 2016–17 school years
Complete College Prep Course	
Dual Credit Course Completion	
Earn an Associate Degree	

2021 Other Indicators

The CCMR component of the accountability system includes data from ACT, Advanced Placement (AP), International Baccalaureate (IB), SAT, Texas Success Initiative (TSI) assessment results, OnRamps, and Level I and Level II certificates.

Other data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of July 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)

Other data used for College, Career, and Military Readiness	Data reported for
AP examination	Tests as of August 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
IB examination	Tests as of May 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
TSI assessment	Tests from June 2011 to October 2020 administration
SAT college admissions test	Tests as of June 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
OnRamps dual enrollment course completion	Courses completed during the 2019–20, 2018–19, 2017–18, and 2016–17 school years
Level I and evel II certificates	Certificates earned during the 2019–20, 2018–19, 2017–18, and 2016–17 school years

Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

Ensuring Data Integrity

Accurate data is fundamental to accountability ratings. The system depends on the responsible collection and submission of assessment and TSDS PEIMS information by school districts and charter schools. Responsibility for the accuracy and quality of data used to determine district and campus ratings, therefore, rests with local authorities. An appeal that is solely based on a district's submission of inaccurate data will likely be denied.

Because accurate and reliable data are the foundation of the accountability system, TEA has established several steps to protect the quality and integrity of the data and the accountability ratings that are based on that data.

- Campus Number Tracking:** Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of *D*, *F*, or *Improvement Required* for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.
- Data Validation System:** Data Validation is a data-driven system designed to confirm the integrity of district submitted data. Annual data validation analyses examine districts' leaver and dropout data, student assessment data, discipline data and may also validate other district submitted data. Districts identified with potential data integrity concerns engage in a process to either validate the accuracy of their data or determine that erroneous data were submitted. This process is

fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://tea.texas.gov/pbm/DVManuals.aspx>.

- **Test Security:** As part of ongoing efforts to improve security measures surrounding the assessment program, TEA uses a comprehensive set of test security procedures designed to assure parents, students, and the public that assessment results are meaningful and valid. Among other measures, districts are required to implement seating charts during all administrations, conduct annual training for all testing personnel, and maintain certain test administration materials for five years. Detailed information about test security policies for the state assessment program is available online at <https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191694176/Security>.
- **Not Rated: Data Integrity Issues:** This rating is used when the accuracy and/or integrity of performance results have been compromised, preventing the assignment of a rating. TSDS PEIMS data submitted by districts, such as military enlistment data, are subject to audit at the discretion of the agency. Results of an audit may lead to corrective action plans, revised accountability ratings, or possible investigations under TEC, Section 39.057, and consequent actions and interventions under that section and TEC, Chapter 39A. This label may be assigned temporarily pending an on-site investigation or may be the final rating for the year. It is not equivalent to an *F* rating, though the commissioner of education has the authority to lower a rating or assign an *F* rating due to data quality issues. A *Not Rated: Data Integrity Issues* rating does not break the chain of consecutive years of unacceptable accountability ratings for accountability sanctions and interventions purposes. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

These steps can occur either before or after the ratings release, and sanctions can be imposed at any time. To the extent possible, ratings are finalized when updated ratings are released following the resolution of appeals. A rating change resulting from an imposed sanction will stand as the final rating for the year.

2020–21 Texas Academic Performance Report

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. 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. A preliminary and final 2020–21 PDF TAPR will be released. Districts that did not request a Senate Bill 1365 optional alternative evaluation may use the preliminary report to meet these requirements. Districts that requested an alternative evaluation must wait for the final campus report in January 2022.

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 reporting 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 2021 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 (2019–20 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/>.

2020–21 Texas Academic Performance Report

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 2020–21 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 2021 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 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 2018–2019 High School Grads GPA in Higher Ed Report*. The first page explains the purpose of the report and data calculation methods.

2020–21 Texas Academic Performance Report

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 2020–21 TAPR.

2020–21 Texas Academic Performance Report

- 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 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 Online System Data Sources** The PDF 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 2021 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 26, 2018 and October 30, 2020, 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/2021/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.

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational 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:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

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>

2020–21 Texas Academic Performance Report (TAPR) Glossary

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): 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.

Performance

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:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS 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/2021/masking.html>.

STAAR Performance (2020–21)

The STAAR Performance section 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 (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS 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 (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

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.

Bilingual Education/ESL (2020–21)

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

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- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

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the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. 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 A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) 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), and 5) number of accelerated testers’ EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ 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 EB students/ELs who have been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

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- *Absent*: answer documents with score code A
- *Other*: answer documents with score code O
- 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)

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2019–20 school year}}$$

(Data source: 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)

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- 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:

number of dropouts in grades 7 and 8 during the 2019–20 school year

number of students in grades 7 and 8 in attendance at any time during the 2019–20 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 2019–20 school year

number of students in grades 9–12 in attendance at any time during the 2019–20 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, 2019–20* 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 [2021 Accountability Manual](#) (Data source: 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 2016–17. They are followed through their expected graduation with the Class of 2020.

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For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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, 2020 for the 2020 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2020**

number of students in the 2020 cohort*

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2020 cohort*

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- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2020 cohort*

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2020 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2020 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020 plus number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2020 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2019 cohort*

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- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

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:

number of students from the cohort who received a high school diploma by August 31, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

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, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

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 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 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 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

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- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{aligned}}{\text{number of students in the 2018 cohort}^*}$$

- * 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 reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort}^{**}}$$

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 2019–20*. (Data source: 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 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) 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 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) 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 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) 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 in the Class of 2020 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

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FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates 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 2019-20 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2019-20 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, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see

https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2020–21)

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 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: 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: PEIMS 40100 and STAAR)*

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number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: 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: PEIMS 40100)*

number of students in the 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

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: 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: 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 Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: 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: PEIMS 40100)*

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- 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: PEIMS 40203)*
- 8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(Data source: PEIMS 40203 and 40110)*
- 9) **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)*
- 10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.*

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 nine criteria 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, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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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 2019-20 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 2019-20 annual graduates

Mathematics.

number of 2019-20 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 2019-20 annual graduates

Both Subjects.

number of 2019-20 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 2019-20 annual graduates

Either Subject.

number of 2019-20 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 2019-20 annual graduates

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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: PEIMS 43415)*

number of 2019-20 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 2019-20 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 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2019-20 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

number of 2019-20 annual graduates who earned an associate degree before graduation

number of 2019-20 annual graduates

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 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)*

number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2019-20 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, or 9 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 *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

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number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 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 *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (Data source: PEIMS 40203 and 42401)

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 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 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

number of 2019-20 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: PEIMS 43415)

English Language Arts.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

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Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 2019-20 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 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

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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 the 2019-20 school year 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 the 2019-20 school year 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 the 2019-20 school year 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 the 2019-20 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

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:

number of 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

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number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2019-20 graduating examinees taking either the SAT or the ACT

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

2020–21 Texas Academic Performance Report (TAPR) Glossary

- (3) *Average ACT Score (Mathematics)*: The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

- (4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

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 A 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 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: PEIMS 43415)

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

Science

number of students in grades 9–12 in 2019-20 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 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 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 2019-20

(Data source: PEIMS 43415)

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: PEIMS 40100, 40203, and 42400)

number of in 2019-20 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 in 2019-20 annual graduates

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 2018-19 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2018-19 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 2018-19 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 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

2020–21 Texas Academic Performance Report (TAPR) Glossary

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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

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: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: 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: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: 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: PEIMS 40100)

2020–21 Texas Academic Performance Report (TAPR) Glossary

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. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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](#). 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:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2020–21, 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: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: 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: 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)];

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(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: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), 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: 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: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: 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: 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 \(d-1\)](#).

number of students in the 2020–21 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

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with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (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 (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 (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: 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 2019–20

**number of students who were in membership at any time during the
2019–20 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 emergent bilingual 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: PEIMS 42400)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. 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 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

number of students enrolled in fall 2019 – number of students who returned in fall 2020

number of students enrolled in fall 2019

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

the number of students enrolled in the same grade from one school year to the next

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 and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20, available from TEA. (*Data source: PEIMS 40110*)

Data Quality (not on campus profile): The percentage of errors made by the district in the 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 2019–20 the end of the school-start window was September 25, 2020.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2019–20 school year

(*Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500*)

2020–21 Texas Academic Performance Report (TAPR) Glossary

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, the average is determined based 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: PEIMS 30090)

Staff Information (2020–21)

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: 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 PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: 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 B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the 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: 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, if an FTE count is 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 B for PEIMS Role IDs (Professional Support Staff). (*Data source: 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: 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: 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: 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, 21–30 years, and over 30 years. (*Data source: PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: 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.

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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: 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: 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: 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, 21–30 years, and over 30 years. *(Data source: 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 B for lists of the 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.

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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 2019–20 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: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: 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 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: 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. (*Data source: PEIMS 30055*)

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Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, 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: PEIMS 30040, 30050, and 30090*)

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Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 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 LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
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

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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
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH 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

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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, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTFOLIO
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTFOLIO
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
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH 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 & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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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 LEVEL
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

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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

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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

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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

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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
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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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

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Appendix B 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.....	LSP/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

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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
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

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.

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STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 3 Reading															
At Approaches Grade Level or Above	2021	67%	56%	60%	82%	68%	87%	63%	76%	43%	66%	68%	65%	57%	57%
	2019	76%	65%	73%	85%	74%	91%	77%	81%	49%	75%	77%	73%	69%	72%
At Meets Grade Level or Above	2021	39%	27%	29%	55%	36%	63%	34%	48%	23%	34%	39%	36%	27%	27%
	2019	45%	33%	39%	56%	42%	72%	47%	51%	27%	39%	46%	42%	35%	39%
At Masters Grade Level	2021	19%	11%	12%	31%	16%	38%	15%	25%	7%	16%	20%	17%	11%	12%
	2019	27%	18%	22%	37%	23%	54%	28%	34%	10%	23%	28%	25%	19%	22%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2021	62%	45%	54%	79%	62%	86%	59%	70%	41%	65%	63%	58%	51%	54%
	2019	79%	67%	77%	86%	76%	94%	82%	82%	53%	81%	80%	75%	73%	78%
At Meets Grade Level or Above	2021	31%	17%	22%	46%	31%	60%	27%	37%	21%	31%	32%	27%	20%	23%
	2019	49%	33%	43%	60%	44%	79%	53%	54%	30%	47%	50%	44%	40%	45%
At Masters Grade Level	2021	14%	6%	9%	24%	13%	38%	11%	18%	7%	15%	15%	12%	7%	10%
	2019	25%	14%	20%	33%	22%	56%	24%	30%	12%	23%	26%	21%	17%	21%
Grade 4 Reading															
At Approaches Grade Level or Above	2021	63%	51%	55%	77%	62%	85%	61%	70%	35%	62%	64%	60%	52%	53%
	2019	75%	62%	71%	84%	72%	92%	73%	80%	44%	74%	76%	72%	67%	70%
At Meets Grade Level or Above	2021	36%	26%	28%	51%	34%	63%	33%	45%	20%	34%	38%	34%	25%	26%
	2019	44%	31%	38%	57%	40%	72%	41%	51%	24%	40%	46%	41%	34%	37%
At Masters Grade Level	2021	17%	10%	11%	28%	16%	38%	13%	23%	6%	15%	18%	16%	10%	11%
	2019	22%	13%	17%	31%	17%	48%	17%	28%	8%	19%	23%	20%	14%	16%
Grade 4 Mathematics															
At Approaches Grade Level or Above	2021	59%	42%	51%	76%	59%	86%	62%	67%	35%	64%	61%	55%	48%	51%
	2019	75%	61%	73%	83%	74%	94%	74%	78%	46%	78%	77%	71%	69%	74%
At Meets Grade Level or Above	2021	36%	20%	27%	53%	35%	68%	32%	43%	22%	38%	37%	32%	24%	27%
	2019	48%	32%	43%	58%	42%	80%	46%	53%	28%	48%	49%	43%	39%	45%
At Masters Grade Level	2021	21%	10%	14%	34%	20%	51%	19%	27%	9%	23%	22%	18%	12%	14%
	2019	28%	15%	23%	38%	24%	64%	24%	34%	13%	29%	30%	25%	20%	25%
Grade 4 Writing															
At Approaches Grade Level or Above	2021	53%	41%	44%	68%	52%	82%	54%	62%	26%	51%	54%	50%	41%	42%
	2019	67%	54%	63%	75%	62%	88%	65%	73%	34%	61%	68%	63%	59%	64%
At Meets Grade Level or Above	2021	27%	18%	19%	39%	25%	57%	30%	34%	15%	23%	28%	25%	17%	18%
	2019	35%	24%	30%	44%	29%	66%	35%	42%	19%	28%	36%	32%	26%	31%

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At Masters Grade Level	2021	8%	4%	4%	13%	8%	26%	7%	11%	4%	6%	8%	7%	4%	5%
	2019	11%	6%	8%	15%	8%	32%	8%	14%	6%	7%	11%	9%	7%	9%
Grade 5 Reading+															
At Approaches Grade Level or Above	2021	73%	61%	68%	84%	71%	90%	71%	79%	41%	74%	74%	70%	64%	66%
	2019	86%	78%	84%	93%	86%	96%	88%	90%	56%	87%	87%	84%	82%	83%
At Meets Grade Level or Above	2021	46%	33%	38%	61%	44%	73%	45%	54%	22%	44%	47%	43%	35%	37%
	2019	54%	42%	47%	67%	53%	81%	55%	62%	27%	51%	55%	50%	43%	45%
At Masters Grade Level	2021	30%	19%	22%	43%	28%	58%	31%	38%	8%	28%	31%	27%	19%	21%
	2019	29%	20%	22%	41%	28%	60%	29%	37%	9%	27%	30%	26%	20%	21%
Grade 5 Mathematics+															
At Approaches Grade Level or Above	2021	70%	54%	64%	84%	70%	92%	75%	77%	47%	75%	72%	65%	61%	64%
	2019	90%	81%	89%	94%	90%	98%	92%	91%	68%	91%	91%	87%	87%	90%
At Meets Grade Level or Above	2021	44%	27%	36%	60%	44%	78%	46%	51%	25%	47%	46%	39%	32%	36%
	2019	58%	42%	54%	68%	60%	88%	61%	62%	32%	58%	60%	53%	49%	55%
At Masters Grade Level	2021	25%	12%	18%	37%	23%	59%	26%	31%	10%	27%	26%	21%	15%	19%
	2019	36%	22%	31%	47%	36%	74%	38%	41%	14%	37%	38%	32%	27%	33%
Grade 5 Science															
At Approaches Grade Level or Above	2021	62%	46%	53%	80%	62%	86%	66%	72%	37%	65%	63%	58%	50%	50%
	2019	75%	61%	71%	85%	75%	92%	76%	81%	46%	76%	76%	71%	67%	69%
At Meets Grade Level or Above	2021	31%	18%	21%	48%	31%	61%	31%	41%	20%	33%	32%	28%	19%	20%
	2019	49%	32%	43%	63%	47%	77%	46%	57%	28%	48%	51%	45%	39%	41%
At Masters Grade Level	2021	13%	6%	7%	22%	12%	33%	13%	18%	6%	13%	13%	11%	6%	7%
	2019	24%	12%	19%	35%	24%	50%	22%	31%	11%	23%	25%	21%	16%	18%
Grade 6 Reading															
At Approaches Grade Level or Above	2021	62%	52%	55%	76%	63%	87%	61%	72%	29%	63%	64%	59%	52%	50%
	2019	68%	59%	62%	79%	65%	90%	71%	77%	33%	66%	69%	65%	58%	57%
At Meets Grade Level or Above	2021	32%	23%	24%	46%	30%	64%	33%	41%	16%	33%	34%	29%	21%	20%
	2019	37%	28%	29%	50%	35%	69%	41%	48%	19%	34%	38%	34%	26%	25%
At Masters Grade Level	2021	15%	9%	9%	23%	13%	40%	14%	20%	6%	15%	15%	12%	8%	7%
	2019	18%	12%	12%	26%	16%	44%	19%	25%	6%	16%	18%	16%	10%	10%
Grade 6 Mathematics															
At Approaches Grade Level or Above	2021	68%	54%	60%	83%	68%	91%	69%	76%	41%	72%	69%	64%	57%	58%
	2019	81%	70%	78%	89%	80%	96%	86%	86%	50%	82%	82%	78%	75%	77%

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At Meets Grade Level or Above	2021	36%	22%	26%	54%	34%	74%	37%	45%	20%	41%	38%	32%	24%	25%
	2019	47%	33%	40%	60%	45%	84%	53%	56%	24%	47%	48%	43%	36%	39%
At Masters Grade Level	2021	15%	7%	9%	26%	13%	47%	13%	20%	7%	19%	16%	13%	7%	9%
	2019	21%	12%	15%	30%	19%	62%	26%	28%	9%	22%	22%	18%	13%	15%
Grade 7 Reading															
At Approaches Grade Level or Above	2021	69%	59%	63%	81%	70%	92%	72%	77%	35%	71%	71%	65%	60%	58%
	2019	76%	66%	71%	85%	75%	93%	77%	82%	38%	74%	77%	72%	68%	66%
At Meets Grade Level or Above	2021	45%	34%	37%	59%	46%	78%	47%	54%	20%	45%	47%	41%	34%	31%
	2019	49%	37%	42%	62%	47%	80%	52%	59%	22%	45%	51%	45%	38%	36%
At Masters Grade Level	2021	25%	17%	18%	36%	25%	57%	27%	33%	9%	25%	27%	22%	16%	15%
	2019	29%	19%	22%	41%	28%	63%	28%	38%	9%	27%	31%	26%	19%	18%
Grade 7 Mathematics															
At Approaches Grade Level or Above	2021	55%	40%	48%	72%	59%	88%	51%	64%	31%	59%	57%	51%	45%	44%
	2019	75%	62%	72%	85%	76%	95%	75%	80%	44%	75%	76%	72%	68%	69%
At Meets Grade Level or Above	2021	27%	15%	19%	42%	29%	70%	27%	33%	16%	30%	29%	24%	17%	17%
	2019	43%	28%	37%	56%	43%	81%	45%	50%	22%	42%	44%	39%	33%	34%
At Masters Grade Level	2021	12%	5%	7%	19%	12%	47%	9%	16%	6%	12%	13%	10%	6%	6%
	2019	17%	8%	12%	23%	15%	57%	15%	21%	8%	16%	18%	14%	10%	12%
Grade 7 Writing															
At Approaches Grade Level or Above	2021	63%	53%	54%	77%	65%	89%	66%	72%	26%	60%	64%	58%	51%	47%
	2019	70%	61%	65%	80%	69%	92%	73%	78%	30%	65%	72%	67%	61%	60%
At Meets Grade Level or Above	2021	33%	23%	24%	47%	35%	70%	34%	43%	15%	30%	34%	29%	21%	18%
	2019	42%	31%	35%	54%	42%	77%	44%	52%	18%	34%	43%	38%	31%	29%
At Masters Grade Level	2021	10%	6%	5%	15%	8%	35%	9%	14%	5%	8%	10%	8%	4%	4%
	2019	18%	11%	12%	26%	17%	51%	19%	25%	7%	14%	19%	15%	10%	10%
Grade 8 Reading+															
At Approaches Grade Level or Above	2021	73%	63%	68%	84%	74%	92%	78%	80%	38%	71%	75%	69%	65%	61%
	2019	86%	78%	83%	92%	86%	96%	85%	91%	48%	83%	87%	82%	80%	77%
At Meets Grade Level or Above	2021	46%	34%	38%	60%	44%	77%	47%	55%	21%	42%	48%	41%	35%	30%
	2019	55%	42%	47%	69%	54%	84%	51%	66%	23%	48%	57%	50%	43%	37%
At Masters Grade Level	2021	21%	13%	15%	31%	20%	50%	20%	27%	6%	18%	22%	17%	13%	10%
	2019	28%	18%	21%	40%	26%	61%	25%	38%	8%	23%	30%	24%	18%	14%
Grade 8 Mathematics+															

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At Approaches Grade Level or Above	2021	62%	48%	54%	78%	62%	89%	63%	70%	35%	64%	63%	58%	52%	50%
	2019	88%	81%	87%	93%	87%	98%	89%	91%	59%	87%	89%	85%	84%	86%
At Meets Grade Level or Above	2021	36%	23%	28%	53%	37%	73%	39%	45%	20%	38%	38%	33%	26%	24%
	2019	57%	43%	52%	68%	56%	87%	63%	64%	28%	55%	59%	52%	48%	49%
At Masters Grade Level	2021	11%	5%	7%	17%	10%	42%	10%	14%	7%	10%	11%	9%	6%	6%
	2019	17%	9%	13%	24%	16%	54%	17%	22%	9%	15%	18%	15%	11%	11%
Grade 8 Science															
At Approaches Grade Level or Above	2021	68%	55%	60%	84%	69%	92%	68%	78%	37%	70%	70%	63%	57%	52%
	2019	81%	71%	77%	90%	82%	96%	82%	88%	47%	79%	82%	77%	74%	71%
At Meets Grade Level or Above	2021	43%	29%	33%	62%	44%	79%	43%	54%	22%	45%	46%	37%	30%	25%
	2019	51%	35%	43%	67%	51%	83%	49%	62%	24%	49%	53%	45%	39%	35%
At Masters Grade Level	2021	24%	12%	15%	38%	25%	59%	23%	33%	10%	25%	25%	19%	13%	11%
	2019	25%	13%	18%	39%	23%	61%	23%	34%	10%	25%	27%	21%	15%	13%
Grade 8 Social Studies															
At Approaches Grade Level or Above	2021	57%	46%	47%	75%	59%	86%	61%	69%	32%	61%	59%	52%	44%	38%
	2019	69%	58%	63%	80%	68%	92%	72%	78%	37%	69%	70%	64%	59%	55%
At Meets Grade Level or Above	2021	28%	18%	19%	44%	30%	62%	26%	38%	18%	33%	30%	24%	17%	13%
	2019	37%	26%	29%	49%	36%	73%	37%	47%	20%	37%	38%	33%	26%	23%
At Masters Grade Level	2021	14%	7%	8%	23%	15%	39%	13%	20%	7%	17%	14%	11%	6%	5%
	2019	21%	13%	15%	30%	20%	55%	20%	29%	9%	22%	22%	18%	13%	11%
End of Course English I															
At Approaches Grade Level or Above	2021	67%	56%	61%	82%	66%	90%	71%	78%	31%	61%	69%	62%	57%	47%
	2019	68%	58%	63%	80%	67%	89%	66%	78%	28%	59%	70%	62%	59%	50%
At Meets Grade Level or Above	2021	50%	37%	42%	68%	50%	82%	55%	63%	19%	41%	52%	44%	38%	27%
	2019	50%	37%	43%	67%	50%	81%	47%	64%	15%	38%	52%	44%	39%	28%
At Masters Grade Level	2021	12%	7%	7%	21%	12%	43%	11%	19%	4%	9%	13%	10%	6%	3%
	2019	11%	5%	7%	18%	9%	39%	10%	17%	3%	5%	12%	8%	5%	3%
End of Course English II															
At Approaches Grade Level or Above	2021	71%	60%	65%	84%	72%	91%	69%	82%	32%	64%	73%	65%	62%	47%
	2019	68%	59%	63%	81%	67%	87%	68%	79%	28%	57%	71%	62%	60%	45%
At Meets Grade Level or Above	2021	57%	45%	50%	73%	59%	85%	56%	70%	22%	47%	60%	50%	45%	29%
	2019	49%	38%	42%	66%	47%	77%	49%	63%	16%	35%	52%	42%	38%	22%

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At Masters Grade Level	2021	11%	6%	7%	18%	10%	40%	10%	17%	5%	5%	12%	8%	5%	2%
	2019	8%	4%	5%	14%	6%	29%	6%	13%	4%	3%	9%	6%	4%	1%
End of Course Algebra I															
At Approaches Grade Level or Above	2021	73%	61%	67%	85%	73%	94%	74%	80%	45%	71%	75%	67%	64%	63%
	2019	85%	77%	83%	89%	83%	97%	78%	87%	53%	82%	87%	80%	81%	82%
At Meets Grade Level or Above	2021	41%	27%	33%	57%	41%	79%	40%	50%	20%	41%	44%	34%	30%	28%
	2019	61%	46%	58%	69%	56%	90%	55%	66%	25%	55%	64%	52%	53%	54%
At Masters Grade Level	2021	23%	13%	16%	35%	23%	63%	23%	31%	8%	24%	25%	18%	14%	14%
	2019	37%	24%	34%	44%	34%	76%	32%	42%	10%	32%	40%	30%	29%	31%
End of Course Biology															
At Approaches Grade Level or Above	2021	82%	73%	77%	92%	83%	95%	83%	89%	53%	79%	83%	77%	74%	67%
	2019	88%	83%	86%	94%	89%	97%	85%	93%	60%	85%	90%	85%	84%	79%
At Meets Grade Level or Above	2021	55%	41%	45%	74%	56%	86%	58%	67%	25%	52%	57%	48%	42%	33%
	2019	62%	49%	54%	77%	62%	88%	60%	74%	25%	55%	65%	54%	51%	40%
At Masters Grade Level	2021	22%	12%	14%	35%	22%	59%	20%	31%	7%	21%	24%	17%	12%	8%
	2019	25%	14%	18%	39%	24%	63%	23%	36%	6%	19%	27%	20%	15%	10%
End of Course U.S. History															
At Approaches Grade Level or Above	2021	88%	82%	85%	95%	91%	96%	88%	93%	63%	87%	90%	84%	83%	71%
	2019	93%	88%	91%	96%	93%	97%	89%	96%	66%	89%	94%	89%	90%	82%
At Meets Grade Level or Above	2021	69%	56%	62%	84%	73%	90%	71%	79%	39%	65%	71%	62%	58%	40%
	2019	73%	63%	68%	85%	74%	90%	70%	83%	36%	65%	76%	66%	64%	46%
At Masters Grade Level	2021	43%	29%	33%	60%	46%	72%	42%	56%	17%	40%	44%	37%	30%	17%
	2019	45%	32%	37%	61%	46%	72%	41%	58%	15%	37%	48%	38%	34%	18%
SAT/ACT All Subjects															
At Approaches Grade Level or Above	2021	95%	90%	91%	98%	96%	99%	96%	98%	80%	90%	95%	89%	90%	81%
At Meets Grade Level or Above	2021	69%	53%	53%	82%	76%	94%	60%	80%	50%	62%	70%	53%	50%	32%
At Masters Grade Level	2021	14%	5%	4%	17%	14%	49%	4%	20%	11%	20%	15%	6%	4%	3%
All Grades All Subjects															
At Approaches Grade Level or Above	2021	67%	55%	61%	81%	68%	90%	68%	76%	38%	67%	69%	63%	57%	54%
	2019	78%	68%	74%	86%	77%	93%	78%	83%	46%	76%	79%	74%	71%	70%
At Meets Grade Level or Above	2021	41%	29%	33%	57%	41%	73%	41%	50%	21%	38%	43%	36%	29%	26%
	2019	50%	37%	44%	63%	48%	80%	50%	58%	24%	45%	52%	45%	39%	38%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
State

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	10%	12%	29%	18%	47%	17%	25%	7%	18%	20%	15%	10%	10%
	2019	24%	14%	18%	33%	21%	55%	22%	31%	9%	21%	25%	20%	15%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2021	68%	57%	62%	81%	68%	89%	68%	77%	35%	67%	70%	64%	59%	55%
	2019	75%	65%	71%	85%	73%	92%	75%	82%	39%	72%	76%	71%	67%	65%
At Meets Grade Level or Above	2021	45%	33%	36%	60%	43%	73%	44%	54%	20%	40%	46%	40%	33%	28%
	2019	48%	36%	41%	62%	46%	77%	48%	58%	21%	41%	50%	43%	37%	34%
At Masters Grade Level	2021	18%	11%	12%	28%	17%	45%	17%	25%	6%	17%	19%	16%	11%	10%
	2019	21%	13%	15%	30%	18%	49%	19%	29%	7%	18%	22%	18%	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2021	66%	51%	58%	81%	66%	90%	66%	73%	40%	68%	68%	60%	55%	55%
	2019	82%	71%	80%	88%	81%	96%	82%	85%	53%	82%	83%	78%	77%	79%
At Meets Grade Level or Above	2021	37%	23%	28%	54%	37%	74%	36%	45%	21%	39%	39%	32%	26%	26%
	2019	52%	37%	47%	63%	49%	85%	53%	58%	27%	50%	54%	47%	43%	46%
At Masters Grade Level	2021	18%	8%	11%	27%	17%	50%	16%	23%	8%	19%	19%	15%	10%	11%
	2019	26%	15%	22%	35%	24%	64%	26%	32%	11%	25%	28%	23%	19%	22%
All Grades Writing															
At Approaches Grade Level or Above	2021	58%	47%	50%	73%	58%	86%	60%	67%	26%	55%	60%	54%	46%	45%
	2019	68%	57%	64%	78%	65%	90%	69%	75%	32%	63%	70%	65%	60%	62%
At Meets Grade Level or Above	2021	30%	20%	21%	43%	30%	63%	32%	38%	15%	26%	31%	27%	19%	18%
	2019	38%	28%	32%	49%	35%	72%	39%	47%	19%	31%	40%	35%	29%	30%
At Masters Grade Level	2021	9%	5%	5%	14%	8%	30%	8%	12%	4%	7%	9%	7%	4%	4%
	2019	14%	9%	10%	20%	12%	42%	14%	19%	7%	10%	15%	12%	8%	9%
All Grades Science															
At Approaches Grade Level or Above	2021	71%	59%	64%	86%	72%	91%	74%	80%	42%	71%	73%	67%	61%	56%
	2019	81%	72%	78%	90%	82%	95%	81%	87%	51%	79%	83%	78%	75%	73%
At Meets Grade Level or Above	2021	44%	30%	34%	62%	44%	76%	45%	54%	22%	42%	46%	38%	31%	26%
	2019	54%	39%	47%	69%	54%	83%	53%	64%	25%	50%	56%	48%	43%	39%
At Masters Grade Level	2021	20%	10%	12%	32%	20%	50%	18%	27%	8%	19%	21%	16%	10%	8%
	2019	25%	13%	18%	37%	24%	58%	23%	33%	9%	23%	26%	21%	15%	14%
All Grades Social Studies															
At Approaches Grade Level or Above	2021	73%	64%	67%	85%	75%	92%	75%	81%	47%	71%	75%	68%	64%	52%
	2019	81%	73%	77%	88%	81%	94%	82%	86%	51%	76%	82%	76%	74%	65%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
State

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	49%	38%	41%	64%	52%	77%	50%	58%	28%	45%	52%	43%	37%	25%
	2019	55%	45%	48%	67%	55%	81%	56%	63%	28%	47%	57%	48%	44%	32%
At Masters Grade Level	2021	29%	18%	21%	42%	30%	57%	28%	38%	12%	26%	30%	23%	18%	10%
	2019	33%	23%	26%	45%	33%	64%	31%	42%	12%	28%	35%	27%	23%	14%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
State

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject															
Grade 4 ELA/Reading	2019	61	56	61	63	61	76	59	62	54	62	62	60	58	61
	2018	63	60	61	66	64	77	62	66	63	64	64	63	61	62
Grade 4 Mathematics	2019	65	58	63	69	64	83	62	66	61	66	66	63	62	65
	2018	65	60	64	68	66	82	66	67	61	64	66	64	62	65
Grade 5 ELA/Reading	2019	81	80	80	81	81	88	80	81	75	81	81	81	80	82
	2018	80	80	80	79	79	86	79	80	77	81	80	80	79	81
Grade 5 Mathematics	2019	83	81	82	84	83	93	85	84	82	83	84	83	82	83
	2018	81	81	81	80	80	89	84	82	84	80	81	81	80	81
Grade 6 ELA/Reading	2019	42	40	38	47	42	63	43	47	34	40	42	42	38	38
	2018	47	41	44	52	47	67	46	51	37	45	47	47	42	44
Grade 6 Mathematics	2019	54	51	48	61	55	80	61	60	45	56	53	54	48	48
	2018	56	53	52	62	55	78	58	61	55	57	56	57	52	53
Grade 7 ELA/Reading	2019	77	74	76	80	77	89	79	80	67	77	78	76	75	76
	2018	76	70	75	77	74	88	78	77	67	75	76	75	73	76
Grade 7 Mathematics	2019	62	56	61	66	63	81	60	64	48	62	63	61	59	60
	2018	67	61	66	70	66	84	73	68	59	66	68	66	65	67
Grade 8 ELA/Reading	2019	77	75	77	79	77	85	76	80	69	77	78	77	76	77
	2018	79	79	79	79	78	83	79	80	72	78	79	79	79	79
Grade 8 Mathematics	2019	82	82	83	81	81	84	83	82	74	81	82	82	83	83
	2018	81	81	82	78	81	81	83	78	74	81	81	81	82	83
End of Course English II	2019	69	69	68	71	68	75	68	71	61	66	69	68	67	65
	2018	67	63	66	69	65	74	67	69	52	61	67	66	65	62
End of Course Algebra I	2019	75	67	74	77	72	93	71	76	46	73	76	70	71	73
	2018	72	63	70	76	70	92	76	75	42	70	73	67	67	67
All Grades Both Subjects	2019	69	66	67	72	69	83	69	71	60	68	69	68	66	67
	2018	69	66	68	71	68	82	71	71	62	68	70	69	67	69
All Grades ELA/Reading	2019	68	65	67	70	68	79	67	70	60	67	68	67	66	67
	2018	69	66	68	70	68	79	68	70	62	68	69	68	67	68
All Grades Mathematics	2019	70	66	68	73	69	86	70	72	60	70	71	69	67	68
	2018	70	66	69	72	69	85	73	72	63	69	71	69	68	69

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
State

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2021	67%	50%	44%	50%	57%	53%	48%	46%	53%	43%	46%	50%	72%	47%	85%
	2019	78%	72%	71%	70%	73%	74%		58%	65%	56%		62%		63%	
At Meets Grade Level or Above	2021	41%	22%	16%	22%	27%	25%	20%	18%	25%	17%	18%	23%	46%	19%	58%
	2019	50%	38%	35%	35%	39%	41%		24%	31%	22%		30%		29%	
At Masters Grade Level	2021	18%	9%	6%	9%	12%	11%	8%	5%	9%	4%	5%	8%	21%	7%	24%
	2019	24%	17%	15%	15%	17%	19%		8%	12%	6%		11%		11%	
All Grades ELA/Reading																
At Approaches Grade Level or Above	2021	68%	54%	48%	54%	62%	57%	51%	44%	53%	41%	45%	50%	73%	47%	88%
	2019	75%	71%	70%	69%	73%	73%		50%	59%	46%		56%		56%	
At Meets Grade Level or Above	2021	45%	25%	19%	25%	32%	29%	22%	19%	26%	17%	20%	24%	50%	21%	65%
	2019	48%	35%	31%	33%	38%	39%		19%	27%	16%		26%		24%	
At Masters Grade Level	2021	18%	11%	7%	11%	15%	14%	9%	5%	9%	4%	5%	8%	21%	7%	24%
	2019	21%	16%	13%	14%	17%	18%		5%	10%	4%		8%		9%	
All Grades Mathematics																
At Approaches Grade Level or Above	2021	66%	52%	45%	53%	57%	56%	50%	49%	57%	46%	47%	51%	69%	50%	82%
	2019	82%	79%	79%	78%	78%	80%		72%	76%	70%		73%		74%	
At Meets Grade Level or Above	2021	37%	23%	18%	24%	27%	27%	22%	20%	28%	17%	18%	23%	41%	21%	51%
	2019	52%	44%	43%	42%	43%	46%		35%	41%	32%		38%		38%	
At Masters Grade Level	2021	18%	10%	7%	11%	12%	12%	9%	7%	12%	6%	6%	9%	20%	8%	25%
	2019	26%	21%	20%	20%	21%	23%		13%	18%	11%		16%		16%	
All Grades Writing																
At Approaches Grade Level or Above	2021	58%	37%	31%	37%	46%	39%	36%	36%	43%	34%	38%	40%	63%	36%	84%
	2019	68%	62%	58%	61%	64%	67%		47%	53%	44%		53%		53%	
At Meets Grade Level or Above	2021	30%	14%	10%	13%	19%	15%	13%	11%	17%	9%	11%	16%	34%	12%	48%
	2019	38%	29%	24%	26%	31%	37%		17%	21%	14%		22%		22%	
At Masters Grade Level	2021	9%	3%	2%	3%	4%	4%	2%	2%	4%	1%	2%	4%	10%	2%	14%
	2019	14%	9%	5%	6%	10%	13%		4%	5%	3%		6%		6%	
All Grades Science																
At Approaches Grade Level or Above	2021	71%	44%	37%	41%	52%	46%	43%	50%	52%	49%	52%	52%	76%	48%	87%
	2019	81%	64%	64%	58%	67%	65%		63%	65%	63%		64%		64%	
At Meets Grade Level or Above	2021	44%	15%	10%	12%	21%	16%	14%	19%	21%	18%	20%	21%	49%	17%	59%
	2019	54%	34%	34%	29%	36%	36%		24%	30%	22%		30%		27%	
At Masters Grade Level	2021	20%	4%	3%	3%	7%	5%	4%	5%	6%	4%	5%	6%	23%	4%	25%
	2019	25%	13%	12%	10%	13%	14%		6%	9%	5%		9%		8%	
All Grades Social Studies																

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
State

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	53%	31%	40%	53%	60%	52%	43%	48%	42%	42%	50%	78%	43%	82%
	2019	81%	53%	61%	50%	53%	56%		54%	62%	53%		59%		55%	
At Meets Grade Level or Above	2021	49%	24%	8%	40%	24%	28%	22%	17%	20%	17%	16%	24%	55%	18%	54%
	2019	55%	17%	22%	10%	16%	21%		20%	26%	19%		27%		21%	
At Masters Grade Level	2021	29%	10%	4%	20%	11%	24%	10%	6%	7%	6%	5%	10%	33%	6%	28%
	2019	33%	7%	9%	0%	6%	16%		7%	9%	7%		11%		7%	

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
State

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	88%	85%	86%	92%	89%	88%	85%	88%	86%	88%	89%	87%	87%	88%
Included in Accountability	83%	80%	82%	89%	84%	85%	78%	83%	81%	86%	87%	76%	82%	82%
Not Included in Accountability: Mobile	3%	5%	3%	4%	4%	2%	5%	5%	3%	2%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	1%	2%	1%	0%	2%	1%	1%	2%	2%	4%
Not Tested	12%	15%	14%	8%	11%	12%	15%	12%	14%	12%	11%	13%	13%	12%
Absent	2%	2%	2%	2%	2%	1%	2%	2%	2%	2%	2%	2%	2%	1%
Other	10%	12%	12%	6%	9%	11%	13%	10%	12%	10%	10%	11%	11%	10%
2019 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	100%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	93%	98%	85%	93%	92%
Not Included in Accountability: Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	6%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	3%	2%	0%	1%	1%	0%	3%	2%	4%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
 State

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate											
2019-20	98.3%	98.0%	98.2%	98.6%	98.2%	99.4%	98.2%	98.4%	97.7%	98.0%	98.4%
2018-19	95.4%	95.0%	95.2%	95.7%	95.0%	97.4%	95.1%	95.6%	94.2%	94.9%	95.9%
Chronic Absenteeism											
2019-20	6.7%	8.9%	7.4%	5.2%	7.8%	1.8%	7.2%	6.7%	10.3%	8.2%	5.9%
2018-19	11.4%	14.5%	12.6%	9.2%	13.1%	3.2%	12.7%	11.0%	16.9%	13.9%	9.7%
Annual Dropout Rate (Gr 7-8)											
2019-20	0.5%	0.8%	0.5%	0.3%	0.6%	0.2%	1.4%	0.5%	0.7%	0.6%	0.8%
2018-19	0.4%	0.7%	0.5%	0.3%	0.9%	0.2%	0.8%	0.4%	0.5%	0.5%	0.7%
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	2.5%	1.9%	0.9%	2.3%	0.3%	1.5%	1.5%	2.2%	2.1%	3.3%
2018-19	1.9%	3.0%	2.3%	1.0%	2.5%	0.6%	2.1%	1.7%	2.6%	2.5%	4.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	87.0%	88.6%	94.0%	86.3%	96.7%	89.2%	91.1%	78.9%	87.5%	78.2%
Received TxCHSE	0.4%	0.4%	0.3%	0.5%	0.5%	0.1%	0.5%	0.6%	0.3%	0.4%	0.2%
Continued HS	3.9%	4.8%	4.6%	2.4%	5.0%	1.9%	5.2%	3.8%	12.7%	4.8%	7.1%
Dropped Out	5.4%	7.8%	6.5%	3.1%	8.2%	1.4%	5.1%	4.4%	8.2%	7.3%	14.6%
Graduates and TxCHSE	90.7%	87.3%	88.9%	94.5%	86.8%	96.7%	89.7%	91.8%	79.2%	87.9%	78.3%
Graduates, TxCHSE, and Continuers	94.6%	92.2%	93.5%	96.9%	91.8%	98.6%	94.9%	95.6%	91.8%	92.7%	85.4%
Class of 2019											
Graduated	90.0%	86.2%	88.2%	93.7%	87.3%	96.4%	88.0%	91.4%	77.9%	87.2%	75.9%
Received TxCHSE	0.5%	0.4%	0.4%	0.6%	0.5%	0.1%	1.0%	0.7%	0.3%	0.5%	0.2%
Continued HS	3.7%	4.5%	4.4%	2.4%	3.9%	1.9%	2.6%	3.1%	12.4%	4.5%	7.6%
Dropped Out	5.9%	8.8%	7.1%	3.3%	8.3%	1.7%	8.4%	4.8%	9.4%	7.9%	16.2%
Graduates and TxCHSE	90.4%	86.7%	88.6%	94.4%	87.8%	96.5%	89.0%	92.1%	78.2%	87.6%	76.2%
Graduates, TxCHSE, and Continuers	94.1%	91.2%	92.9%	96.7%	91.7%	98.3%	91.6%	95.2%	90.6%	92.1%	83.8%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	88.7%	90.7%	95.0%	89.6%	97.6%	89.7%	93.1%	82.4%	89.8%	81.1%
Received TxCHSE	0.5%	0.6%	0.4%	0.8%	0.6%	0.1%	1.0%	0.8%	0.4%	0.6%	0.3%
Continued HS	1.3%	1.5%	1.6%	0.9%	1.1%	0.7%	1.0%	1.2%	7.4%	1.5%	2.1%
Dropped Out	6.1%	9.2%	7.3%	3.3%	8.7%	1.6%	8.3%	4.9%	9.8%	8.1%	16.6%
Graduates and TxCHSE	92.6%	89.2%	91.1%	95.8%	90.3%	97.7%	90.7%	93.9%	82.8%	90.4%	81.4%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
 State

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	90.8%	92.7%	96.7%	91.3%	98.4%	91.7%	95.1%	90.2%	91.9%	83.4%
Class of 2018											
Graduated	92.2%	89.1%	90.8%	95.0%	87.6%	97.5%	89.8%	93.4%	82.7%	90.0%	80.2%
Received TxCHSE	0.6%	0.6%	0.5%	0.8%	0.6%	0.1%	1.2%	0.8%	0.3%	0.7%	0.3%
Continued HS	1.1%	1.3%	1.3%	0.8%	1.7%	0.8%	0.5%	0.8%	7.1%	1.2%	1.7%
Dropped Out	6.1%	9.1%	7.4%	3.3%	10.1%	1.6%	8.5%	5.1%	9.9%	8.1%	17.8%
Graduates and TxCHSE	92.8%	89.7%	91.3%	95.9%	88.2%	97.6%	91.0%	94.2%	83.0%	90.7%	80.5%
Graduates, TxCHSE, and Continuers	93.9%	90.9%	92.6%	96.7%	89.9%	98.4%	91.5%	94.9%	90.1%	91.9%	82.2%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	89.6%	91.4%	95.4%	88.5%	97.8%	89.8%	93.7%	85.0%	90.6%	81.3%
Received TxCHSE	0.7%	0.7%	0.6%	0.9%	0.8%	0.1%	1.6%	0.9%	0.4%	0.7%	0.3%
Continued HS	0.6%	0.7%	0.7%	0.5%	0.6%	0.5%	0.4%	0.4%	4.7%	0.7%	0.7%
Dropped Out	6.1%	9.0%	7.4%	3.3%	10.0%	1.6%	8.3%	5.0%	9.9%	8.0%	17.7%
Graduates and TxCHSE	93.3%	90.3%	91.9%	96.3%	89.3%	97.9%	91.4%	94.6%	85.4%	91.3%	81.6%
Graduates, TxCHSE, and Continuers	93.9%	91.0%	92.6%	96.7%	90.0%	98.4%	91.7%	95.0%	90.1%	92.0%	82.3%
Class of 2017											
Graduated	92.4%	89.2%	91.0%	95.4%	90.0%	97.5%	92.0%	94.5%	84.6%	90.3%	79.8%
Received TxCHSE	0.7%	0.8%	0.6%	0.9%	0.7%	0.2%	1.0%	1.0%	0.4%	0.8%	0.3%
Continued HS	0.6%	0.6%	0.6%	0.4%	0.1%	0.5%	0.3%	0.5%	4.7%	0.6%	0.7%
Dropped Out	6.3%	9.3%	7.8%	3.2%	9.2%	1.8%	6.6%	4.0%	10.3%	8.3%	19.2%
Graduates and TxCHSE	93.2%	90.1%	91.6%	96.3%	90.7%	97.7%	93.1%	95.6%	85.0%	91.1%	80.1%
Graduates, TxCHSE, and Continuers	93.7%	90.7%	92.2%	96.8%	90.8%	98.2%	93.4%	96.0%	89.7%	91.7%	80.8%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	63.9%	80.4%	88.9%	100.0%	82.1%	-	90.0%	32.0%	75.7%	62.9%
Class of 2019	73.3%	63.8%	73.3%	75.4%	71.4%	82.9%	100.0%	72.2%	23.4%	69.3%	71.7%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2020	4.3%	6.4%	4.6%	3.5%	3.3%	1.8%	4.2%	3.3%	11.6%	5.5%	7.1%
Class of 2019	4.2%	5.7%	4.6%	3.1%	5.0%	3.0%	3.4%	3.3%	9.2%	5.4%	7.0%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	83.5%	77.1%	83.2%	85.3%	81.2%	90.7%	82.9%	84.2%	39.4%	79.9%	72.8%
Class of 2019	83.5%	77.4%	82.4%	86.2%	79.0%	92.6%	79.6%	84.4%	36.3%	79.3%	72.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
State

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	83.5%	87.8%	88.7%	84.6%	92.6%	87.1%	87.5%	51.0%	85.3%	79.9%
Class of 2019	87.6%	83.1%	87.0%	89.2%	84.0%	95.6%	83.0%	87.6%	45.4%	84.6%	79.8%
RHSP/DAP Graduates (Annual Rate)											
2019-20	38.6%	23.9%	36.6%	48.0%	10.0%	38.7%	50.0%	64.7%	4.3%	36.4%	59.4%
2018-19	32.7%	17.4%	37.1%	29.8%	38.5%	47.8%	50.0%	33.3%	2.8%	32.4%	54.5%
FHSP-E Graduates (Annual Rate)											
2019-20	4.4%	6.5%	4.7%	3.5%	3.2%	1.8%	3.4%	3.5%	11.1%	5.6%	7.2%
2018-19	4.4%	6.0%	4.8%	3.1%	5.5%	3.1%	4.8%	3.3%	8.8%	5.6%	7.2%
FHSP-DLA Graduates (Annual Rate)											
2019-20	81.8%	74.9%	81.3%	84.1%	78.7%	89.9%	82.8%	82.6%	36.5%	78.1%	71.4%
2018-19	82.1%	75.7%	80.9%	85.2%	77.3%	91.9%	78.2%	83.2%	34.1%	77.8%	71.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2019-20	85.8%	81.0%	85.7%	87.3%	81.3%	91.5%	86.0%	86.0%	46.4%	83.4%	78.5%
2018-19	85.9%	81.0%	85.2%	87.8%	82.4%	94.7%	82.6%	86.1%	40.9%	82.9%	78.3%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
State

	State Count	State Percent
Graduates (2019-20 Annual Graduates)		
Total Graduates	360,220	100.0%
By Ethnicity:		
African American	44,729	12.4%
Hispanic	184,060	51.1%
White	105,215	29.2%
American Indian	1,226	0.3%
Asian	17,126	4.8%
Pacific Islander	557	0.2%
Two or More Races	7,307	2.0%
By Graduation Type:		
Minimum H.S. Program	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	952	0.3%
Foundation H.S. Program (No Endorsement)	49,535	13.8%
Foundation H.S. Program (Endorsement)	15,689	4.4%
Foundation H.S. Program (DLA)	292,532	81.2%
Special Education Graduates	29,018	8.1%
Economically Disadvantaged Graduates	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	29,639	8.2%
At-Risk Graduates	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
State

Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)											
College, Career, or Military Ready (Annual Graduates)											
2019-20	63.0%	47.8%	60.3%	70.6%	56.0%	85.5%	51.0%	65.6%	71.5%	56.3%	44.8%
2018-19	72.9%	60.5%	70.6%	79.4%	68.2%	89.6%	66.6%	75.2%	71.7%	67.5%	56.7%
College Ready Graduates											
College Ready (Annual Graduates)											
2019-20	53.4%	36.4%	49.5%	62.5%	45.2%	82.8%	42.7%	58.3%	11.0%	44.4%	30.3%
2018-19	53.0%	35.4%	48.5%	62.8%	47.1%	83.5%	43.0%	58.8%	9.6%	43.1%	28.9%
TSI Criteria Graduates in English Language Arts (Annual Graduates)											
2019-20	59.7%	47.7%	53.8%	70.5%	53.5%	84.5%	54.4%	67.6%	15.5%	49.9%	24.9%
2018-19	60.7%	49.4%	54.6%	71.5%	54.8%	85.7%	51.6%	69.1%	15.3%	50.3%	23.9%
TSI Criteria Graduates in Mathematics (Annual Graduates)											
2019-20	47.9%	34.6%	42.2%	57.6%	39.8%	82.4%	42.2%	54.3%	11.8%	38.7%	24.5%
2018-19	48.6%	34.7%	42.5%	58.8%	43.6%	84.7%	43.6%	55.3%	10.5%	38.6%	23.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)											
2019-20	43.2%	29.3%	36.6%	54.5%	35.3%	78.7%	36.6%	50.9%	8.0%	32.8%	15.6%
2018-19	44.2%	29.9%	37.2%	56.1%	39.7%	80.4%	39.5%	52.3%	7.0%	33.0%	14.5%
AP / IB Met Criteria in Any Subject (Annual Graduates)											
2019-20	21.1%	8.2%	18.6%	24.8%	15.2%	57.8%	16.9%	25.5%	1.8%	15.0%	15.3%
2018-19	21.1%	7.9%	18.7%	25.1%	17.4%	56.2%	14.7%	25.4%	1.7%	15.1%	16.1%
Associate Degree (Annual Graduates)											
2019-20	2.1%	1.8%	2.9%	1.1%	1.9%	2.0%	1.8%	1.3%	0.1%	2.6%	0.7%
2018-19	1.9%	1.5%	2.6%	0.9%	1.1%	2.0%	2.4%	1.2%	0.1%	2.2%	0.4%
Dual Course Credits in Any Subject (Annual Graduates)											
2019-20	24.6%	15.8%	22.9%	30.5%	21.2%	29.6%	19.4%	24.1%	3.1%	20.1%	6.9%
2018-19	23.1%	14.2%	21.2%	29.2%	19.2%	28.6%	16.2%	23.5%	2.9%	18.4%	5.6%
Onramps Course Credits (Annual Graduates)											
2019-20	4.0%	2.1%	3.8%	4.9%	3.2%	5.7%	4.1%	5.2%	0.3%	3.0%	1.1%
2018-19	2.3%	1.1%	2.0%	3.0%	1.5%	3.2%	1.3%	3.3%	0.2%	1.5%	0.6%
Career / Military Ready Graduates											
Career or Military Ready (Annual Graduates)											
2019-20	18.7%	16.4%	20.5%	17.3%	16.1%	15.1%	13.8%	15.2%	70.4%	20.5%	19.8%
2018-19	40.4%	37.8%	42.7%	39.2%	38.0%	31.6%	37.2%	35.5%	70.5%	42.8%	38.2%
Approved Industry-Based Certification (Annual Graduates)											
2019-20	13.2%	8.5%	14.9%	12.5%	11.2%	13.2%	10.2%	10.6%	8.3%	13.9%	11.1%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
State

Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	6.5%	12.3%	9.7%	10.1%	11.7%	4.7%	8.0%	6.3%	11.2%	8.9%
Graduates with Level I or Level II Certificate (Annual Graduates)											
2019-20	0.7%	0.5%	1.0%	0.3%	0.1%	0.2%	0.5%	0.3%	0.4%	0.9%	0.8%
2018-19	0.6%	0.3%	0.9%	0.4%	0.2%	0.1%	0.2%	0.2%	0.4%	0.8%	0.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)											
2019-20	2.4%	3.8%	2.3%	2.2%	2.3%	0.9%	1.3%	2.0%	28.7%	2.9%	3.8%
2018-19	2.3%	3.7%	2.2%	2.2%	2.6%	0.7%	2.0%	2.2%	29.0%	2.8%	3.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)											
2019-20	3.7%	5.0%	3.9%	3.4%	3.8%	1.2%	3.1%	3.2%	46.4%	4.4%	6.4%
2018-19	2.7%	3.4%	2.8%	2.7%	2.9%	1.0%	1.9%	2.8%	35.0%	3.1%	4.1%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
State

	Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)												
Reading	2019-20	30.1%	22.1%	29.7%	34.7%	27.3%	27.1%	28.4%	30.9%	5.2%	27.0%	8.1%
	2018-19	33.4%	24.9%	33.8%	36.8%	27.5%	29.5%	25.5%	33.9%	7.3%	30.3%	11.3%
Mathematics	2019-20	21.2%	14.8%	21.4%	23.0%	17.6%	23.8%	22.6%	21.3%	3.1%	19.1%	9.4%
	2018-19	24.7%	17.6%	25.4%	25.8%	21.0%	28.4%	23.6%	24.9%	4.1%	22.6%	12.3%
Both Subjects	2019-20	16.4%	10.2%	16.6%	18.5%	12.9%	17.4%	16.7%	16.5%	1.7%	14.3%	4.5%
	2018-19	18.8%	11.9%	19.3%	20.7%	15.9%	20.1%	16.9%	19.2%	2.5%	16.6%	5.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)												
English Language Arts	2019-20	7.3%	7.7%	9.4%	4.6%	4.4%	2.0%	5.7%	4.8%	7.4%	9.9%	12.9%
	2018-19	5.1%	4.9%	6.6%	3.2%	3.8%	1.6%	4.8%	3.0%	5.2%	6.8%	9.2%
Mathematics	2019-20	9.7%	10.6%	11.8%	7.1%	6.4%	2.5%	6.3%	7.5%	7.4%	12.3%	13.2%
	2018-19	7.3%	7.9%	8.9%	5.3%	4.9%	2.1%	6.1%	5.1%	5.2%	9.1%	10.1%
Both Subjects	2019-20	4.2%	4.1%	5.5%	2.5%	2.0%	0.8%	2.2%	2.5%	3.9%	5.8%	7.1%
	2018-19	2.6%	2.3%	3.6%	1.6%	2.0%	0.5%	2.0%	1.5%	2.3%	3.7%	4.6%
AP/IB Results (Participation) (Grades 11-12)												
All Subjects	2020	22.0%	13.3%	18.6%	25.4%	17.2%	59.1%	19.5%	25.8%	2.2%	15.4%	9.2%
	2019	25.2%	16.2%	23.0%	27.0%	19.4%	60.5%	21.2%	28.4%	2.3%	19.7%	12.5%
English Language Arts	2020	12.7%	8.2%	10.2%	14.6%	9.7%	38.1%	12.0%	16.0%	1.0%	8.5%	2.9%
	2019	14.5%	9.8%	12.5%	15.9%	10.9%	38.7%	12.3%	17.7%	1.0%	10.7%	3.2%
Mathematics	2020	6.4%	2.7%	4.1%	8.0%	4.5%	29.9%	5.2%	8.7%	0.5%	3.4%	1.4%
	2019	7.4%	3.2%	5.2%	8.8%	5.8%	31.7%	6.6%	9.8%	0.4%	4.3%	1.5%
Science	2020	9.4%	4.8%	6.7%	11.6%	7.4%	35.5%	6.2%	12.2%	0.7%	5.5%	2.2%
	2019	10.4%	5.8%	8.2%	12.0%	6.7%	36.2%	9.0%	13.4%	0.7%	7.0%	2.7%
Social Studies	2020	12.4%	7.2%	9.6%	14.5%	9.3%	41.4%	10.8%	15.9%	1.0%	8.0%	3.2%
	2019	13.9%	8.9%	11.5%	15.5%	10.1%	42.6%	11.8%	17.3%	1.0%	9.8%	3.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)												
All Subjects	2020	59.0%	40.4%	47.4%	69.0%	57.6%	81.2%	58.9%	69.1%	44.7%	44.4%	50.9%
	2019	51.0%	29.2%	39.2%	64.5%	53.5%	75.1%	48.6%	64.3%	34.2%	35.9%	50.5%
English Language Arts	2020	50.1%	35.2%	34.3%	62.6%	56.4%	72.4%	55.8%	61.2%	26.5%	31.0%	12.7%
	2019	41.2%	23.5%	22.3%	59.7%	45.3%	68.1%	46.8%	59.5%	20.1%	19.0%	4.5%
Mathematics	2020	56.5%	42.9%	38.0%	62.4%	58.3%	76.1%	46.7%	65.5%	45.5%	37.7%	31.0%
	2019	52.2%	33.8%	31.6%	63.1%	56.6%	72.9%	56.6%	65.4%	38.1%	30.1%	22.9%
Science	2020	47.6%	30.2%	28.9%	58.1%	41.6%	68.7%	38.0%	58.3%	32.6%	27.3%	14.2%
	2019	40.6%	21.0%	21.0%	55.7%	42.9%	63.2%	39.8%	56.5%	28.6%	18.9%	10.4%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
State

	Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	35.9%	33.4%	64.7%	56.1%	77.3%	52.4%	66.0%	32.3%	30.8%	13.0%
	2019	46.3%	29.2%	27.0%	62.7%	50.8%	71.9%	44.4%	63.5%	27.9%	23.9%	8.9%
SAT/ACT Results (Annual Graduates)												
Tested	2019-20	76.7%	76.9%	75.2%	76.0%	72.9%	95.6%	69.5%	77.3%	41.6%	72.4%	68.3%
	2018-19	75.0%	76.8%	72.8%	74.3%	72.3%	95.9%	67.0%	76.0%	36.7%	69.8%	65.6%
At/Above Criterion for All Examinees	2019-20	35.7%	19.5%	23.4%	54.6%	33.3%	76.1%	37.7%	49.2%	4.7%	20.0%	4.2%
	2018-19	36.1%	19.7%	23.2%	56.3%	36.6%	74.6%	35.6%	50.1%	5.4%	20.0%	4.3%
Average SAT Score (Annual Graduates)												
All Subjects	2019-20	1019	937	958	1109	1011	1229	1024	1094	792	940	818
	2018-19	1027	944	961	1124	1020	1228	1018	1102	800	945	818
English Language Arts and Writing	2019-20	513	476	483	561	511	602	515	553	399	474	404
	2018-19	517	479	483	568	513	600	511	557	402	475	403
Mathematics	2019-20	506	461	475	548	501	628	509	540	393	466	414
	2018-19	510	465	477	556	507	629	507	545	398	470	416
Average ACT Score (Annual Graduates)												
All Subjects	2019-20	20	17	18	23	20	26	20	22	14	18	14
	2018-19	21	18	18	23	21	26	21	23	15	18	14
English Language Arts	2019-20	20	17	17	23	20	26	20	22	13	17	13
	2018-19	20	17	18	23	20	26	21	23	14	17	13
Mathematics	2019-20	20	17	18	22	20	27	20	22	15	18	15
	2018-19	20	18	19	23	20	26	21	22	16	18	16
Science	2019-20	21	18	18	23	20	26	20	22	15	18	15
	2018-19	21	18	19	23	21	26	21	23	16	18	15

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
State

	Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)												
Any Subject	2019-20	46.3%	37.4%	44.9%	48.7%	41.6%	72.3%	42.1%	45.8%	18.4%	41.5%	30.9%
	2018-19	44.6%	35.4%	43.0%	47.6%	39.9%	70.5%	39.6%	45.4%	16.9%	39.6%	27.8%
English Language Arts	2019-20	18.2%	14.2%	16.9%	19.9%	15.0%	32.5%	16.3%	18.6%	4.4%	15.1%	8.6%
	2018-19	17.8%	13.7%	16.6%	19.7%	15.3%	31.6%	14.3%	18.9%	4.1%	14.7%	8.1%
Mathematics	2019-20	20.7%	15.2%	18.6%	23.6%	17.9%	40.6%	20.2%	21.1%	5.2%	16.8%	8.5%
	2018-19	20.4%	14.7%	18.2%	23.5%	18.0%	39.8%	18.9%	21.2%	4.8%	16.4%	8.4%
Science	2019-20	22.4%	18.2%	20.7%	24.9%	21.1%	38.1%	19.9%	22.4%	9.0%	19.3%	10.6%
	2018-19	21.7%	17.1%	20.1%	24.1%	19.5%	36.9%	18.2%	22.0%	8.4%	18.6%	9.7%
Social Studies	2019-20	24.6%	17.2%	21.3%	28.4%	19.6%	56.7%	21.5%	27.1%	2.9%	18.5%	7.9%
	2018-19	23.6%	16.4%	20.2%	27.7%	20.2%	54.4%	19.8%	27.2%	2.3%	17.5%	6.1%
CTE Coherent Sequence (Annual Graduates)												
	2019-20	58.5%	52.9%	61.1%	58.2%	56.8%	49.6%	51.2%	52.6%	52.6%	60.7%	50.9%
	2018-19	59.0%	54.0%	61.9%	58.6%	55.1%	47.8%	49.9%	52.0%	54.3%	61.4%	53.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)												
	2018-19	52.6%	50.3%	49.4%	55.5%	44.9%	76.3%	37.8%	54.1%	25.1%	46.1%	31.7%
	2017-18	53.4%	51.9%	49.6%	56.7%	45.9%	77.3%	41.5%	54.4%	25.6%	46.6%	31.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course												
	2018-19	42.2%	36.6%	42.8%	40.8%	38.1%	54.8%	53.2%	44.7%	19.0%	39.1%	25.6%
	2017-18	60.7%	42.5%	53.5%	72.4%	57.8%	86.4%	62.1%	68.5%	13.4%	49.5%	22.8%

Texas Education Agency
2020-21 Student Information (TAPR)
State

Student Information	----- Membership -----		----- Enrollment -----	
	----- State -----		----- State -----	
	Count	Percent	Count	Percent
Total Students	5,359,040	100.0%	5,371,586	100.0%
Students by Grade:				
Early Childhood Education	13,855	0.3%	20,991	0.4%
Pre-Kindergarten	196,560	3.7%	197,093	3.7%
Kindergarten	360,865	6.7%	361,349	6.7%
Grade 1	380,973	7.1%	381,403	7.1%
Grade 2	379,725	7.1%	380,122	7.1%
Grade 3	380,802	7.1%	381,135	7.1%
Grade 4	385,090	7.2%	385,364	7.2%
Grade 5	395,436	7.4%	395,649	7.4%
Grade 6	414,197	7.7%	414,357	7.7%
Grade 7	421,222	7.9%	421,347	7.8%
Grade 8	422,386	7.9%	422,505	7.9%
Grade 9	436,396	8.1%	436,523	8.1%
Grade 10	420,502	7.8%	420,705	7.8%
Grade 11	388,143	7.2%	388,443	7.2%
Grade 12	362,888	6.8%	364,600	6.8%
Ethnic Distribution:				
African American	680,285	12.7%	681,401	12.7%
Hispanic	2,835,771	52.9%	2,840,982	52.9%
White	1,418,789	26.5%	1,424,251	26.5%
American Indian	18,712	0.3%	18,755	0.3%
Asian	253,856	4.7%	254,163	4.7%
Pacific Islander	8,259	0.2%	8,271	0.2%
Two or More Races	143,368	2.7%	143,763	2.7%
Sex:				
Female	2,620,239	48.9%	2,624,722	48.9%
Male	2,738,801	51.1%	2,746,864	51.1%
Economically Disadvantaged	3,229,178	60.3%	3,233,417	60.2%
Non-Educationally Disadvantaged	2,129,862	39.7%	2,138,169	39.8%
Section 504 Students	387,490	7.2%	387,622	7.2%
EB Students/EL	1,108,207	20.7%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	66,833	1.2%		
Students w/ Dyslexia	241,070	4.5%	241,197	4.5%
Foster Care	17,033	0.3%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
State

Student Information	----- Membership -----		----- Enrollment -----	
	Count	Percent	Count	Percent
Homeless	57,709	1.1%	57,811	1.1%
Immigrant	108,025	2.0%	108,092	2.0%
Migrant	16,657	0.3%	16,733	0.3%
Title I	3,457,855	64.5%	3,464,887	64.5%
Military Connected	144,596	2.7%	144,683	2.7%
At-Risk	2,634,284	49.2%	2,636,849	49.1%
Students by Instructional Program:				
Bilingual/ESL Education	1,123,936	21.0%	1,124,413	20.9%
Gifted and Talented Education	443,781	8.3%	443,849	8.3%
Special Education	595,885	11.1%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	595,885			
By Type of Primary Disability				
Students with Intellectual Disabilities	253,352	42.5%		
Students with Physical Disabilities	127,106	21.3%		
Students with Autism	83,737	14.1%		
Students with Behavioral Disabilities	122,624	20.6%		
Students with Non-Categorical Early Childhood	9,066	1.5%		
Mobility (2019-20):				
Total Mobile Students	726,083	13.8%		
By Ethnicity:				
African American	148,832	2.8%		
Hispanic	372,491	7.1%		
White	160,748	3.1%		
American Indian	2,944	0.1%		
Asian	18,370	0.4%		
Pacific Islander	1,484	0.0%		
Two or More Races	21,214	0.4%		
Count and Percent of Special Ed Students who are Mobile	102,036	16.5%		
Count and Percent of EB Students/EL who are Mobile	137,410	13.6%		
Count and Percent of Econ Dis Students who are Mobile	508,900	16.0%		
Student Attrition (2019-20):				
Total Student Attrition	700,130	16.6%		

Texas Education Agency
2020-21 Student Information (TAPR)
State

Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	1.4%	4.8%
Grade 1	1.9%	3.2%
Grade 2	1.0%	1.4%
Grade 3	0.5%	0.6%
Grade 4	0.3%	0.4%
Grade 5	0.2%	0.3%
Grade 6	0.2%	0.3%
Grade 7	0.3%	0.3%
Grade 8	0.2%	0.4%
Grade 9	4.7%	7.8%

	----- State -----	
	Count	Percent
Data Quality:		
Underreported Students	6,039	0.2%

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

Class Size Information	State
Elementary:	
Kindergarten	17.7
Grade 1	18.0
Grade 2	18.0
Grade 3	18.2
Grade 4	18.3
Grade 5	19.8
Grade 6	19.4
Secondary:	
English/Language Arts	15.7
Foreign Languages	17.8
Mathematics	16.9
Science	17.9
Social Studies	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
State

Staff Information	----- State -----	
	Count	Percent
Total Staff	745,316.3	100.0%
Professional Staff:	479,219.1	64.3%
Teachers	369,395.4	49.6%
Professional Support	78,787.8	10.6%
Campus Administration (School Leadership)	22,378.5	3.0%
Central Administration	8,657.4	1.2%
Educational Aides:	79,348.7	10.6%
Auxiliary Staff:	186,748.5	25.1%
Librarians and Counselors (Headcount):		
Full-time Librarians	4,290.0	n/a
Part-time Librarians	582.0	n/a
Full-time Counselors	13,211.0	n/a
Part-time Counselors	1,126.0	n/a
Total Minority Staff:	384,122.4	51.5%
Teachers by Ethnicity:		
African American	41,186.3	11.1%
Hispanic	104,985.0	28.4%
White	210,367.3	56.9%
American Indian	1,261.0	0.3%
Asian	6,656.1	1.8%
Pacific Islander	618.8	0.2%
Two or More Races	4,320.9	1.2%
Teachers by Sex:		
Males	88,006.1	23.8%
Females	281,389.3	76.2%
Teachers by Highest Degree Held:		
No Degree	4,422.7	1.2%
Bachelors	269,818.0	73.0%
Masters	92,432.5	25.0%
Doctorate	2,722.3	0.7%
Teachers by Years of Experience:		
Beginning Teachers	24,880.4	6.7%
1-5 Years Experience	102,753.7	27.8%
6-10 Years Experience	74,854.8	20.3%
11-20 Years Experience	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
State

	----- State -----	
Staff Information	Count	Percent
21-30 Years Experience	47,975.4	13.0%
Over 30 Years Experience	11,278.0	3.1%
Number of Students per Teacher	14.5	n/a

Staff Information	State
Experience of Campus Leadership:	
Average Years Experience of Principals	6.4
Average Years Experience of Principals with District	5.5
Average Years Experience of Assistant Principals	5.5
Average Years Experience of Assistant Principals with District	4.8
Average Years Experience of Teachers:	11.2
Average Years Experience of Teachers with District:	7.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$50,849
1-5 Years Experience	\$53,288
6-10 Years Experience	\$56,282
11-20 Years Experience	\$59,900
21-30 Years Experience	\$64,637
Over 30 Years Experience	\$69,974
Average Actual Salaries (regular duties only):	
Teachers	\$57,641
Professional Support	\$68,030
Campus Administration (School Leadership)	\$83,424
Central Administration	\$109,662
Instructional Staff Percent:	64.6%
Turnover Rate for Teachers:	14.3%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,136.9
Educational Aides	194.8
Auxiliary Staff	397.5
Contracted Instructional Staff:	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
State

Program Information	----- State -----	
	Count	Percent
Teachers by Program (population served):		
Bilingual/ESL Education	22,871	6.2%
Career and Technical Education	18,988	5.1%
Compensatory Education	10,227	2.8%
Gifted and Talented Education	6,558	1.8%
Regular Education	262,447	71.0%
Special Education	34,863	9.4%
Other	13,442	3.6%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

Texas Education Agency
2020-21 STAAR Performance (TAPR)
REGION 15: SAN ANGELO

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2021	67%	67%	60%	59%	80%	50%	75%	*	74%	39%	68%	67%	66%	58%	50%
	2019	76%	70%	67%	64%	78%	*	87%	*	72%	46%	70%	70%	70%	62%	54%
At Meets Grade Level or Above	2021	39%	39%	32%	29%	53%	17%	54%	*	46%	19%	35%	39%	37%	28%	20%
	2019	45%	37%	36%	28%	49%	*	61%	*	38%	26%	33%	36%	38%	27%	19%
At Masters Grade Level	2021	19%	18%	10%	10%	29%	0%	21%	*	20%	5%	14%	18%	18%	10%	6%
	2019	27%	21%	20%	15%	31%	*	39%	*	18%	7%	16%	21%	21%	14%	9%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2021	62%	63%	35%	53%	78%	50%	67%	*	75%	38%	69%	63%	60%	53%	46%
	2019	79%	72%	61%	67%	81%	*	90%	*	67%	48%	78%	72%	71%	64%	65%
At Meets Grade Level or Above	2021	31%	32%	13%	23%	46%	17%	54%	*	40%	19%	31%	32%	29%	23%	18%
	2019	49%	39%	30%	31%	51%	*	71%	*	38%	29%	36%	39%	38%	30%	28%
At Masters Grade Level	2021	14%	14%	6%	8%	24%	0%	33%	*	17%	6%	12%	14%	14%	9%	6%
	2019	25%	18%	15%	12%	26%	*	42%	*	18%	10%	21%	18%	15%	12%	11%
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	61%	46%	53%	73%	*	77%	*	68%	32%	57%	61%	60%	51%	41%
	2019	75%	70%	52%	67%	77%	82%	88%	80%	75%	43%	67%	71%	68%	63%	61%
At Meets Grade Level or Above	2021	36%	33%	20%	26%	44%	*	64%	*	37%	17%	27%	32%	35%	23%	16%
	2019	44%	39%	26%	33%	49%	55%	56%	60%	41%	22%	33%	40%	37%	30%	29%
At Masters Grade Level	2021	17%	14%	9%	9%	21%	*	36%	*	19%	5%	14%	13%	15%	8%	5%
	2019	22%	18%	13%	15%	24%	9%	24%	20%	18%	6%	13%	18%	17%	11%	12%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	59%	59%	35%	50%	75%	*	86%	*	68%	33%	65%	59%	60%	49%	41%
	2019	75%	67%	53%	64%	74%	73%	88%	80%	73%	38%	68%	68%	65%	60%	64%
At Meets Grade Level or Above	2021	36%	34%	16%	25%	49%	*	77%	*	42%	20%	33%	34%	35%	23%	19%
	2019	48%	37%	27%	32%	46%	55%	76%	60%	45%	22%	36%	38%	36%	29%	34%
At Masters Grade Level	2021	21%	18%	9%	11%	29%	*	64%	*	26%	5%	18%	18%	20%	11%	9%
	2019	28%	19%	9%	16%	26%	18%	60%	60%	16%	9%	14%	20%	18%	14%	18%
Grade 4 Writing																
At Approaches Grade Level or Above	2021	53%	51%	45%	44%	62%	*	71%	*	56%	23%	49%	50%	53%	41%	35%
	2019	67%	60%	56%	55%	68%	64%	88%	80%	59%	29%	52%	61%	56%	51%	51%
At Meets Grade Level or Above	2021	27%	24%	18%	18%	34%	*	62%	*	23%	13%	19%	24%	25%	16%	11%
	2019	35%	27%	29%	23%	35%	27%	64%	40%	27%	18%	20%	28%	27%	20%	21%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
REGION 15: SAN ANGELO

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	8%	6%	3%	3%	9%	*	19%	*	13%	2%	8%	5%	6%	3%	2%
	2019	11%	6%	6%	4%	10%	0%	16%	20%	7%	4%	2%	6%	6%	4%	5%
Grade 5 Reading+																
At Approaches Grade Level or Above	2021	73%	70%	59%	63%	81%	*	92%	*	69%	38%	73%	70%	68%	61%	51%
	2019	86%	82%	75%	78%	89%	86%	85%	*	89%	48%	82%	82%	81%	77%	71%
At Meets Grade Level or Above	2021	46%	41%	32%	34%	54%	*	67%	*	35%	21%	35%	41%	41%	30%	24%
	2019	54%	44%	40%	37%	57%	71%	73%	*	59%	21%	39%	44%	45%	36%	30%
At Masters Grade Level	2021	30%	25%	15%	19%	36%	*	42%	*	18%	6%	24%	25%	25%	16%	11%
	2019	29%	20%	14%	14%	30%	0%	58%	*	33%	6%	14%	21%	18%	14%	12%
Grade 5 Mathematics+																
At Approaches Grade Level or Above	2021	70%	68%	50%	61%	79%	*	96%	*	76%	44%	76%	69%	66%	60%	58%
	2019	90%	87%	80%	84%	92%	86%	85%	*	91%	64%	85%	87%	86%	84%	84%
At Meets Grade Level or Above	2021	44%	40%	27%	33%	53%	*	88%	*	42%	23%	44%	41%	38%	31%	29%
	2019	58%	48%	33%	43%	57%	43%	81%	*	50%	29%	49%	49%	46%	41%	42%
At Masters Grade Level	2021	25%	20%	17%	14%	29%	*	58%	*	18%	7%	17%	20%	18%	13%	14%
	2019	36%	27%	9%	22%	36%	14%	65%	*	31%	11%	23%	28%	24%	20%	22%
Grade 5 Science																
At Approaches Grade Level or Above	2021	62%	60%	53%	51%	75%	*	88%	*	60%	35%	62%	61%	60%	51%	43%
	2019	75%	69%	50%	63%	82%	100%	84%	*	80%	42%	69%	69%	70%	63%	58%
At Meets Grade Level or Above	2021	31%	29%	19%	20%	43%	*	54%	*	37%	20%	30%	29%	28%	18%	17%
	2019	49%	42%	26%	35%	54%	29%	76%	*	58%	24%	43%	42%	41%	34%	32%
At Masters Grade Level	2021	13%	11%	6%	7%	18%	*	38%	*	6%	5%	11%	11%	12%	6%	6%
	2019	24%	19%	10%	14%	27%	29%	68%	*	30%	9%	18%	19%	18%	15%	15%
Grade 6 Reading																
At Approaches Grade Level or Above	2021	62%	59%	46%	51%	72%	57%	79%	60%	63%	27%	59%	58%	61%	49%	41%
	2019	68%	62%	52%	57%	70%	82%	74%	*	54%	27%	59%	63%	59%	53%	49%
At Meets Grade Level or Above	2021	32%	29%	26%	22%	40%	29%	54%	40%	32%	15%	32%	29%	28%	19%	16%
	2019	37%	30%	19%	24%	40%	27%	45%	*	33%	17%	23%	31%	30%	22%	18%
At Masters Grade Level	2021	15%	12%	6%	8%	18%	29%	21%	20%	9%	4%	12%	12%	11%	6%	6%
	2019	18%	13%	9%	10%	18%	9%	32%	*	21%	7%	6%	14%	12%	8%	6%
Grade 6 Mathematics																
At Approaches Grade Level or Above	2021	68%	66%	58%	59%	78%	57%	88%	80%	66%	40%	66%	65%	69%	58%	51%
	2019	81%	78%	64%	74%	84%	91%	87%	*	82%	45%	81%	79%	75%	72%	73%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
REGION 15: SAN ANGELO

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At Meets Grade Level or Above	2021	36%	34%	23%	27%	46%	29%	67%	60%	29%	18%	31%	34%	32%	24%	24%
	2019	47%	41%	25%	35%	51%	36%	61%	*	39%	19%	31%	42%	37%	31%	33%
At Masters Grade Level	2021	15%	13%	4%	9%	19%	0%	38%	20%	13%	7%	16%	13%	11%	8%	9%
	2019	21%	16%	9%	13%	21%	18%	42%	*	21%	9%	14%	17%	14%	11%	11%
Grade 7 Reading																
At Approaches Grade Level or Above	2021	69%	66%	56%	60%	77%	100%	77%	*	71%	31%	62%	67%	64%	59%	48%
	2019	76%	71%	60%	66%	80%	73%	84%	-	72%	37%	65%	72%	69%	63%	54%
At Meets Grade Level or Above	2021	45%	41%	30%	34%	53%	67%	59%	*	55%	16%	38%	42%	40%	34%	24%
	2019	49%	43%	30%	36%	57%	27%	64%	-	46%	20%	31%	44%	43%	34%	23%
At Masters Grade Level	2021	25%	22%	15%	17%	30%	17%	59%	*	35%	7%	23%	22%	21%	16%	8%
	2019	29%	25%	15%	18%	36%	9%	40%	-	28%	8%	18%	25%	25%	17%	11%
Grade 7 Mathematics																
At Approaches Grade Level or Above	2021	55%	55%	40%	47%	69%	67%	86%	*	70%	28%	58%	56%	53%	47%	40%
	2019	75%	71%	60%	66%	80%	91%	96%	-	75%	41%	62%	71%	71%	65%	62%
At Meets Grade Level or Above	2021	27%	26%	9%	17%	40%	17%	64%	*	34%	14%	24%	26%	25%	17%	12%
	2019	43%	37%	21%	31%	49%	18%	80%	-	44%	21%	28%	38%	36%	30%	20%
At Masters Grade Level	2021	12%	10%	2%	6%	17%	17%	41%	*	11%	5%	8%	10%	11%	5%	4%
	2019	17%	13%	6%	10%	18%	0%	32%	-	13%	5%	9%	13%	12%	9%	7%
Grade 7 Writing																
At Approaches Grade Level or Above	2021	63%	63%	46%	57%	72%	83%	73%	*	78%	22%	57%	64%	59%	54%	42%
	2019	70%	66%	56%	60%	76%	82%	92%	-	75%	28%	56%	66%	64%	58%	46%
At Meets Grade Level or Above	2021	33%	29%	20%	22%	41%	33%	55%	*	41%	12%	24%	30%	28%	21%	12%
	2019	42%	36%	26%	29%	47%	27%	52%	-	44%	18%	19%	36%	34%	28%	19%
At Masters Grade Level	2021	10%	7%	4%	4%	11%	0%	36%	*	13%	4%	4%	7%	6%	4%	2%
	2019	18%	13%	10%	10%	19%	0%	16%	-	13%	8%	6%	13%	13%	9%	5%
Grade 8 Reading+																
At Approaches Grade Level or Above	2021	73%	69%	61%	63%	78%	63%	87%	*	73%	34%	69%	70%	66%	62%	51%
	2019	86%	80%	80%	75%	89%	67%	91%	*	83%	41%	73%	81%	80%	73%	56%
At Meets Grade Level or Above	2021	46%	40%	26%	31%	54%	25%	60%	*	47%	15%	39%	41%	38%	30%	21%
	2019	55%	47%	42%	38%	61%	11%	68%	*	50%	21%	34%	47%	46%	36%	14%
At Masters Grade Level	2021	21%	16%	10%	10%	26%	0%	33%	*	20%	4%	13%	17%	16%	10%	4%
	2019	28%	22%	13%	14%	34%	0%	41%	*	23%	8%	19%	22%	19%	13%	4%
Grade 8 Mathematics+																

Texas Education Agency
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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	62%	60%	47%	52%	73%	88%	80%	*	67%	27%	60%	60%	58%	52%	43%
	2019	88%	82%	80%	79%	88%	71%	94%	*	80%	52%	70%	83%	81%	77%	67%
At Meets Grade Level or Above	2021	36%	35%	19%	26%	49%	75%	50%	*	48%	16%	40%	36%	31%	26%	19%
	2019	57%	48%	40%	41%	60%	57%	75%	*	48%	22%	37%	49%	45%	40%	24%
At Masters Grade Level	2021	11%	9%	5%	6%	15%	13%	20%	*	18%	4%	10%	10%	8%	7%	5%
	2019	17%	11%	7%	8%	17%	14%	38%	*	11%	9%	12%	12%	10%	9%	7%
Grade 8 Science																
At Approaches Grade Level or Above	2021	68%	64%	53%	56%	78%	86%	81%	*	71%	29%	68%	65%	64%	56%	42%
	2019	81%	76%	76%	70%	86%	75%	91%	*	81%	39%	68%	77%	73%	68%	46%
At Meets Grade Level or Above	2021	43%	39%	19%	29%	54%	57%	69%	*	52%	15%	43%	39%	37%	29%	17%
	2019	51%	43%	30%	34%	57%	25%	70%	*	42%	22%	42%	44%	39%	33%	14%
At Masters Grade Level	2021	24%	19%	9%	13%	30%	14%	50%	*	34%	7%	14%	20%	18%	13%	7%
	2019	25%	17%	14%	11%	26%	0%	35%	*	19%	8%	13%	18%	14%	10%	5%
Grade 8 Social Studies																
At Approaches Grade Level or Above	2021	57%	52%	47%	44%	66%	63%	75%	*	57%	25%	52%	53%	50%	43%	27%
	2019	69%	60%	55%	53%	71%	11%	91%	*	64%	28%	50%	60%	59%	50%	31%
At Meets Grade Level or Above	2021	28%	23%	13%	16%	33%	13%	56%	*	36%	13%	25%	24%	20%	16%	8%
	2019	37%	27%	23%	21%	36%	0%	48%	*	27%	17%	27%	28%	24%	19%	9%
At Masters Grade Level	2021	14%	9%	5%	6%	15%	0%	44%	*	15%	5%	9%	10%	8%	6%	3%
	2019	21%	13%	8%	10%	18%	0%	30%	*	14%	8%	13%	13%	12%	7%	2%
End of Course English I																
At Approaches Grade Level or Above	2021	67%	66%	48%	60%	77%	73%	80%	-	75%	31%	60%	66%	65%	58%	41%
	2019	68%	64%	44%	60%	73%	68%	83%	*	72%	24%	63%	65%	61%	57%	38%
At Meets Grade Level or Above	2021	50%	47%	31%	40%	62%	55%	72%	-	58%	18%	40%	48%	46%	38%	19%
	2019	50%	45%	26%	39%	57%	53%	69%	*	59%	12%	34%	46%	42%	36%	17%
At Masters Grade Level	2021	12%	9%	3%	6%	14%	0%	24%	-	6%	5%	8%	9%	7%	5%	2%
	2019	11%	7%	5%	5%	13%	0%	21%	*	10%	2%	4%	8%	7%	4%	1%
End of Course English II																
At Approaches Grade Level or Above	2021	71%	70%	48%	65%	81%	50%	88%	*	77%	31%	43%	71%	67%	63%	36%
	2019	68%	66%	53%	62%	75%	75%	80%	*	67%	22%	57%	67%	61%	60%	43%
At Meets Grade Level or Above	2021	57%	56%	31%	49%	71%	33%	79%	*	58%	19%	35%	57%	50%	46%	18%
	2019	49%	46%	30%	40%	60%	67%	61%	*	50%	11%	27%	47%	42%	37%	18%

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	School Year	State	Region 15	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	11%	8%	2%	5%	13%	0%	17%	*	11%	5%	0%	8%	6%	5%	1%
	2019	8%	5%	2%	3%	8%	8%	7%	*	6%	3%	0%	5%	4%	2%	0%
End of Course Algebra I																
At Approaches Grade Level or Above	2021	73%	69%	56%	63%	80%	50%	94%	*	81%	39%	66%	68%	71%	62%	52%
	2019	85%	77%	68%	75%	83%	89%	96%	-	65%	42%	71%	79%	74%	73%	66%
At Meets Grade Level or Above	2021	41%	37%	23%	30%	51%	25%	61%	*	47%	18%	30%	38%	35%	30%	19%
	2019	61%	48%	23%	45%	55%	61%	81%	-	43%	18%	38%	50%	41%	41%	35%
At Masters Grade Level	2021	23%	19%	7%	14%	29%	25%	50%	*	29%	8%	11%	20%	16%	14%	9%
	2019	37%	25%	12%	23%	31%	17%	62%	-	28%	7%	15%	27%	21%	19%	15%
End of Course Biology																
At Approaches Grade Level or Above	2021	82%	79%	71%	73%	89%	82%	81%	*	84%	47%	69%	79%	79%	73%	53%
	2019	88%	85%	72%	82%	91%	73%	96%	*	93%	53%	81%	85%	83%	80%	65%
At Meets Grade Level or Above	2021	55%	48%	30%	39%	66%	36%	67%	*	59%	22%	42%	49%	46%	38%	20%
	2019	62%	53%	28%	46%	69%	47%	78%	*	59%	19%	48%	54%	50%	43%	24%
At Masters Grade Level	2021	22%	15%	10%	9%	24%	9%	33%	*	21%	7%	14%	15%	14%	9%	4%
	2019	25%	17%	12%	12%	26%	7%	48%	*	28%	4%	15%	18%	14%	10%	5%
End of Course U.S. History																
At Approaches Grade Level or Above	2021	88%	89%	79%	86%	95%	83%	100%	*	95%	63%	96%	89%	86%	84%	61%
	2019	93%	91%	86%	89%	95%	88%	100%	-	92%	63%	89%	91%	91%	88%	79%
At Meets Grade Level or Above	2021	69%	70%	44%	62%	82%	67%	71%	*	84%	41%	67%	71%	65%	61%	32%
	2019	73%	69%	57%	63%	80%	75%	91%	-	68%	35%	61%	70%	65%	63%	39%
At Masters Grade Level	2021	43%	40%	23%	32%	53%	17%	71%	*	56%	16%	38%	40%	38%	32%	8%
	2019	45%	38%	25%	33%	48%	50%	64%	-	38%	14%	11%	39%	35%	31%	12%
SAT/ACT All Subjects																
At Approaches Grade Level or Above	2021	95%	96%	*	94%	98%	-	100%	-	100%	*	-	96%	100%	92%	*
At Meets Grade Level or Above	2021	69%	71%	*	62%	79%	-	80%	-	100%	*	-	69%	85%	61%	*
At Masters Grade Level	2021	14%	10%	*	8%	12%	-	0%	-	0%	*	-	10%	12%	6%	*
All Grades All Subjects																
At Approaches Grade Level or Above	2021	67%	65%	52%	58%	77%	67%	83%	61%	72%	34%	63%	65%	64%	56%	45%
	2019	78%	73%	63%	68%	81%	76%	88%	84%	75%	40%	69%	73%	71%	66%	58%
At Meets Grade Level or Above	2021	41%	38%	24%	30%	51%	39%	64%	45%	45%	18%	33%	38%	36%	28%	19%
	2019	50%	42%	30%	36%	54%	41%	68%	66%	46%	20%	34%	43%	40%	34%	25%

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	School Year	State	Region 15	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	15%	8%	10%	23%	10%	38%	21%	19%	6%	13%	15%	14%	9%	6%
	2019	24%	17%	11%	13%	25%	9%	39%	29%	20%	7%	13%	18%	16%	12%	9%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2021	68%	66%	53%	60%	77%	62%	82%	50%	71%	33%	63%	66%	65%	57%	45%
	2019	75%	70%	59%	66%	79%	76%	83%	80%	73%	34%	68%	71%	68%	63%	53%
At Meets Grade Level or Above	2021	45%	41%	29%	34%	54%	38%	64%	44%	47%	18%	35%	42%	40%	31%	20%
	2019	48%	42%	31%	35%	54%	44%	62%	67%	48%	18%	32%	42%	40%	32%	21%
At Masters Grade Level	2021	18%	15%	8%	10%	23%	8%	31%	31%	17%	5%	15%	15%	15%	9%	6%
	2019	21%	16%	11%	11%	24%	5%	31%	20%	19%	5%	12%	16%	15%	10%	7%
All Grades Mathematics																
At Approaches Grade Level or Above	2021	66%	64%	46%	56%	77%	63%	86%	62%	72%	36%	66%	64%	63%	55%	48%
	2019	82%	76%	66%	73%	83%	83%	91%	82%	76%	47%	75%	77%	75%	71%	69%
At Meets Grade Level or Above	2021	37%	35%	19%	26%	48%	37%	68%	38%	41%	18%	33%	35%	33%	25%	20%
	2019	52%	43%	28%	37%	53%	45%	74%	73%	44%	22%	37%	44%	40%	35%	32%
At Masters Grade Level	2021	18%	15%	7%	10%	23%	15%	44%	8%	19%	6%	14%	15%	14%	9%	8%
	2019	26%	19%	10%	15%	25%	14%	49%	36%	20%	8%	16%	20%	17%	14%	14%
All Grades Writing																
At Approaches Grade Level or Above	2021	58%	57%	45%	51%	68%	67%	72%	*	67%	23%	53%	57%	56%	48%	38%
	2019	68%	63%	56%	57%	72%	73%	90%	80%	68%	29%	53%	64%	59%	54%	49%
At Meets Grade Level or Above	2021	30%	27%	19%	20%	38%	33%	58%	*	32%	13%	21%	27%	27%	19%	11%
	2019	38%	31%	27%	26%	41%	27%	58%	40%	37%	18%	20%	32%	30%	24%	20%
At Masters Grade Level	2021	9%	6%	3%	4%	10%	11%	28%	*	13%	3%	6%	6%	6%	4%	2%
	2019	14%	10%	8%	7%	14%	0%	16%	20%	10%	6%	4%	10%	9%	6%	5%
All Grades Science																
At Approaches Grade Level or Above	2021	71%	68%	60%	61%	81%	81%	84%	*	72%	38%	65%	68%	68%	60%	46%
	2019	81%	77%	65%	72%	86%	80%	91%	100%	85%	45%	72%	77%	76%	71%	57%
At Meets Grade Level or Above	2021	44%	39%	24%	30%	54%	48%	62%	*	50%	19%	36%	39%	37%	28%	18%
	2019	54%	46%	28%	38%	60%	37%	75%	80%	53%	21%	44%	47%	43%	37%	25%
At Masters Grade Level	2021	20%	15%	9%	10%	24%	10%	39%	*	21%	6%	13%	15%	14%	9%	5%
	2019	25%	18%	12%	13%	26%	10%	51%	40%	25%	7%	16%	18%	15%	12%	9%
All Grades Social Studies																
At Approaches Grade Level or Above	2021	73%	70%	61%	64%	80%	71%	89%	*	75%	44%	65%	71%	67%	61%	41%
	2019	81%	75%	69%	71%	83%	47%	96%	*	76%	46%	63%	76%	74%	68%	53%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
REGION 15: SAN ANGELO

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	School Year	State	Region 15	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	49%	45%	26%	39%	57%	36%	65%	*	59%	27%	38%	47%	41%	36%	18%
	2019	55%	48%	39%	42%	58%	35%	73%	*	45%	26%	38%	49%	44%	40%	22%
At Masters Grade Level	2021	29%	24%	13%	19%	33%	7%	59%	*	34%	11%	18%	25%	22%	18%	5%
	2019	33%	25%	16%	21%	33%	24%	50%	*	25%	11%	13%	26%	23%	18%	7%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
REGION 15: SAN ANGELO

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region15	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																
Grade 4 ELA/Reading	2019	61	58	55	59	58	59	71	50	60	52	61	58	59	55	59
	2018	63	62	51	62	62	38	76	*	66	60	58	62	60	60	62
Grade 4 Mathematics	2019	65	59	56	59	60	64	77	60	59	59	56	60	57	57	57
	2018	65	59	54	58	61	38	81	*	45	57	58	60	56	57	56
Grade 5 ELA/Reading	2019	81	77	79	76	79	79	86	*	73	70	76	77	76	76	80
	2018	80	76	79	76	76	43	87	*	84	75	80	76	77	75	80
Grade 5 Mathematics	2019	83	80	79	80	81	86	90	*	90	80	83	81	79	80	84
	2018	81	75	79	75	75	71	82	*	79	81	74	74	78	75	80
Grade 6 ELA/Reading	2019	42	39	32	38	41	64	53	*	41	31	30	39	39	36	36
	2018	47	43	34	40	48	29	71	-	47	36	47	43	42	40	42
Grade 6 Mathematics	2019	54	54	45	52	57	50	65	*	54	45	61	54	52	51	56
	2018	56	54	41	55	53	63	73	-	45	58	51	54	54	52	54
Grade 7 ELA/Reading	2019	77	76	70	74	79	68	85	-	82	68	68	76	75	73	72
	2018	76	71	70	68	76	50	76	-	64	60	68	71	70	68	65
Grade 7 Mathematics	2019	62	58	58	54	64	55	75	-	69	42	48	58	60	55	53
	2018	67	61	55	58	66	75	76	-	52	50	60	61	59	58	57
Grade 8 ELA/Reading	2019	77	76	73	75	78	75	71	*	79	63	75	76	75	75	73
	2018	79	77	79	76	77	88	86	*	79	70	75	77	74	76	76
Grade 8 Mathematics	2019	82	83	80	83	83	100	85	*	86	71	79	83	80	81	79
	2018	81	81	82	81	81	88	88	*	76	72	85	81	80	80	79
End of Course English II	2019	69	68	63	68	68	81	67	*	70	57	65	68	68	66	61
	2018	67	67	43	66	70	33	65	-	73	54	57	67	69	65	59
End of Course Algebra I	2019	75	66	46	66	68	71	83	-	58	36	58	68	61	62	59
	2018	72	62	52	60	67	45	74	*	59	34	59	62	62	55	55
All Grades Both Subjects	2019	69	66	62	65	68	69	74	55	69	57	63	66	65	64	65
	2018	69	65	59	64	67	54	78	71	64	59	64	65	65	63	64
All Grades ELA/Reading	2019	68	66	62	65	67	70	71	50	68	57	61	66	65	63	64
	2018	69	66	59	65	68	46	78	80	68	59	64	66	65	64	65
All Grades Mathematics	2019	70	67	61	65	69	68	78	61	69	56	65	67	65	64	65
	2018	70	65	60	64	67	62	79	64	59	58	63	65	65	63	64

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
REGION 15: SAN ANGELO

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	65%	30%	28%	-	-	-	32%	35%	50%	34%	31%	40%	67%	35%	73%
	2019	78%	73%	46%	46%	-	-	-	47%	52%	46%			47%		47%	
At Meets Grade Level or Above	2021	41%	38%	10%	8%	-	-	-	11%	12%	21%	10%	12%	15%	40%	12%	41%
	2019	50%	42%	12%	12%	-	-	-	15%	20%	14%			19%		15%	
At Masters Grade Level	2021	18%	15%	3%	2%	-	-	-	4%	3%	7%	2%	3%	2%	16%	3%	14%
	2019	24%	17%	3%	3%	-	-	-	4%	6%	4%			7%		4%	
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	31%	28%	-	-	-	33%	32%	47%	30%	29%	45%	68%	33%	76%
	2019	75%	70%	41%	41%	-	-	-	40%	48%	39%			44%		40%	
At Meets Grade Level or Above	2021	45%	41%	10%	7%	-	-	-	12%	11%	20%	9%	11%	21%	43%	12%	47%
	2019	48%	42%	9%	9%	-	-	-	11%	17%	10%			19%		11%	
At Masters Grade Level	2021	18%	15%	3%	1%	-	-	-	4%	2%	6%	1%	2%	3%	16%	2%	13%
	2019	21%	16%	3%	3%	-	-	-	2%	5%	1%			6%		2%	
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	64%	35%	35%	-	-	-	34%	42%	57%	39%	37%	40%	65%	40%	69%
	2019	82%	76%	58%	58%	-	-	-	61%	62%	61%			55%		60%	
At Meets Grade Level or Above	2021	37%	35%	11%	9%	-	-	-	13%	15%	26%	12%	14%	10%	36%	14%	38%
	2019	52%	43%	17%	17%	-	-	-	22%	26%	21%			24%		21%	
At Masters Grade Level	2021	18%	15%	4%	3%	-	-	-	5%	6%	10%	5%	4%	3%	16%	5%	15%
	2019	26%	19%	4%	4%	-	-	-	8%	10%	7%			11%		7%	
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	57%	19%	14%	-	-	-	23%	24%	39%	21%	12%	30%	59%	23%	72%
	2019	68%	63%	29%	29%	-	-	-	36%	42%	34%			37%		35%	
At Meets Grade Level or Above	2021	30%	27%	6%	5%	-	-	-	7%	4%	9%	2%	0%	9%	29%	5%	28%
	2019	38%	31%	8%	8%	-	-	-	11%	16%	9%			0%		10%	
At Masters Grade Level	2021	9%	6%	2%	3%	-	-	-	2%	0%	0%	0%	0%	0%	7%	1%	3%
	2019	14%	10%	1%	1%	-	-	-	2%	3%	2%			0%		2%	
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	68%	25%	19%	-	-	-	28%	39%	49%	41%	29%	36%	70%	35%	76%
	2019	81%	77%	32%	32%	-	-	-	44%	46%	44%			53%		44%	
At Meets Grade Level or Above	2021	44%	39%	9%	6%	-	-	-	11%	13%	24%	12%	11%	15%	41%	12%	40%
	2019	54%	46%	9%	9%	-	-	-	13%	15%	12%			23%		13%	
At Masters Grade Level	2021	20%	15%	2%	1%	-	-	-	3%	3%	8%	3%	2%	0%	16%	3%	14%
	2019	25%	18%	4%	4%	-	-	-	2%	2%	2%			7%		3%	
All Grades Social Studies																	

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
REGION 15: SAN ANGELO

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	70%	-	-	-	-	-	-	33%	56%	35%	27%	35%	72%	34%	70%
	2019	81%	75%	-	-	-	-	-	-	45%	37%	45%		35%		44%	
At Meets Grade Level or Above	2021	49%	45%	-	-	-	-	-	-	12%	19%	11%	11%	20%	47%	12%	46%
	2019	55%	48%	-	-	-	-	-	-	14%	0%	14%		18%		14%	
At Masters Grade Level	2021	29%	24%	-	-	-	-	-	-	3%	6%	1%	4%	5%	26%	3%	23%
	2019	33%	25%	-	-	-	-	-	-	3%	0%	3%		0%		3%	

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
REGION 15: SAN ANGELO

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 15	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)															
All Tests															
Assessment Participant	88%	97%	96%	96%	98%	99%	96%	100%	97%	95%	97%	97%	96%	96%	97%
Included in Accountability	83%	92%	89%	92%	93%	96%	92%	97%	93%	90%	94%	95%	82%	92%	90%
Not Included in Accountability: Mobile	3%	4%	7%	3%	5%	3%	3%	3%	4%	4%	3%	1%	13%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	2%	0%	0%	1%	0%	0%	1%	1%	4%
Not Tested	12%	3%	4%	4%	2%	1%	4%	0%	3%	5%	3%	3%	4%	4%	3%
Absent	2%	2%	2%	2%	1%	0%	1%	0%	1%	2%	1%	2%	2%	2%	1%
Other	10%	2%	1%	2%	1%	1%	3%	0%	2%	3%	2%	2%	2%	2%	1%
2019 STAAR Participation (All Grades)															
All Tests															
Assessment Participant	99%	100%	99%	100%	100%	100%	100%	95%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	94%	95%	89%	95%	94%	98%	94%	95%	92%	94%	94%	98%	85%	94%	91%
Not Included in Accountability: Mobile	4%	4%	10%	4%	5%	1%	4%	0%	7%	5%	5%	1%	13%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	1%	0%	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	0%	1%	0%	0%	0%	0%	5%	1%	1%	1%	0%	1%	1%	0%
Absent	1%	0%	1%	0%	0%	0%	0%	5%	1%	1%	1%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
REGION 15: SAN ANGELO

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate												
2019-20	98.3%	98.6%	98.2%	98.5%	98.8%	97.9%	99.5%	99.7%	98.3%	98.2%	98.3%	98.6%
2018-19	95.4%	95.3%	95.0%	95.0%	95.7%	95.2%	97.3%	94.5%	95.2%	94.3%	94.7%	95.1%
Chronic Absenteeism												
2019-20	6.7%	6.2%	8.7%	6.7%	5.1%	13.1%	1.4%	0.0%	7.4%	8.5%	7.8%	6.4%
2018-19	11.4%	11.7%	13.2%	12.7%	9.9%	16.5%	4.1%	19.2%	13.6%	16.1%	14.4%	12.3%
Annual Dropout Rate (Gr 7-8)												
2019-20	0.5%	0.4%	0.8%	0.4%	0.2%	0.0%	0.0%	*	0.7%	0.2%	0.5%	1.0%
2018-19	0.4%	0.2%	0.8%	0.2%	0.1%	0.0%	1.9%	*	1.2%	0.3%	0.3%	0.4%
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	1.1%	1.1%	1.6%	0.4%	0.0%	0.0%	0.0%	1.6%	1.1%	1.6%	3.7%
2018-19	1.9%	1.4%	1.1%	1.8%	0.6%	4.9%	1.8%	12.5%	1.3%	1.6%	1.9%	2.4%
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2020												
Graduated	90.3%	91.2%	92.8%	88.8%	95.0%	77.8%	96.3%	-	92.9%	88.5%	88.2%	77.0%
Received TxCHSE	0.4%	0.2%	0.0%	0.1%	0.3%	0.0%	0.0%	-	1.8%	0.0%	0.2%	0.0%
Continued HS	3.9%	3.8%	2.9%	4.9%	2.5%	0.0%	0.0%	-	0.0%	6.5%	4.7%	8.6%
Dropped Out	5.4%	4.8%	4.3%	6.2%	2.3%	22.2%	3.7%	-	5.4%	5.0%	6.9%	14.4%
Graduates and TxCHSE	90.7%	91.4%	92.8%	88.9%	95.2%	77.8%	96.3%	-	94.6%	88.5%	88.4%	77.0%
Graduates, TxCHSE, and Continuers	94.6%	95.2%	95.7%	93.8%	97.7%	77.8%	96.3%	-	94.6%	95.0%	93.1%	85.6%
Class of 2019												
Graduated	90.0%	92.0%	85.5%	89.4%	95.9%	100.0%	100.0%	*	90.5%	86.6%	88.9%	85.7%
Received TxCHSE	0.5%	0.2%	0.0%	0.3%	0.1%	0.0%	0.0%	*	2.4%	0.3%	0.3%	0.0%
Continued HS	3.7%	3.7%	7.2%	5.0%	2.0%	0.0%	0.0%	*	2.4%	7.8%	4.7%	5.7%
Dropped Out	5.9%	4.0%	7.2%	5.4%	2.0%	0.0%	0.0%	*	4.8%	5.3%	6.0%	8.6%
Graduates and TxCHSE	90.4%	92.2%	85.5%	89.7%	96.0%	100.0%	100.0%	*	92.9%	86.9%	89.2%	85.7%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	92.8%	94.6%	98.0%	100.0%	100.0%	*	95.2%	94.7%	94.0%	91.4%
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2019												
Graduated	92.0%	94.2%	89.6%	92.3%	97.3%	100.0%	100.0%	*	90.5%	89.7%	91.7%	89.6%
Received TxCHSE	0.5%	0.2%	0.0%	0.3%	0.1%	0.0%	0.0%	*	2.4%	0.3%	0.3%	0.0%
Continued HS	1.3%	1.4%	4.5%	1.8%	0.6%	0.0%	0.0%	*	2.4%	4.4%	1.9%	0.9%
Dropped Out	6.1%	4.2%	6.0%	5.7%	2.1%	0.0%	0.0%	*	4.8%	5.6%	6.1%	9.4%
Graduates and TxCHSE	92.6%	94.5%	89.6%	92.6%	97.3%	100.0%	100.0%	*	92.9%	90.0%	92.0%	89.6%
Graduates, TxCHSE, and Continuers	93.9%	95.8%	94.0%	94.3%	97.9%	100.0%	100.0%	*	95.2%	94.4%	93.9%	90.6%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
REGION 15: SAN ANGELO

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018												
Graduated	92.2%	92.8%	88.0%	90.4%	96.3%	100.0%	100.0%	*	93.5%	88.7%	90.7%	78.8%
Received TxCHSE	0.6%	0.4%	0.0%	0.5%	0.4%	0.0%	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	1.1%	0.9%	1.3%	1.3%	0.4%	0.0%	0.0%	*	0.0%	2.3%	0.6%	0.8%
Dropped Out	6.1%	5.9%	10.7%	7.8%	3.0%	0.0%	0.0%	*	6.5%	8.9%	8.1%	20.3%
Graduates and TxCHSE	92.8%	93.2%	88.0%	90.9%	96.6%	100.0%	100.0%	*	93.5%	88.7%	91.3%	78.8%
Graduates, TxCHSE, and Continuers	93.9%	94.1%	89.3%	92.2%	97.0%	100.0%	100.0%	*	93.5%	91.1%	91.9%	79.7%
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2018												
Graduated	92.6%	93.4%	89.2%	91.4%	96.6%	100.0%	100.0%	*	93.5%	90.6%	91.3%	79.7%
Received TxCHSE	0.7%	0.4%	0.0%	0.5%	0.4%	0.0%	0.0%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.4%	0.0%	0.6%	0.2%	0.0%	0.0%	*	0.0%	1.0%	0.6%	0.0%
Dropped Out	6.1%	5.7%	10.8%	7.5%	2.9%	0.0%	0.0%	*	6.5%	8.4%	7.6%	20.3%
Graduates and TxCHSE	93.3%	93.9%	89.2%	91.8%	96.9%	100.0%	100.0%	*	93.5%	90.6%	91.8%	79.7%
Graduates, TxCHSE, and Continuers	93.9%	94.3%	89.2%	92.5%	97.1%	100.0%	100.0%	*	93.5%	91.6%	92.4%	79.7%
Class of 2017												
Graduated	92.4%	94.8%	90.6%	93.2%	97.2%	100.0%	96.4%	83.3%	97.8%	92.6%	92.5%	80.0%
Received TxCHSE	0.7%	0.5%	1.6%	0.6%	0.4%	0.0%	0.0%	0.0%	2.2%	0.3%	0.7%	1.1%
Continued HS	0.6%	0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.1%	0.0%
Dropped Out	6.3%	4.5%	7.8%	5.9%	2.4%	0.0%	3.6%	16.7%	0.0%	6.1%	6.7%	18.9%
Graduates and TxCHSE	93.2%	95.4%	92.2%	93.8%	97.6%	100.0%	96.4%	83.3%	100.0%	92.9%	93.2%	81.1%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	92.2%	94.1%	97.6%	100.0%	96.4%	83.3%	100.0%	93.9%	93.3%	81.1%
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	*	-	*	*	-	-	-	-	*	*	-
Class of 2019	73.3%	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	9.0%	10.9%	9.6%	8.5%	0.0%	7.7%	-	1.9%	13.6%	11.0%	12.3%
Class of 2019	4.2%	10.0%	11.9%	10.1%	9.8%	0.0%	4.3%	*	10.8%	11.4%	11.0%	10.3%
FHSP-DLA Graduates (Longitudinal Rate)												
Class of 2020	83.5%	76.6%	67.2%	74.9%	79.8%	71.4%	80.8%	-	75.0%	29.6%	71.2%	67.9%
Class of 2019	83.5%	78.2%	78.0%	76.7%	79.8%	84.6%	95.7%	*	73.0%	35.6%	74.1%	82.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)												
Class of 2020	87.8%	85.6%	78.1%	84.4%	88.2%	71.4%	88.5%	-	76.9%	43.1%	82.1%	80.2%
Class of 2019	87.6%	87.9%	89.8%	86.8%	89.3%	84.6%	100.0%	*	83.8%	46.3%	84.8%	93.1%
RHSP/DAP Graduates (Annual Rate)												

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
REGION 15: SAN ANGELO

	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	38.6%	20.0%	-	*	*	-	-	-	-	*	*	-
2018-19	32.7%	41.2%	-	63.6%	0.0%	-	-	-	-	0.0%	41.7%	-
FHSP-E Graduates (Annual Rate)												
2019-20	4.4%	8.9%	10.8%	9.2%	8.6%	0.0%	8.3%	-	1.9%	12.9%	10.6%	10.8%
2018-19	4.4%	10.1%	10.9%	10.1%	10.1%	0.0%	4.5%	*	12.5%	10.4%	11.0%	10.2%
FHSP-DLA Graduates (Annual Rate)												
2019-20	81.8%	75.3%	67.7%	73.0%	79.4%	71.4%	79.2%	-	76.9%	28.4%	70.0%	65.0%
2018-19	82.1%	76.8%	73.4%	75.4%	78.5%	84.6%	95.5%	*	67.5%	32.0%	72.7%	78.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)												
2019-20	85.8%	84.1%	78.5%	82.1%	87.8%	71.4%	87.5%	-	78.8%	41.1%	80.5%	75.8%
2018-19	85.9%	86.6%	84.4%	85.4%	88.2%	84.6%	100.0%	*	80.0%	41.4%	83.4%	88.6%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
REGION 15: SAN ANGELO

	Region Count	Region Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	3,043	100.0%	360,220	100.0%
By Ethnicity:				
African American	65	2.1%	44,729	12.4%
Hispanic	1,778	58.4%	184,060	51.1%
White	1,117	36.7%	105,215	29.2%
American Indian	7	0.2%	1,226	0.3%
Asian	24	0.8%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	52	1.7%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	4	0.1%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	1	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	480	15.8%	49,535	13.8%
Foundation H.S. Program (Endorsement)	269	8.8%	15,689	4.4%
Foundation H.S. Program (DLA)	2,289	75.2%	292,532	81.2%
Special Education Graduates	319	10.5%	29,018	8.1%
Economically Disadvantaged Graduates	1,531	50.3%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	120	3.9%	29,639	8.2%
At-Risk Graduates	1,204	39.6%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
REGION 15: SAN ANGELO

Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)												
College, Career, or Military Ready (Annual Graduates)												
2019-20	63.0%	68.8%	53.8%	65.6%	75.0%	28.6%	70.8%	-	69.2%	71.8%	62.9%	48.3%
2018-19	72.9%	75.8%	74.2%	71.7%	81.6%	84.6%	88.6%	*	64.6%	75.1%	69.3%	57.0%
College Ready Graduates												
College Ready (Annual Graduates)												
2019-20	53.4%	59.1%	38.5%	54.4%	67.4%	28.6%	66.7%	-	65.4%	20.7%	50.2%	35.8%
2018-19	53.0%	54.6%	48.4%	47.9%	63.8%	61.5%	77.3%	*	48.8%	20.3%	43.6%	30.1%
TSI Criteria Graduates in English Language Arts (Annual Graduates)												
2019-20	59.7%	53.2%	38.5%	44.8%	67.0%	14.3%	70.8%	-	59.6%	12.2%	44.5%	25.8%
2018-19	60.7%	47.9%	39.1%	38.6%	60.7%	61.5%	59.1%	*	43.9%	10.2%	36.0%	11.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)												
2019-20	47.9%	41.3%	20.0%	35.3%	51.5%	14.3%	70.8%	-	46.2%	8.2%	33.5%	24.2%
2018-19	48.6%	39.7%	23.4%	31.1%	52.2%	46.2%	50.0%	*	26.8%	9.5%	28.7%	15.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)												
2019-20	43.2%	36.6%	18.5%	29.5%	48.2%	14.3%	62.5%	-	44.2%	6.3%	28.9%	20.0%
2018-19	44.2%	34.7%	18.8%	25.4%	48.0%	46.2%	50.0%	*	26.8%	4.6%	23.9%	7.5%
AP / IB Met Criteria in Any Subject (Annual Graduates)												
2019-20	21.1%	6.2%	4.6%	5.4%	7.2%	0.0%	29.2%	-	7.7%	0.3%	4.8%	5.8%
2018-19	21.1%	6.4%	3.1%	4.3%	9.5%	0.0%	9.1%	*	4.9%	1.0%	3.6%	8.6%
Associate Degree (Annual Graduates)												
2019-20	2.1%	2.4%	0.0%	3.6%	0.6%	0.0%	4.2%	-	0.0%	0.3%	2.6%	0.0%
2018-19	1.9%	2.0%	0.0%	3.3%	0.5%	0.0%	0.0%	*	0.0%	0.0%	2.8%	1.1%
Dual Course Credits in Any Subject (Annual Graduates)												
2019-20	24.6%	46.2%	30.8%	42.0%	53.5%	14.3%	58.3%	-	53.8%	15.0%	37.0%	13.3%
2018-19	23.1%	45.2%	42.2%	41.0%	51.0%	38.5%	68.2%	*	41.5%	18.7%	35.4%	20.4%
Onramps Course Credits (Annual Graduates)												
2019-20	4.0%	2.7%	3.1%	2.7%	2.2%	0.0%	12.5%	-	5.8%	0.3%	2.4%	0.8%
2018-19	2.3%	2.8%	1.6%	2.9%	2.8%	0.0%	0.0%	*	2.4%	0.3%	2.2%	0.0%
Career / Military Ready Graduates												
Career or Military Ready (Annual Graduates)												
2019-20	18.7%	25.1%	24.6%	28.5%	20.6%	0.0%	25.0%	-	13.5%	69.9%	27.2%	23.3%
2018-19	40.4%	48.3%	46.9%	49.9%	46.3%	50.0%	47.7%	*	42.7%	72.3%	49.8%	43.5%
Approved Industry-Based Certification (Annual Graduates)												
2019-20	13.2%	17.1%	12.3%	19.2%	14.4%	0.0%	20.8%	-	9.6%	6.9%	17.8%	12.5%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
REGION 15: SAN ANGELO

Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	11.3%	3.1%	13.6%	8.8%	7.7%	13.6%	*	4.9%	6.9%	12.4%	15.1%
Graduates with Level I or Level II Certificate (Annual Graduates)												
2019-20	0.7%	3.4%	0.0%	4.7%	1.5%	0.0%	4.2%	-	1.9%	3.1%	4.0%	3.3%
2018-19	0.6%	2.5%	0.0%	3.6%	1.2%	0.0%	0.0%	*	0.0%	2.6%	3.2%	6.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)												
2019-20	2.4%	3.1%	4.6%	3.8%	2.0%	0.0%	0.0%	-	1.9%	28.8%	4.1%	3.3%
2018-19	2.3%	2.8%	4.7%	3.3%	2.2%	0.0%	0.0%	*	0.0%	29.2%	3.8%	4.3%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)												
2019-20	3.7%	4.3%	9.2%	4.3%	4.2%	0.0%	4.2%	-	0.0%	41.1%	4.6%	5.8%
2018-19	2.7%	3.5%	7.8%	3.3%	3.7%	0.0%	0.0%	*	0.0%	36.1%	3.4%	5.4%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
REGION 15: SAN ANGELO

	Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading	2019-20	30.1%	29.0%	9.2%	23.7%	38.6%	14.3%	20.8%	-	30.8%	4.7%	23.6%	5.0%
	2018-19	33.4%	30.6%	25.0%	25.7%	37.5%	53.8%	31.8%	*	26.8%	5.6%	24.7%	7.5%
Mathematics	2019-20	21.2%	20.0%	4.6%	18.4%	23.3%	0.0%	29.2%	-	25.0%	1.6%	17.0%	7.5%
	2018-19	24.7%	23.9%	15.6%	21.0%	28.2%	30.8%	40.9%	*	17.1%	5.2%	19.7%	10.8%
Both Subjects	2019-20	16.4%	13.5%	1.5%	11.1%	18.0%	0.0%	12.5%	-	19.2%	1.6%	11.0%	3.3%
	2018-19	18.8%	17.5%	9.4%	14.6%	21.7%	30.8%	27.3%	*	12.2%	3.0%	14.6%	5.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts	2019-20	7.3%	9.2%	10.8%	10.0%	8.1%	0.0%	0.0%	-	7.7%	5.3%	10.3%	20.0%
	2018-19	5.1%	1.4%	1.6%	1.4%	1.5%	0.0%	0.0%	*	0.0%	2.3%	1.3%	2.2%
Mathematics	2019-20	9.7%	10.1%	9.2%	11.1%	8.8%	14.3%	0.0%	-	5.8%	5.6%	11.1%	18.3%
	2018-19	7.3%	3.4%	1.6%	3.8%	3.2%	0.0%	0.0%	*	0.0%	3.9%	3.4%	4.3%
Both Subjects	2019-20	4.2%	5.9%	6.2%	7.0%	4.5%	0.0%	0.0%	-	5.8%	3.8%	7.2%	16.7%
	2018-19	2.6%	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects	2020	22.0%	10.6%	2.2%	11.3%	9.7%	0.0%	29.3%	*	5.0%	0.6%	7.4%	4.7%
	2019	25.2%	12.7%	6.8%	12.9%	12.5%	5.3%	32.0%	*	10.5%	1.7%	9.3%	4.5%
English Language Arts	2020	12.7%	2.8%	0.7%	2.1%	3.8%	0.0%	13.8%	*	3.0%	0.1%	1.6%	0.0%
	2019	14.5%	3.5%	2.0%	2.4%	5.0%	0.0%	16.0%	*	5.3%	0.6%	2.2%	0.0%
Mathematics	2020	6.4%	2.1%	0.7%	1.5%	2.8%	0.0%	13.8%	*	3.0%	0.0%	1.2%	0.0%
	2019	7.4%	2.3%	0.0%	1.4%	3.7%	0.0%	8.0%	*	3.2%	0.3%	0.8%	0.0%
Science	2020	9.4%	6.2%	0.7%	7.3%	4.6%	0.0%	12.1%	*	3.0%	0.3%	4.3%	0.0%
	2019	10.4%	7.5%	4.8%	8.4%	6.2%	5.3%	20.0%	*	4.2%	0.9%	5.5%	0.7%
Social Studies	2020	12.4%	3.0%	0.0%	3.5%	2.3%	0.0%	8.6%	*	2.0%	0.3%	2.0%	0.7%
	2019	13.9%	4.4%	3.4%	5.2%	3.3%	0.0%	10.0%	*	4.2%	0.8%	3.8%	0.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects	2020	59.0%	35.1%	*	27.3%	47.1%	-	64.7%	-	80.0%	*	28.4%	78.6%
	2019	51.0%	30.0%	40.0%	19.0%	45.5%	*	43.8%	-	40.0%	36.4%	23.3%	58.3%
English Language Arts	2020	50.1%	43.9%	*	30.9%	51.7%	-	75.0%	-	*	*	32.7%	-
	2019	41.2%	35.8%	*	21.6%	43.2%	-	75.0%	-	60.0%	*	26.4%	-
Mathematics	2020	56.5%	38.5%	*	27.6%	44.6%	-	75.0%	-	*	-	36.8%	-
	2019	52.2%	47.4%	-	28.3%	59.8%	-	*	-	*	*	42.3%	-
Science	2020	47.6%	22.8%	*	16.2%	37.7%	-	42.9%	-	*	*	14.7%	-
	2019	40.6%	19.8%	14.3%	8.9%	42.2%	*	20.0%	-	*	33.3%	10.4%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
REGION 15: SAN ANGELO

	Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	31.8%	-	20.9%	53.7%	-	60.0%	-	*	*	27.7%	*
	2019	46.3%	15.9%	20.0%	9.3%	29.3%	-	20.0%	-	*	0.0%	8.7%	*
SAT/ACT Results (Annual Graduates)													
Tested	2019-20	76.7%	66.9%	69.2%	57.6%	80.8%	28.6%	91.7%	-	76.9%	26.6%	56.1%	33.3%
	2018-19	75.0%	62.1%	73.4%	53.8%	72.2%	61.5%	86.4%	*	63.4%	17.4%	53.3%	21.2%
At/Above Criterion for All Examinees	2019-20	35.7%	28.6%	11.1%	20.5%	37.5%	*	72.7%	-	32.5%	5.9%	20.3%	0.0%
	2018-19	36.1%	33.1%	14.9%	21.7%	45.4%	25.0%	52.6%	*	26.9%	13.2%	19.8%	0.0%
Average SAT Score (Annual Graduates)													
All Subjects	2019-20	1019	994	918	952	1049	*	1172	-	1024	816	957	801
	2018-19	1027	1045	969	1003	1090	1008	1119	*	1058	942	989	861
English Language Arts and Writing	2019-20	513	505	469	483	534	*	577	-	521	416	486	386
	2018-19	517	529	494	505	555	508	548	*	547	472	499	417
Mathematics	2019-20	506	489	449	469	515	*	595	-	503	399	472	415
	2018-19	510	516	475	498	536	500	571	*	511	470	490	444
Average ACT Score (Annual Graduates)													
All Subjects	2019-20	20	20	18	18	21	*	26	-	21	15	18	15
	2018-19	21	20	18	18	22	19	21	-	19	17	18	15
English Language Arts	2019-20	20	20	17	18	21	*	25	-	21	14	18	13
	2018-19	20	20	18	18	22	19	21	-	19	16	18	13
Mathematics	2019-20	20	20	17	18	21	*	26	-	19	15	18	17
	2018-19	20	20	18	18	21	19	22	-	19	17	18	16
Science	2019-20	21	20	19	19	21	*	25	-	22	16	19	16
	2018-19	21	20	19	19	22	19	22	-	20	18	19	16

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
REGION 15: SAN ANGELO

	Academic Year	State	Region 15	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)													
Any Subject	2019-20	46.3%	42.9%	31.8%	43.0%	43.3%	38.2%	57.7%	40.0%	37.1%	25.1%	38.4%	32.7%
	2018-19	44.6%	43.2%	32.8%	43.8%	43.0%	36.8%	50.9%	42.9%	37.5%	24.4%	38.3%	38.8%
English Language Arts	2019-20	18.2%	17.9%	5.8%	18.7%	17.4%	0.0%	29.9%	20.0%	11.2%	6.5%	15.4%	17.5%
	2018-19	17.8%	19.0%	8.2%	19.7%	18.7%	8.3%	23.8%	16.7%	14.3%	8.6%	17.0%	26.7%
Mathematics	2019-20	20.7%	13.7%	6.5%	11.2%	18.1%	3.4%	25.5%	20.0%	13.5%	2.8%	9.9%	2.0%
	2018-19	20.4%	15.0%	9.2%	11.7%	20.2%	19.4%	28.3%	16.7%	14.3%	3.7%	10.1%	2.8%
Science	2019-20	22.4%	21.6%	15.4%	19.2%	25.8%	26.7%	36.4%	0.0%	21.3%	9.3%	17.1%	6.7%
	2018-19	21.7%	18.9%	13.5%	16.2%	23.5%	13.9%	24.2%	0.0%	15.7%	6.5%	14.4%	4.7%
Social Studies	2019-20	24.6%	16.4%	6.3%	14.7%	19.5%	3.7%	31.9%	20.0%	13.5%	1.2%	11.2%	2.4%
	2018-19	23.6%	17.4%	8.7%	15.8%	20.2%	2.9%	32.3%	0.0%	16.1%	1.4%	12.1%	1.8%
CTE Coherent Sequence (Annual Graduates)													
	2019-20	58.5%	70.8%	61.5%	70.8%	71.9%	42.9%	58.3%	-	69.2%	51.1%	71.3%	52.5%
	2018-19	59.0%	71.3%	62.5%	70.3%	73.1%	92.3%	59.1%	*	70.7%	52.8%	70.2%	50.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
	2018-19	52.6%	51.1%	45.3%	45.5%	58.9%	46.2%	59.1%	*	46.3%	21.4%	40.3%	30.3%
	2017-18	53.4%	51.1%	44.3%	46.7%	56.8%	50.0%	80.0%	*	56.1%	17.3%	40.6%	20.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
	2018-19	42.2%	19.6%	25.0%	18.6%	20.6%	*	16.7%	-	20.0%	22.7%	18.5%	22.2%
	2017-18	60.7%	56.0%	50.0%	44.3%	68.7%	*	77.3%	-	77.8%	11.1%	43.5%	0.0%

Texas Education Agency
2020-21 Student Information (TAPR)
REGION 15: SAN ANGELO

Student Information	Membership -----				Enrollment -----			
	Region -----		State -----		Region -----		State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	47,874	100.0%	5,359,040	100.0%	48,004	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	174	0.4%	13,855	0.3%	243	0.5%	20,991	0.4%
Pre-Kindergarten	1,497	3.1%	196,560	3.7%	1,498	3.1%	197,093	3.7%
Kindergarten	3,320	6.9%	360,865	6.7%	3,334	6.9%	361,349	6.7%
Grade 1	3,519	7.4%	380,973	7.1%	3,524	7.3%	381,403	7.1%
Grade 2	3,554	7.4%	379,725	7.1%	3,562	7.4%	380,122	7.1%
Grade 3	3,477	7.3%	380,802	7.1%	3,481	7.3%	381,135	7.1%
Grade 4	3,358	7.0%	385,090	7.2%	3,362	7.0%	385,364	7.2%
Grade 5	3,575	7.5%	395,436	7.4%	3,576	7.4%	395,649	7.4%
Grade 6	3,773	7.9%	414,197	7.7%	3,776	7.9%	414,357	7.7%
Grade 7	3,875	8.1%	421,222	7.9%	3,877	8.1%	421,347	7.8%
Grade 8	3,716	7.8%	422,386	7.9%	3,718	7.7%	422,505	7.9%
Grade 9	3,731	7.8%	436,396	8.1%	3,731	7.8%	436,523	8.1%
Grade 10	3,716	7.8%	420,502	7.8%	3,719	7.7%	420,705	7.8%
Grade 11	3,417	7.1%	388,143	7.2%	3,417	7.1%	388,443	7.2%
Grade 12	3,172	6.6%	362,888	6.8%	3,186	6.6%	364,600	6.8%
Ethnic Distribution:								
African American	1,151	2.4%	680,285	12.7%	1,152	2.4%	681,401	12.7%
Hispanic	28,132	58.8%	2,835,771	52.9%	28,179	58.7%	2,840,982	52.9%
White	17,166	35.9%	1,418,789	26.5%	17,246	35.9%	1,424,251	26.5%
American Indian	78	0.2%	18,712	0.3%	78	0.2%	18,755	0.3%
Asian	341	0.7%	253,856	4.7%	341	0.7%	254,163	4.7%
Pacific Islander	30	0.1%	8,259	0.2%	30	0.1%	8,271	0.2%
Two or More Races	976	2.0%	143,368	2.7%	978	2.0%	143,763	2.7%
Sex:								
Female	23,379	48.8%	2,620,239	48.9%	23,434	48.8%	2,624,722	48.9%
Male	24,495	51.2%	2,738,801	51.1%	24,570	51.2%	2,746,864	51.1%
Economically Disadvantaged	28,041	58.6%	3,229,178	60.3%	28,066	58.5%	3,233,417	60.2%
Non-Educationally Disadvantaged	19,833	41.4%	2,129,862	39.7%	19,938	41.5%	2,138,169	39.8%
Section 504 Students	3,950	8.3%	387,490	7.2%	3,952	8.2%	387,622	7.2%
EB Students/EL	3,531	7.4%	1,108,207	20.7%	3,533	7.4%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	620	1.2%	66,833	1.2%				

Texas Education Agency
2020-21 Student Information (TAPR)
REGION 15: SAN ANGELO

Student Information	Membership -----				Enrollment -----			
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	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	2,228	4.7%	241,070	4.5%	2,229	4.6%	241,197	4.5%
Foster Care	390	0.8%	17,033	0.3%	390	0.8%	17,090	0.3%
Homeless	478	1.0%	57,709	1.1%	478	1.0%	57,811	1.1%
Immigrant	361	0.8%	108,025	2.0%	362	0.8%	108,092	2.0%
Migrant	278	0.6%	16,657	0.3%	278	0.6%	16,733	0.3%
Title I	40,587	84.8%	3,457,855	64.5%	40,653	84.7%	3,464,887	64.5%
Military Connected	1,807	3.8%	144,596	2.7%	1,810	3.8%	144,683	2.7%
At-Risk	24,618	51.4%	2,634,284	49.2%	24,642	51.3%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	3,700	7.7%	1,123,936	21.0%	3,702	7.7%	1,124,413	20.9%
Gifted and Talented Education	2,669	5.6%	443,781	8.3%	2,669	5.6%	443,849	8.3%
Special Education	5,658	11.8%	595,885	11.1%	5,775	12.0%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,658		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	2,624	46.4%	253,352	42.5%				
Students with Physical Disabilities	1,348	23.8%	127,106	21.3%				
Students with Autism	466	8.2%	83,737	14.1%				
Students with Behavioral Disabilities	1,143	20.2%	122,624	20.6%				
Students with Non-Categorical Early Childhood	77	1.4%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	6,333	13.4%	726,083	13.8%				
By Ethnicity:								
African American	356	0.8%	148,832	2.8%				
Hispanic	3,312	7.0%	372,491	7.1%				
White	2,446	5.2%	160,748	3.1%				
American Indian	20	0.0%	2,944	0.1%				
Asian	46	0.1%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	153	0.3%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	931	15.8%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	451	13.6%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	4,389	15.4%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	6,287	16.7%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
REGION 15: SAN ANGELO

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	Region	State	Region	State
Retention Rates by Grade:				
Kindergarten	2.5%	1.4%	7.5%	4.8%
Grade 1	3.1%	1.9%	6.1%	3.2%
Grade 2	1.8%	1.0%	2.2%	1.4%
Grade 3	0.7%	0.5%	1.3%	0.6%
Grade 4	0.5%	0.3%	0.8%	0.4%
Grade 5	0.4%	0.2%	0.7%	0.3%
Grade 6	0.2%	0.2%	0.6%	0.3%
Grade 7	0.2%	0.3%	0.0%	0.3%
Grade 8	1.9%	0.2%	0.5%	0.4%
Grade 9	2.9%	4.7%	5.4%	7.8%

	---- Region ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	39	0.2%	6,039	0.2%

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

Class Size Information	Region	State
Elementary:		
Kindergarten	16.1	17.7
Grade 1	16.1	18.0
Grade 2	16.5	18.0
Grade 3	15.8	18.2
Grade 4	16.2	18.3
Grade 5	16.8	19.8
Grade 6	18.2	19.4
Secondary:		
English/Language Arts	14.0	15.7
Foreign Languages	15.1	17.8
Mathematics	14.1	16.9
Science	15.1	17.9
Social Studies	15.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
REGION 15: SAN ANGELO

Staff Information	----- Region -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	7,299.4	100.0%	745,316.3	100.0%
Professional Staff:	4,560.8	62.5%	479,219.1	64.3%
Teachers	3,686.1	50.5%	369,395.4	49.6%
Professional Support	537.1	7.4%	78,787.8	10.6%
Campus Administration (School Leadership)	215.9	3.0%	22,378.5	3.0%
Central Administration	121.6	1.7%	8,657.4	1.2%
Educational Aides:	807.1	11.1%	79,348.7	10.6%
Auxiliary Staff:	1,931.5	26.5%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	17.0	n/a	4,290.0	n/a
Part-time Librarians	9.0	n/a	582.0	n/a
Full-time Counselors	147.0	n/a	13,211.0	n/a
Part-time Counselors	23.0	n/a	1,126.0	n/a
Total Minority Staff:	2,957.9	40.5%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	59.5	1.6%	41,186.3	11.1%
Hispanic	1,002.7	27.2%	104,985.0	28.4%
White	2,583.6	70.1%	210,367.3	56.9%
American Indian	10.4	0.3%	1,261.0	0.3%
Asian	7.4	0.2%	6,656.1	1.8%
Pacific Islander	1.0	0.0%	618.8	0.2%
Two or More Races	21.5	0.6%	4,320.9	1.2%
Teachers by Sex:				
Males	839.9	22.8%	88,006.1	23.8%
Females	2,846.3	77.2%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	29.0	0.8%	4,422.7	1.2%
Bachelors	2,975.2	80.7%	269,818.0	73.0%
Masters	671.4	18.2%	92,432.5	25.0%
Doctorate	10.4	0.3%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	235.1	6.4%	24,880.4	6.7%
1-5 Years Experience	952.8	25.8%	102,753.7	27.8%
6-10 Years Experience	666.9	18.1%	74,854.8	20.3%
11-20 Years Experience	1,025.6	27.8%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
REGION 15: SAN ANGELO

	----- Region -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	648.8	17.6%	47,975.4	13.0%
Over 30 Years Experience	156.9	4.3%	11,278.0	3.1%
Number of Students per Teacher				
	13.0	n/a	14.5	n/a

Staff Information	Region	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.4	6.4
Average Years Experience of Principals with District	4.2	5.5
Average Years Experience of Assistant Principals	4.6	5.5
Average Years Experience of Assistant Principals with District	3.9	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	12.4	11.2
Average Years Experience of Teachers with District:	7.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$41,954	\$50,849
1-5 Years Experience	\$43,118	\$53,288
6-10 Years Experience	\$47,599	\$56,282
11-20 Years Experience	\$55,082	\$59,900
21-30 Years Experience	\$59,739	\$64,637
Over 30 Years Experience	\$62,739	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$50,944	\$57,641
Professional Support	\$61,500	\$68,030
Campus Administration (School Leadership)	\$74,185	\$83,424
Central Administration	\$98,385	\$109,662
Instructional Staff Percent:		
Instructional Staff Percent:	63.9%	64.6%
Turnover Rate for Teachers:		
Turnover Rate for Teachers:	15.8%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	44.8	1,136.9
Educational Aides	18.0	194.8
Auxiliary Staff	18.1	397.5
Contracted Instructional Staff:		
Contracted Instructional Staff:	30.6	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
REGION 15: SAN ANGELO

Program Information	----- Region -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	80	2.2%	22,871	6.2%
Career and Technical Education	256	6.9%	18,988	5.1%
Compensatory Education	134	3.6%	10,227	2.8%
Gifted and Talented Education	13	0.4%	6,558	1.8%
Regular Education	2,874	78.0%	262,447	71.0%
Special Education	262	7.1%	34,863	9.4%
Other	67	1.8%	13,442	3.6%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



SAN FELIPE-DEL RIO CISD

FINANCIAL RATING

2020 - 2021



Financial Integrity Rating System of Texas

2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA - DISTRICT STATUS DETAIL

Name: **SAN FELIPE-DEL RIO CISD(233901)**

Status: **Passed**

Rating: A = Superior Achievement

District Score: 100

DATE:	March 4, 2021
SUBJECT:	2020-2021 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with appropriate staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the Texas Administrative Code link available at <http://ritter.tea.state.tx.us/rules/tac/index.html>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the Accreditation Status homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

On March 13, 2020, Governor Abbott issued a proclamation certifying that COVID-19 posed an imminent threat of disaster in the state and declaring a state of disaster for all counties in Texas. Subsequently, on March 16, 2020, the Governor waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year and ordered all schools temporarily closed on March 19, 2020. As a result, TEA labeled all districts and campuses *Not Rated: Declared State of Disaster* for the 2019-2020 school year. Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at <http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055>. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2020-2021 school year are consecutive. 19 TAC §97.1055(a)(9) (effective February 24, 2021). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(11) (effective February 24, 2021).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2020-2021 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,



Jeff Cottrill
Deputy Commissioner of Governance & Accountability



SAN FELIPE-DEL RIO CISD ACCREDITATION STATUS 2019-2020

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status	Notes
233901	SAN FELIPE-DEL RIO CISD	15	A - Superior	B	ACCREDITED		

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

District Number: 233901

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Assistance

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

ASVAB Alternative Test Offered

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	67%	60%	88%	57%	94%	-	*	-	*	43%	65%	59%	65%	52%	47%
	2019	76%	70%	65%	60%	64%	89%	-	100%	-	*	33%	76%	65%	69%	59%	54%
At Meets Grade Level or Above	2021	39%	39%	28%	88%	26%	56%	-	*	-	*	17%	29%	27%	40%	19%	16%
	2019	45%	37%	32%	60%	30%	56%	-	67%	-	*	22%	24%	30%	40%	24%	20%
At Masters Grade Level	2021	19%	18%	11%	38%	10%	31%	-	*	-	*	3%	0%	11%	18%	6%	4%
	2019	27%	21%	18%	40%	16%	33%	-	50%	-	*	3%	12%	17%	20%	13%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	63%	47%	75%	44%	78%	-	*	-	*	33%	76%	47%	46%	39%	39%
	2019	79%	72%	66%	80%	65%	75%	-	100%	-	*	32%	76%	64%	74%	60%	62%
At Meets Grade Level or Above	2021	31%	32%	21%	38%	18%	56%	-	*	-	*	19%	24%	20%	26%	14%	13%
	2019	49%	39%	32%	60%	30%	53%	-	83%	-	*	19%	35%	31%	40%	26%	26%
At Masters Grade Level	2021	14%	14%	7%	13%	6%	28%	-	*	-	*	6%	6%	6%	14%	3%	3%
	2019	25%	18%	12%	40%	10%	28%	-	50%	-	*	8%	6%	11%	15%	8%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	61%	55%	60%	53%	81%	-	-	-	*	27%	67%	55%	55%	48%	40%
	2019	75%	70%	70%	67%	69%	88%	-	*	*	*	37%	60%	69%	75%	65%	63%
At Meets Grade Level or Above	2021	36%	33%	28%	60%	26%	56%	-	-	-	*	15%	33%	27%	37%	19%	18%
	2019	44%	39%	37%	44%	36%	59%	-	*	*	*	22%	40%	38%	34%	30%	27%
At Masters Grade Level	2021	17%	14%	11%	40%	9%	31%	-	-	-	*	0%	33%	11%	12%	6%	4%
	2019	22%	18%	19%	33%	18%	31%	-	*	*	*	4%	20%	18%	24%	15%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	59%	44%	60%	42%	78%	-	-	-	*	25%	56%	43%	53%	36%	35%
	2019	75%	67%	65%	67%	65%	75%	-	*	*	*	32%	80%	65%	66%	61%	65%
At Meets Grade Level or Above	2021	36%	34%	21%	60%	19%	49%	-	-	-	*	15%	11%	20%	26%	14%	16%
	2019	48%	37%	35%	44%	35%	47%	-	*	*	*	18%	40%	35%	38%	29%	34%
At Masters Grade Level	2021	21%	18%	9%	40%	7%	35%	-	-	-	*	1%	11%	9%	11%	5%	6%
	2019	28%	19%	18%	22%	18%	19%	-	*	*	*	5%	20%	18%	17%	13%	17%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	51%	43%	60%	41%	76%	-	-	-	*	18%	33%	43%	47%	36%	34%
	2019	67%	60%	56%	67%	55%	74%	-	*	*	*	26%	55%	57%	51%	50%	51%
At Meets Grade Level or Above	2021	27%	24%	19%	40%	17%	51%	-	-	-	*	10%	33%	19%	21%	13%	9%
	2019	35%	27%	24%	44%	24%	35%	-	*	*	*	17%	18%	24%	25%	19%	19%
At Masters Grade Level	2021	8%	6%	4%	20%	3%	19%	-	-	-	*	1%	11%	4%	7%	1%	2%
	2019	11%	6%	4%	22%	4%	6%	-	*	*	*	2%	0%	4%	6%	3%	3%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	70%	64%	*	63%	79%	-	83%	-	*	31%	80%	64%	65%	57%	51%
	2019	86%	82%	80%	100%	78%	100%	*	*	-	*	45%	79%	80%	78%	75%	67%
At Meets Grade Level or Above	2021	46%	41%	33%	*	32%	33%	-	67%	-	*	16%	30%	32%	37%	25%	22%
	2019	54%	44%	40%	50%	40%	46%	*	*	-	*	19%	36%	39%	46%	33%	28%
At Masters Grade Level	2021	30%	25%	19%	*	18%	21%	-	50%	-	*	5%	30%	18%	24%	13%	13%
	2019	29%	20%	19%	33%	18%	24%	*	*	-	*	7%	7%	18%	25%	15%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	68%	60%	*	59%	70%	-	100%	-	*	36%	70%	58%	70%	53%	54%
	2019	90%	87%	88%	67%	88%	95%	*	*	-	*	69%	86%	88%	87%	87%	84%
At Meets Grade Level or Above	2021	44%	40%	33%	*	31%	48%	-	83%	-	*	16%	30%	32%	38%	26%	28%
	2019	58%	48%	49%	17%	49%	62%	*	*	-	*	29%	36%	48%	56%	45%	41%
At Masters Grade Level	2021	25%	20%	15%	*	14%	36%	-	50%	-	*	6%	20%	14%	24%	10%	13%
	2019	36%	27%	27%	17%	27%	35%	*	*	-	*	8%	14%	27%	30%	24%	22%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	60%	48%	*	47%	63%	-	67%	-	*	24%	50%	46%	57%	40%	39%
	2019	75%	69%	70%	83%	69%	84%	*	*	-	*	40%	64%	69%	75%	66%	59%
At Meets Grade Level or Above	2021	31%	29%	17%	*	15%	38%	-	50%	-	*	14%	20%	15%	27%	10%	12%
	2019	49%	42%	43%	17%	43%	62%	*	*	-	*	22%	43%	42%	50%	39%	35%
At Masters Grade Level	2021	13%	11%	7%	*	6%	22%	-	17%	-	*	2%	0%	5%	15%	3%	6%
	2019	24%	19%	20%	0%	20%	32%	*	*	-	*	6%	21%	20%	22%	16%	16%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	59%	52%	*	51%	68%	-	*	*	*	11%	67%	52%	53%	46%	32%
	2019	68%	62%	66%	*	65%	78%	*	100%	-	-	13%	75%	66%	63%	60%	54%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	29%	24%	*	23%	42%	-	*	*	*	7%	22%	24%	25%	17%	11%
	2019	37%	30%	33%	*	32%	51%	*	67%	-	-	5%	33%	35%	26%	26%	22%
At Masters Grade Level	2021	15%	12%	9%	*	9%	16%	-	*	*	*	2%	11%	10%	7%	7%	4%
	2019	18%	13%	15%	*	13%	31%	*	50%	-	-	0%	8%	16%	6%	10%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	66%	62%	*	61%	79%	-	*	*	*	29%	89%	61%	69%	57%	48%
	2019	81%	78%	84%	*	84%	87%	*	100%	-	-	43%	83%	84%	88%	81%	83%
At Meets Grade Level or Above	2021	36%	34%	31%	*	30%	42%	-	*	*	*	11%	44%	30%	35%	24%	20%
	2019	47%	41%	51%	*	49%	76%	*	83%	-	-	10%	58%	51%	51%	43%	46%
At Masters Grade Level	2021	15%	13%	12%	*	11%	26%	-	*	*	*	2%	11%	11%	16%	8%	9%
	2019	21%	16%	26%	*	23%	58%	*	67%	-	-	1%	42%	27%	19%	19%	17%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	66%	64%	*	64%	68%	*	*	-	-	25%	73%	66%	56%	60%	40%
	2019	76%	71%	70%	*	69%	84%	-	*	-	*	29%	80%	69%	72%	64%	43%
At Meets Grade Level or Above	2021	45%	41%	39%	*	39%	42%	*	*	-	-	14%	45%	40%	35%	35%	20%
	2019	49%	43%	41%	*	40%	59%	-	*	-	*	15%	40%	40%	48%	34%	13%
At Masters Grade Level	2021	25%	22%	20%	*	20%	21%	*	*	-	-	2%	27%	19%	23%	16%	6%
	2019	29%	25%	24%	*	23%	47%	-	*	-	*	4%	30%	22%	35%	18%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	55%	43%	*	43%	42%	*	*	-	-	16%	70%	44%	39%	38%	30%
	2019	75%	71%	71%	*	71%	84%	-	*	-	*	39%	80%	71%	73%	67%	55%
At Meets Grade Level or Above	2021	27%	26%	16%	*	16%	16%	*	*	-	-	6%	20%	15%	18%	12%	7%
	2019	43%	37%	37%	*	35%	59%	-	*	-	*	12%	50%	36%	41%	31%	12%
At Masters Grade Level	2021	12%	10%	5%	*	5%	11%	*	*	-	-	2%	10%	5%	5%	3%	2%
	2019	17%	13%	14%	*	13%	22%	-	*	-	*	3%	0%	14%	14%	10%	1%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	63%	59%	*	59%	50%	*	*	-	-	15%	70%	60%	50%	54%	35%
	2019	70%	66%	61%	*	60%	75%	-	*	-	*	16%	90%	61%	61%	54%	34%
At Meets Grade Level or Above	2021	33%	29%	23%	*	23%	30%	*	*	-	-	8%	10%	23%	24%	19%	8%
	2019	42%	36%	31%	*	31%	41%	-	*	-	*	10%	40%	32%	29%	25%	10%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	7%	4%	*	3%	5%	*	*	-	-	2%	0%	4%	0%	3%	1%
	2019	18%	13%	12%	*	11%	19%	-	*	-	*	4%	0%	11%	15%	8%	1%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	69%	63%	*	63%	63%	*	-	-	-	32%	*	63%	61%	61%	45%
	2019	86%	80%	67%	80%	68%	47%	*	*	-	-	29%	83%	67%	69%	65%	47%
At Meets Grade Level or Above	2021	46%	40%	26%	*	26%	31%	*	-	-	-	9%	*	26%	26%	23%	18%
	2019	55%	47%	30%	20%	30%	33%	*	*	-	-	16%	50%	30%	33%	27%	9%
At Masters Grade Level	2021	21%	16%	6%	*	6%	6%	*	-	-	-	1%	*	6%	9%	6%	2%
	2019	28%	22%	9%	0%	8%	27%	*	*	-	-	4%	33%	9%	9%	7%	4%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	60%	42%	*	42%	57%	*	-	-	-	19%	*	42%	45%	37%	31%
	2019	88%	82%	77%	80%	77%	65%	-	*	-	-	42%	83%	77%	76%	75%	61%
At Meets Grade Level or Above	2021	36%	35%	14%	*	14%	21%	*	-	-	-	7%	*	14%	13%	12%	12%
	2019	57%	48%	39%	40%	39%	35%	-	*	-	-	18%	33%	39%	42%	36%	24%
At Masters Grade Level	2021	11%	9%	2%	*	1%	7%	*	-	-	-	2%	*	2%	0%	2%	2%
	2019	17%	11%	8%	0%	8%	6%	-	*	-	-	5%	17%	8%	7%	7%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	64%	54%	*	54%	75%	*	*	-	-	20%	*	55%	45%	48%	33%
	2019	81%	76%	68%	60%	68%	81%	-	*	-	-	29%	67%	70%	58%	63%	37%
At Meets Grade Level or Above	2021	43%	39%	30%	*	29%	58%	*	*	-	-	11%	*	30%	28%	24%	12%
	2019	51%	43%	35%	20%	34%	65%	-	*	-	-	19%	17%	36%	29%	28%	12%
At Masters Grade Level	2021	24%	19%	12%	*	11%	33%	*	*	-	-	1%	*	13%	9%	9%	4%
	2019	25%	17%	14%	0%	13%	19%	-	*	-	-	3%	0%	14%	13%	9%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	52%	45%	*	44%	67%	*	*	-	-	18%	*	46%	42%	38%	22%
	2019	69%	60%	54%	20%	54%	63%	*	*	-	-	27%	83%	53%	59%	46%	23%
At Meets Grade Level or Above	2021	28%	23%	22%	*	21%	50%	*	*	-	-	8%	*	23%	15%	17%	8%
	2019	37%	27%	23%	0%	22%	37%	*	*	-	-	13%	17%	22%	26%	17%	8%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	9%	10%	*	9%	25%	*	*	-	-	4%	*	10%	7%	7%	5%
	2019	21%	13%	12%	0%	12%	19%	*	*	-	-	1%	0%	11%	19%	8%	1%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	66%	65%	*	64%	95%	-	*	-	*	28%	*	65%	65%	59%	42%
	2019	68%	64%	65%	50%	64%	76%	*	*	-	*	22%	86%	66%	59%	60%	38%
At Meets Grade Level or Above	2021	50%	47%	44%	*	44%	71%	-	*	-	*	13%	*	45%	44%	38%	20%
	2019	50%	45%	43%	0%	42%	68%	*	*	-	*	8%	71%	45%	36%	36%	15%
At Masters Grade Level	2021	12%	9%	8%	*	8%	14%	-	*	-	*	8%	*	9%	6%	6%	3%
	2019	11%	7%	6%	0%	5%	18%	*	*	-	*	0%	14%	6%	4%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	70%	69%	44%	68%	85%	-	*	-	*	31%	*	69%	65%	64%	36%
	2019	68%	66%	71%	75%	71%	66%	-	80%	-	*	27%	*	73%	60%	67%	47%
At Meets Grade Level or Above	2021	57%	56%	52%	44%	51%	71%	-	*	-	*	14%	*	53%	46%	45%	16%
	2019	49%	46%	45%	50%	44%	58%	-	60%	-	*	10%	*	46%	37%	39%	21%
At Masters Grade Level	2021	11%	8%	7%	0%	6%	18%	-	*	-	*	5%	*	6%	7%	5%	1%
	2019	8%	5%	4%	0%	4%	11%	-	0%	-	*	1%	*	4%	3%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	69%	70%	*	69%	89%	-	*	-	-	42%	*	69%	73%	65%	50%
	2019	85%	77%	82%	80%	82%	93%	*	*	-	*	41%	80%	82%	82%	80%	69%
At Meets Grade Level or Above	2021	41%	37%	35%	*	33%	59%	-	*	-	-	12%	*	34%	36%	28%	21%
	2019	61%	48%	56%	40%	56%	59%	*	*	-	*	13%	60%	57%	50%	51%	40%
At Masters Grade Level	2021	23%	19%	14%	*	13%	37%	-	*	-	-	9%	*	14%	12%	10%	8%
	2019	37%	25%	31%	0%	31%	45%	*	*	-	*	8%	40%	34%	21%	26%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	79%	76%	60%	75%	94%	-	*	-	*	39%	*	76%	76%	70%	49%
	2019	88%	85%	84%	60%	83%	97%	*	*	-	*	47%	86%	84%	82%	80%	62%
At Meets Grade Level or Above	2021	55%	48%	41%	40%	40%	68%	-	*	-	*	17%	*	41%	42%	32%	18%
	2019	62%	53%	49%	40%	48%	69%	*	*	-	*	16%	86%	49%	46%	41%	23%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	15%	11%	0%	11%	19%	-	*	-	*	10%	*	11%	11%	7%	5%
	2019	25%	17%	14%	0%	13%	23%	*	*	-	*	5%	14%	16%	7%	9%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	89%	84%	*	84%	97%	-	*	-	*	52%	*	85%	77%	80%	57%
	2019	93%	91%	91%	100%	91%	88%	*	*	-	*	59%	*	92%	88%	90%	79%
At Meets Grade Level or Above	2021	69%	70%	63%	*	62%	90%	-	*	-	*	30%	*	64%	56%	57%	26%
	2019	73%	69%	72%	88%	71%	82%	*	*	-	*	41%	*	74%	62%	67%	44%
At Masters Grade Level	2021	43%	40%	36%	*	35%	63%	-	*	-	*	14%	*	37%	32%	30%	6%
	2019	45%	38%	43%	38%	42%	59%	*	*	-	*	14%	*	43%	40%	35%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	96%	99%	-	98%	100%	-	-	-	-	*	-	99%	*	100%	-
At Meets Grade Level or Above	2021	69%	71%	57%	-	59%	40%	-	-	-	-	*	-	58%	*	62%	-
At Masters Grade Level	2021	14%	10%	7%	-	6%	20%	-	-	-	-	*	-	7%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	65%	59%	62%	58%	77%	43%	73%	*	64%	27%	68%	58%	60%	52%	41%
	2019	78%	73%	72%	71%	71%	82%	75%	93%	*	81%	35%	77%	72%	71%	67%	57%
At Meets Grade Level or Above	2021	41%	38%	31%	45%	30%	51%	0%	57%	*	48%	13%	33%	31%	34%	24%	16%
	2019	50%	42%	40%	39%	40%	57%	25%	74%	*	44%	17%	39%	40%	41%	34%	25%
At Masters Grade Level	2021	18%	15%	11%	15%	10%	26%	0%	39%	*	28%	4%	13%	11%	13%	7%	5%
	2019	24%	17%	17%	16%	16%	29%	6%	50%	*	26%	4%	14%	17%	16%	12%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	66%	62%	60%	61%	81%	*	63%	*	60%	28%	69%	62%	61%	56%	42%
	2019	75%	70%	69%	71%	69%	81%	60%	96%	*	73%	29%	76%	70%	66%	65%	53%
At Meets Grade Level or Above	2021	45%	41%	36%	54%	35%	52%	*	44%	*	50%	13%	37%	35%	38%	28%	18%
	2019	48%	42%	38%	36%	38%	55%	0%	65%	*	36%	14%	37%	39%	37%	32%	20%
At Masters Grade Level	2021	18%	15%	11%	20%	11%	21%	*	38%	*	30%	3%	18%	11%	12%	8%	5%
	2019	21%	16%	13%	18%	13%	27%	0%	39%	*	18%	3%	15%	13%	14%	9%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	64%	54%	68%	53%	74%	*	87%	*	57%	29%	73%	53%	59%	47%	42%
	2019	82%	76%	77%	72%	76%	83%	100%	100%	*	67%	43%	81%	76%	78%	73%	70%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	35%	25%	44%	24%	45%	*	73%	*	29%	12%	28%	25%	29%	19%	17%
	2019	52%	43%	43%	39%	42%	58%	60%	89%	*	33%	17%	43%	43%	46%	38%	33%
At Masters Grade Level	2021	18%	15%	9%	16%	8%	28%	*	40%	*	14%	4%	10%	9%	12%	6%	6%
	2019	26%	19%	20%	17%	19%	33%	0%	61%	*	33%	6%	18%	20%	18%	16%	14%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	57%	51%	63%	50%	67%	*	*	-	*	16%	53%	52%	48%	45%	34%
	2019	68%	63%	58%	75%	58%	75%	-	*	*	*	21%	71%	59%	56%	52%	44%
At Meets Grade Level or Above	2021	30%	27%	21%	38%	20%	44%	*	*	-	*	9%	21%	21%	22%	16%	9%
	2019	38%	31%	28%	50%	27%	38%	-	*	*	*	14%	29%	28%	27%	22%	15%
At Masters Grade Level	2021	9%	6%	4%	13%	3%	14%	*	*	-	*	2%	5%	4%	4%	2%	1%
	2019	14%	10%	8%	25%	7%	13%	-	*	*	*	3%	0%	7%	10%	6%	2%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	68%	60%	67%	60%	77%	*	63%	-	*	28%	53%	60%	63%	53%	41%
	2019	81%	77%	75%	69%	74%	88%	*	83%	-	*	40%	70%	75%	74%	71%	56%
At Meets Grade Level or Above	2021	44%	39%	30%	44%	29%	54%	*	50%	-	*	14%	33%	29%	34%	22%	14%
	2019	54%	46%	43%	25%	42%	65%	*	67%	-	*	18%	48%	43%	43%	37%	26%
At Masters Grade Level	2021	20%	15%	10%	0%	9%	24%	*	25%	-	*	4%	0%	10%	12%	6%	5%
	2019	25%	18%	16%	0%	15%	26%	*	67%	-	*	5%	15%	16%	12%	11%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	70%	65%	40%	65%	83%	*	*	-	*	32%	83%	66%	63%	58%	39%
	2019	81%	75%	73%	69%	73%	77%	*	80%	-	*	43%	86%	72%	77%	68%	50%
At Meets Grade Level or Above	2021	49%	45%	43%	0%	42%	72%	*	*	-	*	18%	83%	44%	40%	36%	17%
	2019	55%	48%	47%	54%	47%	62%	*	80%	-	*	26%	29%	47%	48%	42%	26%
At Masters Grade Level	2021	29%	24%	24%	0%	23%	46%	*	*	-	*	8%	33%	24%	22%	18%	6%
	2019	33%	25%	27%	23%	27%	41%	*	40%	-	*	8%	0%	27%	32%	21%	9%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region15	District	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	64	61	65	63	-	*	*	*	50	60	63	71	62	63
	2018	63	62	62	45	62	61	*	*	-	*	58	63	63	58	61	62
Grade 4 Mathematics	2019	65	59	65	67	65	61	-	*	*	*	64	65	66	62	64	63
	2018	65	59	59	40	59	65	*	*	-	*	63	59	59	56	59	56
Grade 5 ELA/Reading	2019	81	77	79	100	78	81	*	*	-	*	68	81	79	76	78	80
	2018	80	76	77	67	78	74	-	80	-	*	71	92	78	75	77	78
Grade 5 Mathematics	2019	83	80	88	92	87	91	*	*	-	*	84	85	88	86	88	87
	2018	81	75	76	75	76	77	-	60	-	*	88	75	76	80	78	81
Grade 6 ELA/Reading	2019	42	39	47	*	46	52	*	83	-	-	15	50	48	40	43	41
	2018	47	43	47	*	47	53	-	*	-	-	33	73	47	49	45	41
Grade 6 Mathematics	2019	54	54	74	*	74	81	*	100	-	-	45	83	75	70	71	73
	2018	56	54	78	*	78	80	-	*	-	-	81	91	78	76	74	68
Grade 7 ELA/Reading	2019	77	76	72	*	72	73	-	*	-	*	72	50	71	79	71	67
	2018	76	71	67	20	67	79	-	*	-	-	51	63	67	67	65	62
Grade 7 Mathematics	2019	62	58	44	*	43	60	-	*	-	*	23	45	43	49	41	37
	2018	67	61	52	0	52	61	-	*	-	-	34	13	53	45	49	47
Grade 8 ELA/Reading	2019	77	76	75	70	76	57	-	*	-	-	54	75	76	66	74	75
	2018	79	77	77	*	77	83	*	-	-	*	70	*	77	75	77	76
Grade 8 Mathematics	2019	82	83	83	100	83	82	-	*	-	-	64	83	83	84	82	76
	2018	81	81	81	*	81	73	*	*	-	*	76	*	82	80	80	80
End of Course English II	2019	69	68	69	70	69	65	-	*	-	*	56	*	69	70	66	58
	2018	67	67	71	40	71	83	*	*	-	*	60	*	71	72	69	58
End of Course Algebra I	2019	75	66	77	60	77	74	*	*	-	*	34	*	77	77	75	69
	2018	72	62	66	75	66	66	*	*	-	*	24	80	65	70	63	58
All Grades Both Subjects	2019	69	66	70	71	70	70	67	90	*	68	53	69	70	69	68	68
	2018	69	65	67	53	67	71	75	80	-	88	59	70	67	67	66	64
All Grades ELA/Reading	2019	68	66	68	71	68	65	*	88	*	64	52	64	68	67	66	66
	2018	69	66	66	53	66	71	*	80	-	81	56	74	66	66	65	64
All Grades Mathematics	2019	70	67	72	71	71	75	*	92	*	*	53	73	72	71	70	70
	2018	70	65	68	53	68	71	*	79	-	94	62	65	68	68	67	65

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	65%	59%	27%	26%	-	-	-	27%	27%	0%	24%	32%	26%	63%	27%	72%
	2019	78%	73%	72%	45%	45%	-	-	-	44%	29%	44%		44%			44%	
At Meets Grade Level or Above	2021	41%	38%	31%	8%	7%	-	-	-	9%	8%	0%	5%	12%	6%	35%	8%	39%
	2019	50%	42%	40%	12%	12%	-	-	-	14%	7%	14%		14%			13%	
At Masters Grade Level	2021	18%	15%	11%	2%	2%	-	-	-	3%	2%	0%	1%	4%	1%	13%	2%	13%
	2019	24%	17%	17%	3%	3%	-	-	-	3%	1%	3%		4%			3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	66%	62%	29%	26%	-	-	-	32%	24%	0%	22%	29%	31%	68%	26%	76%
	2019	75%	70%	69%	40%	40%	-	-	-	37%	33%	37%		38%			38%	
At Meets Grade Level or Above	2021	45%	41%	36%	9%	7%	-	-	-	10%	7%	0%	5%	10%	12%	40%	8%	46%
	2019	48%	42%	38%	9%	9%	-	-	-	9%	3%	9%		12%			9%	
At Masters Grade Level	2021	18%	15%	11%	2%	1%	-	-	-	3%	1%	0%	1%	2%	2%	14%	1%	12%
	2019	21%	16%	13%	2%	2%	-	-	-	1%	0%	1%		4%			1%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	64%	54%	32%	34%	-	-	-	28%	31%	*	27%	36%	23%	57%	31%	64%
	2019	82%	76%	77%	57%	57%	-	-	-	60%	34%	61%		59%			59%	
At Meets Grade Level or Above	2021	37%	35%	25%	10%	8%	-	-	-	12%	10%	*	6%	16%	3%	27%	9%	33%
	2019	52%	43%	43%	17%	17%	-	-	-	22%	10%	23%		22%			21%	
At Masters Grade Level	2021	18%	15%	9%	3%	2%	-	-	-	3%	3%	*	2%	6%	0%	10%	3%	13%
	2019	26%	19%	20%	4%	4%	-	-	-	7%	3%	7%		8%			6%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	57%	51%	13%	8%	-	-	-	17%	10%	-	10%	17%	11%	57%	12%	70%
	2019	68%	63%	58%	29%	29%	-	-	-	24%	14%	26%		18%			26%	
At Meets Grade Level or Above	2021	30%	27%	21%	3%	2%	-	-	-	3%	1%	-	1%	0%	0%	25%	2%	20%
	2019	38%	31%	28%	8%	8%	-	-	-	4%	7%	4%		0%			5%	
At Masters Grade Level	2021	9%	6%	4%	1%	2%	-	-	-	0%	1%	-	1%	0%	0%	5%	1%	2%
	2019	14%	10%	8%	1%	1%	-	-	-	1%	0%	1%		0%			1%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	68%	60%	19%	19%	-	-	-	17%	32%	*	33%	31%	40%	64%	26%	75%
	2019	81%	77%	75%	30%	30%	-	-	-	42%	23%	42%		53%			41%	
At Meets Grade Level or Above	2021	44%	39%	30%	6%	6%	-	-	-	6%	9%	*	7%	11%	0%	33%	7%	38%
	2019	54%	46%	43%	9%	9%	-	-	-	13%	8%	13%		16%			13%	
At Masters Grade Level	2021	20%	15%	10%	3%	1%	-	-	-	4%	3%	*	3%	3%	0%	11%	3%	12%
	2019	25%	18%	16%	5%	5%	-	-	-	2%	0%	2%		0%			2%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 15	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	70%	65%	-	-	-	-	-	-	30%	-	30%	31%	*	69%	30%	74%
	2019	81%	75%	73%	-	-	-	-	-	-	42%	-	42%		31%		42%	
At Meets Grade Level or Above	2021	49%	45%	43%	-	-	-	-	-	-	10%	-	6%	13%	*	47%	9%	52%
	2019	55%	48%	47%	-	-	-	-	-	-	17%	-	17%		15%		17%	
At Masters Grade Level	2021	29%	24%	24%	-	-	-	-	-	-	3%	-	1%	5%	*	27%	3%	25%
	2019	33%	25%	27%	-	-	-	-	-	-	5%	-	5%		0%		4%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 15	District	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	97%	94%	95%	95%	90%	100%	94%	*	93%	92%	94%	95%	93%	94%	97%
Included in Accountability	83%	92%	91%	84%	91%	83%	100%	85%	*	83%	89%	94%	94%	76%	91%	89%
Not Included in Accountability: Mobile	3%	4%	2%	11%	2%	7%	0%	4%	*	10%	3%	0%	0%	12%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	0%	6%	*	0%	1%	0%	1%	4%	1%	5%
Not Tested	12%	3%	6%	5%	5%	10%	0%	6%	*	7%	8%	6%	5%	7%	6%	3%
Absent	2%	2%	2%	4%	2%	2%	0%	0%	*	0%	2%	2%	2%	3%	2%	1%
Other	10%	2%	4%	1%	4%	8%	0%	6%	*	7%	6%	5%	4%	4%	4%	2%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	99%	99%	100%	100%	100%	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	95%	95%	84%	95%	91%	100%	93%	*	68%	95%	99%	99%	79%	96%	91%
Not Included in Accountability: Mobile	4%	4%	3%	15%	2%	8%	0%	7%	*	33%	4%	1%	0%	14%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	0%	*	0%	1%	0%	0%	7%	1%	6%
Not Tested	1%	0%	1%	1%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	1%	1%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.6%	98.5%	98.6%	98.4%	98.6%	*	99.7%	*	98.3%	98.2%	98.3%	98.3%
2018-19	95.4%	95.3%	94.6%	94.3%	94.6%	95.0%	*	96.6%	*	95.2%	93.2%	94.1%	94.2%
Chronic Absenteeism													
2019-20	6.7%	6.2%	7.9%	4.0%	8.1%	6.3%	12.5%	0.0%	*	14.8%	9.8%	9.0%	8.6%
2018-19	11.4%	11.7%	15.1%	21.6%	15.2%	12.9%	20.0%	5.4%	*	12.5%	21.3%	16.8%	17.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.4%	0.8%	0.0%	0.9%	0.0%	*	*	-	-	0.0%	1.0%	1.0%
2018-19	0.4%	0.2%	0.2%	0.0%	0.3%	0.0%	*	*	-	*	0.5%	0.2%	0.4%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.1%	2.5%	0.0%	2.6%	0.7%	*	0.0%	-	0.0%	1.6%	2.7%	5.4%
2018-19	1.9%	1.4%	2.2%	0.0%	2.3%	0.0%	*	20.0%	*	0.0%	1.7%	2.6%	3.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	91.2%	86.4%	77.8%	86.2%	92.1%	*	80.0%	-	*	93.3%	83.1%	65.5%
Received TxCHSE	0.4%	0.2%	0.1%	0.0%	0.1%	0.0%	*	0.0%	-	*	0.0%	0.2%	0.0%
Continued HS	3.9%	3.8%	5.5%	11.1%	5.5%	5.3%	*	0.0%	-	*	1.7%	6.8%	14.3%
Dropped Out	5.4%	4.8%	8.0%	11.1%	8.2%	2.6%	*	20.0%	-	*	5.0%	9.8%	20.2%
Graduates and TxCHSE	90.7%	91.4%	86.6%	77.8%	86.3%	92.1%	*	80.0%	-	*	93.3%	83.3%	65.5%
Graduates, TxCHSE, and Continuers	94.6%	95.2%	92.0%	88.9%	91.8%	97.4%	*	80.0%	-	*	95.0%	90.2%	79.8%
Class of 2019													
Graduated	90.0%	92.0%	87.0%	*	86.5%	93.0%	-	*	*	*	94.0%	84.0%	82.8%
Received TxCHSE	0.5%	0.2%	0.6%	*	0.6%	0.0%	-	*	*	*	2.0%	0.8%	0.0%
Continued HS	3.7%	3.7%	6.6%	*	6.9%	2.3%	-	*	*	*	2.0%	7.6%	7.8%
Dropped Out	5.9%	4.0%	5.8%	*	6.0%	4.7%	-	*	*	*	2.0%	7.6%	9.4%
Graduates and TxCHSE	90.4%	92.2%	87.6%	*	87.1%	93.0%	-	*	*	*	96.0%	84.9%	82.8%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	94.2%	*	94.0%	95.3%	-	*	*	*	98.0%	92.4%	90.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	94.2%	91.0%	*	90.8%	93.0%	-	*	*	*	95.9%	88.7%	87.7%
Received TxCHSE	0.5%	0.2%	0.6%	*	0.6%	0.0%	-	*	*	*	2.0%	0.9%	0.0%
Continued HS	1.3%	1.4%	1.4%	*	1.6%	0.0%	-	*	*	*	0.0%	2.1%	1.5%
Dropped Out	6.1%	4.2%	6.9%	*	7.0%	7.0%	-	*	*	*	2.0%	8.4%	10.8%
Graduates and TxCHSE	92.6%	94.5%	91.6%	*	91.4%	93.0%	-	*	*	*	98.0%	89.5%	87.7%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	95.8%	93.1%	*	93.0%	93.0%	-	*	*	*	98.0%	91.6%	89.2%
Class of 2018													
Graduated	92.2%	92.8%	86.2%	90.9%	85.6%	92.9%	*	*	-	*	89.9%	84.0%	73.3%
Received TxCHSE	0.6%	0.4%	1.1%	0.0%	1.0%	2.4%	*	*	-	*	0.0%	1.3%	0.0%
Continued HS	1.1%	0.9%	1.3%	0.0%	1.5%	0.0%	*	*	-	*	0.0%	0.9%	1.3%
Dropped Out	6.1%	5.9%	11.4%	9.1%	11.9%	4.8%	*	*	-	*	10.1%	13.8%	25.3%
Graduates and TxCHSE	92.8%	93.2%	87.2%	90.9%	86.6%	95.2%	*	*	-	*	89.9%	85.3%	73.3%
Graduates, TxCHSE, and Continuers	93.9%	94.1%	88.6%	90.9%	88.1%	95.2%	*	*	-	*	89.9%	86.2%	74.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	93.4%	87.5%	90.9%	87.0%	92.9%	*	*	-	*	90.0%	85.1%	74.7%
Received TxCHSE	0.7%	0.4%	1.1%	0.0%	1.0%	2.4%	*	*	-	*	0.0%	1.3%	0.0%
Continued HS	0.6%	0.4%	0.7%	0.0%	0.7%	0.0%	*	*	-	*	0.0%	0.9%	0.0%
Dropped Out	6.1%	5.7%	10.8%	9.1%	11.2%	4.8%	*	*	-	*	10.0%	12.7%	25.3%
Graduates and TxCHSE	93.3%	93.9%	88.6%	90.9%	88.0%	95.2%	*	*	-	*	90.0%	86.4%	74.7%
Graduates, TxCHSE, and Continuers	93.9%	94.3%	89.2%	90.9%	88.8%	95.2%	*	*	-	*	90.0%	87.3%	74.7%
Class of 2017													
Graduated	92.4%	94.8%	89.8%	*	89.3%	97.1%	*	*	*	*	90.7%	87.2%	80.0%
Received TxCHSE	0.7%	0.5%	1.3%	*	1.4%	0.0%	*	*	*	*	0.0%	1.7%	1.5%
Continued HS	0.6%	0.1%	0.1%	*	0.2%	0.0%	*	*	*	*	0.0%	0.2%	0.0%
Dropped Out	6.3%	4.5%	8.8%	*	9.2%	2.9%	*	*	*	*	9.3%	10.8%	18.5%
Graduates and TxCHSE	93.2%	95.4%	91.1%	*	90.7%	97.1%	*	*	*	*	90.7%	88.9%	81.5%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	91.2%	*	90.8%	97.1%	*	*	*	*	90.7%	89.2%	81.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	91.2%	85.4%	77.8%	85.1%	90.0%	*	80.0%	-	*	85.1%	82.0%	65.5%
Class of 2019	90.0%	92.0%	86.0%	*	85.3%	93.0%	-	*	*	*	87.0%	82.7%	81.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	9.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Class of 2019	4.2%	10.0%	0.2%	*	0.2%	0.0%	-	*	*	*	0.0%	0.3%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	76.6%	94.5%	100.0%	94.4%	97.1%	*	*	-	*	33.3%	93.1%	88.9%
Class of 2019	83.5%	78.2%	97.1%	*	97.1%	97.5%	-	*	*	*	44.8%	96.1%	98.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	85.6%	94.5%	100.0%	94.4%	97.1%	*	*	-	*	33.3%	93.1%	88.9%
Class of 2019	87.6%	87.9%	97.3%	*	97.2%	97.5%	-	*	*	*	44.8%	96.4%	98.1%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	20.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	41.2%	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	8.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2018-19	4.4%	10.1%	0.2%	*	0.2%	0.0%	-	*	*	*	0.0%	0.2%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	75.3%	92.3%	100.0%	92.2%	93.9%	*	*	-	*	26.2%	89.9%	84.1%
2018-19	82.1%	76.8%	95.0%	*	94.7%	97.7%	-	*	*	*	30.2%	94.0%	92.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	84.1%	92.3%	100.0%	92.2%	93.9%	*	*	-	*	26.2%	89.9%	84.1%
2018-19	85.9%	86.6%	95.2%	*	94.9%	97.7%	-	*	*	*	30.2%	94.3%	92.7%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	701	100.0%	360,220	100.0%
By Ethnicity:				
African American	7	1.0%	44,729	12.4%
Hispanic	652	93.0%	184,060	51.1%
White	33	4.7%	105,215	29.2%
American Indian	1	0.1%	1,226	0.3%
Asian	4	0.6%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	4	0.6%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	54	7.7%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	647	92.3%	292,532	81.2%
Special Education Graduates	65	9.3%	29,018	8.1%
Economically Disadvantaged Graduates	476	67.9%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	63	9.0%	29,639	8.2%
At-Risk Graduates	412	58.8%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	68.8%	66.8%	42.9%	66.4%	81.8%	*	*	-	*	69.2%	62.8%	34.9%
2018-19	72.9%	75.8%	74.2%	*	73.4%	83.0%	-	*	*	*	71.0%	70.0%	60.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	59.1%	53.5%	28.6%	53.1%	66.7%	*	*	-	*	9.2%	47.9%	19.0%
2018-19	53.0%	54.6%	50.0%	*	49.2%	61.4%	-	*	*	*	14.5%	43.7%	31.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	53.2%	39.5%	28.6%	38.8%	54.5%	*	*	-	*	3.1%	32.4%	3.2%
2018-19	60.7%	47.9%	41.1%	*	40.0%	56.8%	-	*	*	*	4.8%	33.9%	8.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	41.3%	30.7%	28.6%	29.9%	42.4%	*	*	-	*	1.5%	23.9%	3.2%
2018-19	48.6%	39.7%	32.4%	*	31.2%	50.0%	-	*	*	*	3.2%	25.5%	8.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	36.6%	27.4%	28.6%	26.5%	42.4%	*	*	-	*	1.5%	20.6%	1.6%
2018-19	44.2%	34.7%	30.4%	*	29.1%	50.0%	-	*	*	*	3.2%	23.9%	7.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	6.2%	8.6%	28.6%	8.0%	15.2%	*	*	-	*	0.0%	8.0%	7.9%
2018-19	21.1%	6.4%	6.6%	*	6.2%	13.6%	-	*	*	*	1.6%	5.5%	10.5%
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.4%	8.8%	0.0%	9.0%	6.1%	*	*	-	*	0.0%	7.4%	0.0%
2018-19	1.9%	2.0%	9.3%	*	9.2%	13.6%	-	*	*	*	0.0%	9.3%	1.8%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	46.2%	47.6%	28.6%	47.2%	57.6%	*	*	-	*	9.2%	42.6%	7.9%
2018-19	23.1%	45.2%	45.2%	*	44.4%	56.8%	-	*	*	*	14.5%	39.2%	22.8%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	2.7%	6.7%	28.6%	6.0%	9.1%	*	*	-	*	0.0%	5.3%	1.6%
2018-19	2.3%	2.8%	7.4%	*	6.7%	15.9%	-	*	*	*	1.6%	5.5%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	25.1%	38.1%	14.3%	37.9%	51.5%	*	*	-	*	69.2%	37.4%	28.6%
2018-19	40.4%	48.3%	57.0%	*	56.8%	56.8%	-	*	*	*	71.0%	55.7%	49.1%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	17.1%	29.8%	14.3%	29.1%	48.5%	*	*	-	*	18.5%	28.8%	19.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	11.3%	22.6%	*	22.5%	20.5%	-	*	*	*	11.3%	21.9%	19.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	3.4%	9.7%	0.0%	10.1%	3.0%	*	*	-	*	6.2%	9.0%	6.3%
2018-19	0.6%	2.5%	6.9%	*	7.4%	2.3%	-	*	*	*	6.5%	7.1%	10.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.1%	3.4%	0.0%	3.5%	3.0%	*	*	-	*	36.9%	4.2%	4.8%
2018-19	2.3%	2.8%	3.2%	*	3.4%	0.0%	-	*	*	*	33.9%	3.6%	7.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.3%	2.4%	0.0%	2.5%	3.0%	*	*	-	*	26.2%	1.9%	1.6%
2018-19	2.7%	3.5%	2.0%	*	2.1%	0.0%	-	*	*	*	21.0%	2.3%	3.5%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	29.0%	25.1%	0.0%	25.5%	24.2%	*	*	-	*	1.5%	21.0%	3.2%
	2018-19	33.4%	30.6%	25.6%	*	25.5%	29.5%	-	*	*	*	1.6%	23.0%	5.3%
Mathematics	2019-20	21.2%	20.0%	26.1%	14.3%	26.1%	24.2%	*	*	-	*	1.5%	20.8%	3.2%
	2018-19	24.7%	23.9%	27.6%	*	27.3%	31.8%	-	*	*	*	3.2%	22.8%	8.8%
Both Subjects	2019-20	16.4%	13.5%	16.3%	0.0%	16.4%	15.2%	*	*	-	*	1.5%	12.6%	1.6%
	2018-19	18.8%	17.5%	18.8%	*	19.0%	20.5%	-	*	*	*	0.0%	16.6%	5.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	9.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	5.1%	1.4%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	10.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	7.3%	3.4%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	5.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	2.6%	0.2%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	10.6%	21.0%	10.0%	20.4%	32.4%	*	*	-	*	1.6%	15.1%	7.9%
	2019	25.2%	12.7%	23.5%	30.8%	22.1%	42.2%	*	25.0%	*	*	2.6%	17.6%	5.1%
English Language Arts	2020	12.7%	2.8%	3.0%	10.0%	2.9%	4.4%	*	*	-	*	0.0%	2.2%	0.0%
	2019	14.5%	3.5%	2.6%	7.7%	2.5%	3.6%	*	0.0%	*	*	0.0%	2.1%	0.0%
Mathematics	2020	6.4%	2.1%	2.5%	0.0%	2.3%	5.9%	*	*	-	*	0.0%	1.9%	0.0%
	2019	7.4%	2.3%	2.6%	0.0%	2.2%	8.4%	*	12.5%	*	*	0.9%	1.3%	0.0%
Science	2020	9.4%	6.2%	15.1%	0.0%	14.4%	30.9%	*	*	-	*	1.6%	9.7%	0.0%
	2019	10.4%	7.5%	18.1%	15.4%	17.0%	32.5%	*	25.0%	*	*	1.7%	12.2%	1.3%
Social Studies	2020	12.4%	3.0%	7.3%	0.0%	7.3%	8.8%	*	*	-	*	0.8%	4.6%	1.1%
	2019	13.9%	4.4%	11.2%	15.4%	10.6%	19.3%	*	12.5%	*	*	2.6%	8.9%	1.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	35.1%	23.0%	*	22.3%	36.4%	-	*	-	*	*	23.6%	78.6%
	2019	51.0%	30.0%	12.6%	*	11.5%	22.9%	-	*	-	*	*	15.8%	37.5%
English Language Arts	2020	50.1%	43.9%	28.3%	*	24.4%	*	-	*	-	-	-	17.4%	-
	2019	41.2%	35.8%	13.2%	*	11.8%	*	-	-	-	-	-	13.6%	-
Mathematics	2020	56.5%	38.5%	13.2%	-	12.1%	*	-	*	-	-	-	20.0%	-
	2019	52.2%	47.4%	17.9%	-	16.7%	28.6%	-	*	-	*	*	23.1%	-
Science	2020	47.6%	22.8%	10.9%	-	10.2%	19.0%	-	*	-	*	*	9.9%	-
	2019	40.6%	19.8%	6.7%	*	4.7%	22.2%	-	*	-	*	*	6.3%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	31.8%	13.6%	-	12.5%	33.3%	-	-	-	-	*	18.8%	*
	2019	46.3%	15.9%	1.2%	*	1.4%	0.0%	-	*	-	*	*	2.2%	*
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	66.9%	41.8%	57.1%	40.5%	60.6%	*	*	-	*	4.6%	34.2%	12.7%
	2018-19	75.0%	62.1%	43.2%	*	41.2%	72.7%	-	*	*	*	4.8%	35.2%	7.9%
At/Above Criterion for All Examinees	2019-20	35.7%	28.6%	34.8%	*	33.3%	45.0%	-	*	-	*	*	31.3%	0.0%
	2018-19	36.1%	33.1%	32.1%	*	29.8%	50.0%	-	*	-	*	*	21.3%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	994	1010	*	1002	1069	-	*	-	*	*	984	834
	2018-19	1027	1045	1012	*	1003	1085	-	*	-	*	*	983	878
English Language Arts and Writing	2019-20	513	505	515	*	510	555	-	*	-	*	*	498	413
	2018-19	517	529	512	*	507	550	-	*	-	*	*	498	432
Mathematics	2019-20	506	489	495	*	492	514	-	*	-	*	*	485	421
	2018-19	510	516	501	*	496	536	-	*	-	*	*	486	446
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	20	22	*	21	*	-	*	-	-	*	20	*
	2018-19	21	20	21	-	21	23	-	-	-	-	-	21	-
English Language Arts	2019-20	20	20	22	*	21	*	-	*	-	-	*	20	*
	2018-19	20	20	21	-	21	22	-	-	-	-	-	21	-
Mathematics	2019-20	20	20	21	*	20	*	-	*	-	-	*	21	*
	2018-19	20	20	21	-	20	25	-	-	-	-	-	20	-
Science	2019-20	21	20	22	*	21	*	-	*	-	-	*	21	*
	2018-19	21	20	21	-	21	23	-	-	-	-	-	22	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	Academic Year	State	Region 15	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	42.9%	55.0%	34.8%	55.1%	56.1%	*	75.0%	-	75.0%	31.8%	51.7%	42.0%
	2018-19	44.6%	43.2%	59.6%	57.1%	59.2%	66.5%	*	70.0%	*	62.5%	35.8%	54.9%	52.9%
English Language Arts	2019-20	18.2%	17.9%	35.8%	14.3%	35.9%	35.2%	*	57.1%	-	66.7%	28.2%	33.5%	31.2%
	2018-19	17.8%	19.0%	40.8%	50.0%	40.4%	46.4%	*	55.6%	*	28.6%	32.1%	38.6%	46.2%
Mathematics	2019-20	20.7%	13.7%	13.8%	9.1%	13.7%	15.9%	*	28.6%	-	28.6%	1.1%	11.3%	1.2%
	2018-19	20.4%	15.0%	12.3%	14.3%	11.8%	19.0%	*	44.4%	*	12.5%	1.3%	9.9%	2.5%
Science	2019-20	22.4%	21.6%	17.4%	13.6%	17.0%	23.3%	*	37.5%	-	37.5%	1.6%	13.5%	1.8%
	2018-19	21.7%	18.9%	17.1%	14.3%	16.3%	29.4%	*	33.3%	*	50.0%	1.2%	12.6%	2.8%
Social Studies	2019-20	24.6%	16.4%	27.8%	25.0%	27.2%	39.6%	*	50.0%	-	66.7%	2.0%	22.6%	3.0%
	2018-19	23.6%	17.4%	30.5%	27.8%	29.7%	45.1%	*	33.3%	*	60.0%	2.7%	23.7%	2.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	70.8%	75.9%	85.7%	76.2%	66.7%	*	*	-	*	46.2%	73.1%	58.7%
	2018-19	59.0%	71.3%	71.5%	*	70.9%	79.5%	-	*	*	*	48.4%	67.9%	52.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	51.1%	49.5%	*	48.5%	65.9%	-	*	*	*	11.3%	44.1%	25.4%
	2017-18	53.4%	51.1%	49.4%	30.0%	49.2%	57.9%	*	*	-	*	8.1%	46.1%	21.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	19.6%	28.1%	-	28.4%	27.3%	-	-	-	*	*	31.9%	40.0%
	2017-18	60.7%	56.0%	36.6%	*	34.3%	59.1%	*	*	-	-	0.0%	29.7%	0.0%

Texas Education Agency
2020-21 Student Information (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	9,859	100.0%	5,359,040	100.0%	9,874	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	21	0.2%	13,855	0.3%	24	0.2%	20,991	0.4%
Pre-Kindergarten	375	3.8%	196,560	3.7%	375	3.8%	197,093	3.7%
Kindergarten	659	6.7%	360,865	6.7%	664	6.7%	361,349	6.7%
Grade 1	710	7.2%	380,973	7.1%	711	7.2%	381,403	7.1%
Grade 2	753	7.6%	379,725	7.1%	757	7.7%	380,122	7.1%
Grade 3	659	6.7%	380,802	7.1%	661	6.7%	381,135	7.1%
Grade 4	697	7.1%	385,090	7.2%	697	7.1%	385,364	7.2%
Grade 5	736	7.5%	395,436	7.4%	736	7.5%	395,649	7.4%
Grade 6	727	7.4%	414,197	7.7%	727	7.4%	414,357	7.7%
Grade 7	781	7.9%	421,222	7.9%	781	7.9%	421,347	7.8%
Grade 8	709	7.2%	422,386	7.9%	709	7.2%	422,505	7.9%
Grade 9	733	7.4%	436,396	8.1%	733	7.4%	436,523	8.1%
Grade 10	803	8.1%	420,502	7.8%	803	8.1%	420,705	7.8%
Grade 11	737	7.5%	388,143	7.2%	737	7.5%	388,443	7.2%
Grade 12	759	7.7%	362,888	6.8%	759	7.7%	364,600	6.8%
Ethnic Distribution:								
African American	65	0.7%	680,285	12.7%	65	0.7%	681,401	12.7%
Hispanic	9,234	93.7%	2,835,771	52.9%	9,241	93.6%	2,840,982	52.9%
White	486	4.9%	1,418,789	26.5%	493	5.0%	1,424,251	26.5%
American Indian	5	0.1%	18,712	0.3%	5	0.1%	18,755	0.3%
Asian	35	0.4%	253,856	4.7%	35	0.4%	254,163	4.7%
Pacific Islander	2	0.0%	8,259	0.2%	2	0.0%	8,271	0.2%
Two or More Races	32	0.3%	143,368	2.7%	33	0.3%	143,763	2.7%
Sex:								
Female	4,886	49.6%	2,620,239	48.9%	4,894	49.6%	2,624,722	48.9%
Male	4,973	50.4%	2,738,801	51.1%	4,980	50.4%	2,746,864	51.1%
Other Student Information:								
Economically Disadvantaged	7,032	71.3%	3,229,178	60.3%	7,035	71.2%	3,233,417	60.2%
Non-Educationally Disadvantaged	2,827	28.7%	2,129,862	39.7%	2,839	28.8%	2,138,169	39.8%
Section 504 Students	921	9.3%	387,490	7.2%	921	9.3%	387,622	7.2%
EB Students/EL	1,705	17.3%	1,108,207	20.7%	1,705	17.3%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	145	1.3%	66,833	1.2%				
Students w/ Dyslexia	374	3.8%	241,070	4.5%	374	3.8%	241,197	4.5%
Foster Care	2	0.0%	17,033	0.3%	2	0.0%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	45	0.5%	57,709	1.1%	45	0.5%	57,811	1.1%
Immigrant	181	1.8%	108,025	2.0%	182	1.8%	108,092	2.0%
Migrant	198	2.0%	16,657	0.3%	198	2.0%	16,733	0.3%
Title I	9,743	98.8%	3,457,855	64.5%	9,754	98.8%	3,464,887	64.5%
Military Connected	345	3.5%	144,596	2.7%	346	3.5%	144,683	2.7%
At-Risk	7,089	71.9%	2,634,284	49.2%	7,089	71.8%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	1,892	19.2%	1,123,936	21.0%	1,892	19.2%	1,124,413	20.9%
Gifted and Talented Education	815	8.3%	443,781	8.3%	815	8.3%	443,849	8.3%
Special Education	1,277	13.0%	595,885	11.1%	1,292	13.1%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,277		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	578	45.3%	253,352	42.5%				
Students with Physical Disabilities	305	23.9%	127,106	21.3%				
Students with Autism	**	**	83,737	14.1%				
Students with Behavioral Disabilities	297	23.3%	122,624	20.6%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	919	9.6%	726,083	13.8%				
By Ethnicity:								
African American	22	0.2%	148,832	2.8%				
Hispanic	806	8.4%	372,491	7.1%				
White	81	0.8%	160,748	3.1%				
American Indian	2	0.0%	2,944	0.1%				
Asian	5	0.1%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	3	0.0%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	134	10.7%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	218	13.8%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	715	10.0%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	806	13.1%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.4%	1.3%	4.8%
Grade 1	4.7%	1.9%	9.8%	3.2%
Grade 2	4.7%	1.0%	3.5%	1.4%
Grade 3	1.5%	0.5%	1.1%	0.6%
Grade 4	1.3%	0.3%	1.6%	0.4%
Grade 5	1.6%	0.2%	1.5%	0.3%
Grade 6	0.3%	0.2%	0.0%	0.3%
Grade 7	0.4%	0.3%	0.0%	0.3%
Grade 8	7.3%	0.2%	1.1%	0.4%
Grade 9	1.6%	4.7%	5.4%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.0%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.1	17.7
Grade 1	19.9	18.0
Grade 2	19.3	18.0
Grade 3	18.3	18.2
Grade 4	19.3	18.3
Grade 5	20.3	19.8
Grade 6	23.4	19.4
Secondary:		
English/Language Arts	19.7	15.7
Foreign Languages	22.0	17.8
Mathematics	20.0	16.9
Science	22.2	17.9
Social Studies	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	1,447.8	100.0%	745,316.3	100.0%
Professional Staff:				
Teachers	775.1	53.5%	479,219.1	64.3%
Professional Support	614.0	42.4%	369,395.4	49.6%
Campus Administration (School Leadership)	112.1	7.7%	78,787.8	10.6%
Central Administration	34.0	2.3%	22,378.5	3.0%
Educational Aides:	15.0	1.0%	8,657.4	1.2%
Auxiliary Staff:	143.8	9.9%	79,348.7	10.6%
528.8	36.5%	186,748.5	25.1%	
Librarians and Counselors (Headcount):				
Full-time Librarians	4.0	n/a	4,290.0	n/a
Part-time Librarians	2.0	n/a	582.0	n/a
Full-time Counselors	31.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	1,281.0	88.5%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	6.9	1.1%	41,186.3	11.1%
Hispanic	498.3	81.2%	104,985.0	28.4%
White	100.7	16.4%	210,367.3	56.9%
American Indian	4.0	0.7%	1,261.0	0.3%
Asian	1.0	0.2%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	3.0	0.5%	4,320.9	1.2%
Teachers by Sex:				
Males	134.4	21.9%	88,006.1	23.8%
Females	479.6	78.1%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	11.9	1.9%	4,422.7	1.2%
Bachelors	457.7	74.5%	269,818.0	73.0%
Masters	144.4	23.5%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	22.8	3.7%	24,880.4	6.7%
1-5 Years Experience	162.8	26.5%	102,753.7	27.8%
6-10 Years Experience	125.0	20.4%	74,854.8	20.3%
11-20 Years Experience	158.7	25.8%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	100.7	16.4%	47,975.4	13.0%
Over 30 Years Experience	44.0	7.2%	11,278.0	3.1%
Number of Students per Teacher	16.1	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.7	6.4
Average Years Experience of Principals with District	4.7	5.5
Average Years Experience of Assistant Principals	4.2	5.5
Average Years Experience of Assistant Principals with District	3.6	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	13.1	11.2
Average Years Experience of Teachers with District:	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$47,076	\$50,849
1-5 Years Experience	\$49,910	\$53,288
6-10 Years Experience	\$52,874	\$56,282
11-20 Years Experience	\$59,001	\$59,900
21-30 Years Experience	\$63,590	\$64,637
Over 30 Years Experience	\$67,184	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$56,239	\$57,641
Professional Support	\$70,679	\$68,030
Campus Administration (School Leadership)	\$83,458	\$83,424
Central Administration	\$108,191	\$109,662
Instructional Staff Percent:	58.3%	64.6%
Turnover Rate for Teachers:	9.4%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	60.9	9.9%	22,870.6	6.2%
Career and Technical Education	41.8	6.8%	18,987.7	5.1%
Compensatory Education	34.6	5.6%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	419.0	68.2%	262,447.1	71.0%
Special Education	36.3	5.9%	34,862.5	9.4%
Other	21.5	3.5%	13,442.2	3.6%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
SAN FELIPE-DEL RIO CISD (233901) - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

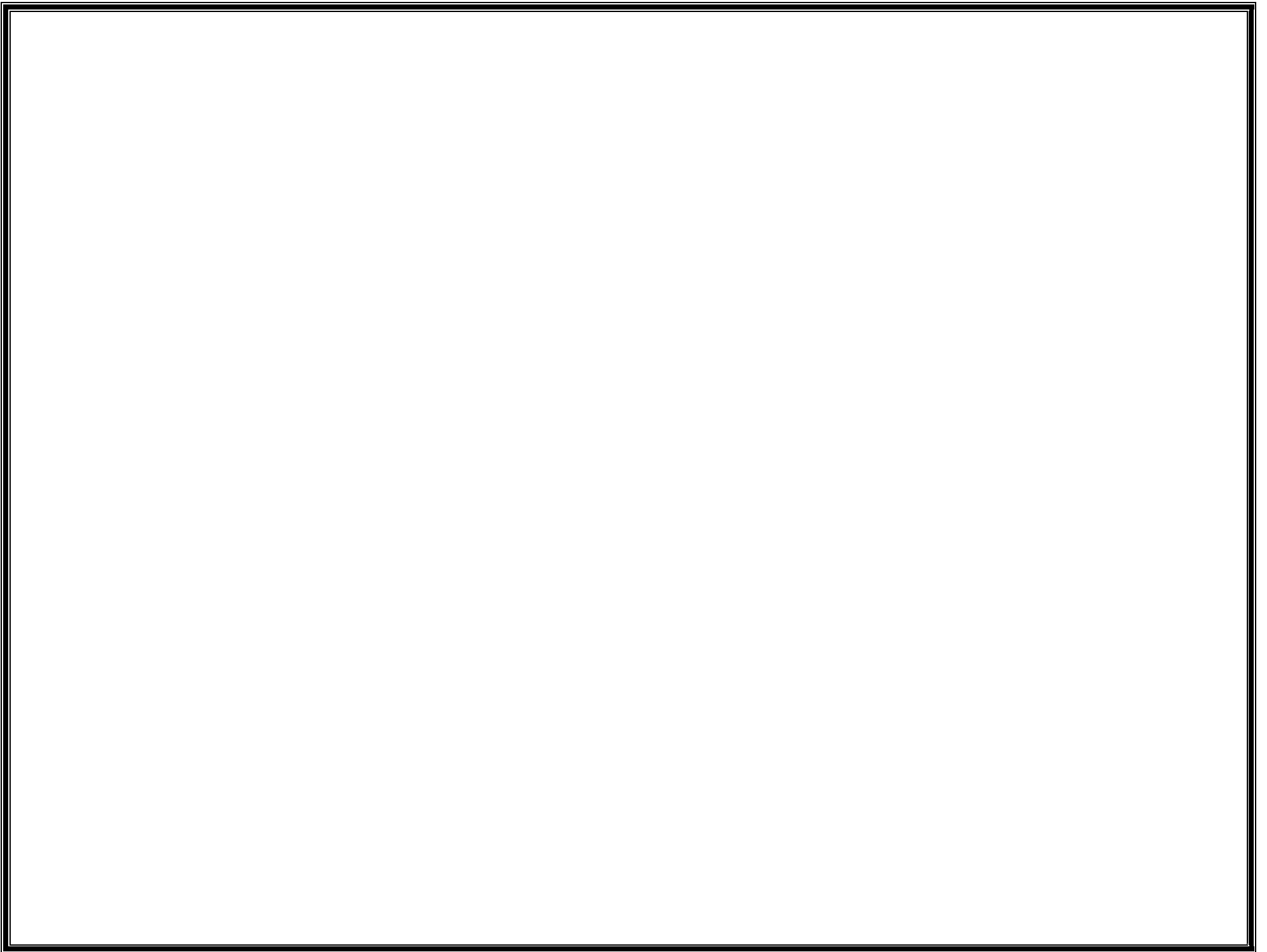
Student Achievement Raw Component Score	
STAAR Performance	34
College, Career and Military Readiness	67
Graduation Rate	91
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 71.3%)	51
Closing the Gaps % of Indicators Met	
Academic Achievement Status	15%
Growth Status	N/A
Graduation Status	0%
English Language Proficiency Status	100%
Student Success Status	8%
School Quality Status	100%
% Participation (All Tests)	
2018-19	99%
2020-21	94%

Distinction Designations

Distinction designations were not awarded in 2021.



House Bill 3: Projections & Goals



CCMR BOARD OUTCOME GOAL

The percentage of graduates that are College, Career, or Military Ready (CCMR) will increase from 74% in 2020 to 92% by August 2025.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024	2025
74% Target	77%	81%	85%	88%	92%
67% Earned					



Actual Financial Report 2019-2020

2019 - 2020 Actual Financial Data
Totals for SAN FELIPE-DEL RIO CISD (233901)
Total Enrolled Membership: 10,311

	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)	\$20,834,154	22.40%	\$2,021	\$20,834,154	18.57%	\$2,021	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$69,476,176	74.68%	\$6,738	\$70,860,156	63.15%	\$6,872	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$1,379,425	1.48%	\$134	\$18,671,290	16.64%	\$1,811	\$7,015,215,596	11.84%	\$1,280
Other Local	\$1,339,668	1.44%	\$130	\$1,849,150	1.65%	\$179	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$93,029,423	100.00%	\$9,022	\$112,214,750	100.00%	\$10,883	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$78,852	13.25%	\$8	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$516,099	100.00%	\$50	\$516,099	86.75%	\$50	\$909,418,245	9.76%	\$166
Total Other Revenue	\$516,099	100.00%	\$50	\$594,951	100.00%	\$58	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$93,545,522	100.00%	\$9,072	\$112,809,701	100.00%	\$10,941	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$93,545,522	100.00%	\$9,072	\$112,809,701	100.00%	\$10,941	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$392,392	7.41%	\$38	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$4,820,492	100.00%	\$468	\$4,905,113	92.59%	\$476	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$4,820,492	100.00%	\$468	\$5,297,505	100.00%	\$514	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$98,366,014	100.00%	\$9,540	\$118,107,206	100.00%	\$11,454	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$73,925,102	83.82%	\$7,170	\$87,506,191	82.01%	\$8,487	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$6,155,181	6.98%	\$597	\$7,209,827	6.76%	\$699	\$5,127,350,907	8.99%	\$936

2019 - 2020 Actual Financial Data
Totals for SAN FELIPE-DEL RIO CISD (233901)
Total Enrolled Membership: 10,311

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$5,896,980	6.69%	\$572	\$9,062,921	8.49%	\$879	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$2,220,132	2.52%	\$215	\$2,928,312	2.74%	\$284	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$88,197,395	100.00%	\$8,554	\$106,707,251	100.00%	\$10,349	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$4,953,257	57.80%	\$480	\$6,218,932	52.67%	\$603	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$3,615,796	42.20%	\$351	\$5,589,126	47.33%	\$542	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$8,569,053	100.00%	\$831	\$11,808,058	100.00%	\$1,145	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$96,766,448	100.00%	\$9,385	\$118,515,309	100.00%	\$11,494	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$46,979,956	53.27%	\$4,556	\$55,693,716	52.19%	\$5,401	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$1,352,144	1.53%	\$131	\$1,438,422	1.35%	\$140	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$1,770,261	2.01%	\$172	\$2,815,989	2.64%	\$273	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$1,423,458	1.61%	\$138	\$2,114,248	1.98%	\$205	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$5,196,562	5.89%	\$504	\$5,228,958	4.90%	\$507	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$3,542,674	4.02%	\$344	\$4,240,058	3.97%	\$411	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$294,839	0.33%	\$29	\$294,839	0.28%	\$29	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$1,163,052	1.32%	\$113	\$1,312,451	1.23%	\$127	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$3,230,472	3.66%	\$313	\$3,332,262	3.12%	\$323	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$909,389	1.03%	\$88	\$6,739,660	6.32%	\$654	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$2,790,995	3.16%	\$271	\$2,823,526	2.65%	\$274	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$3,628,511	4.11%	\$352	\$3,628,511	3.40%	\$352	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$11,396,556	12.92%	\$1,105	\$11,558,581	10.83%	\$1,121	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$1,971,150	2.23%	\$191	\$2,140,041	2.01%	\$208	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$2,444,837	2.77%	\$237	\$2,444,837	2.29%	\$237	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$102,539	0.12%	\$10	\$901,152	0.84%	\$87	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$88,197,395	100.00%	\$8,554	\$106,707,251	100.00%	\$10,349	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$4,953,257	57.80%	\$480	\$6,218,932	52.67%	\$603	\$9,524,076,242	47.61%	\$1,738

2019 - 2020 Actual Financial Data
Totals for SAN FELIPE-DEL RIO CISD (233901)
Total Enrolled Membership: 10,311

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$3,615,796	42.20%	\$351	\$5,589,126	47.33%	\$542	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$8,569,053	100.00%	\$831	\$11,808,058	100.00%	\$1,145	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$96,766,448	100.00%	\$9,385	\$118,515,309	100.00%	\$11,494	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$36,640,629	41.54%	\$3,554	\$39,585,460	37.10%	\$3,839	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$77,187	0.09%	\$7	\$77,187	0.07%	\$7	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$4,142,333	4.70%	\$402	\$4,301,278	4.03%	\$417	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$7,406,758	8.40%	\$718	\$9,451,068	8.86%	\$917	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$8,090,023	9.17%	\$785	\$14,807,051	13.88%	\$1,436	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$808,046	0.92%	\$78	\$991,151	0.93%	\$96	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$2,300,097	2.61%	\$223	\$2,300,097	2.16%	\$223	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$219,660	0.25%	\$21	\$219,660	0.21%	\$21	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$2,389,022	2.71%	\$232	\$2,389,022	2.24%	\$232	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$557,446	0.63%	\$54	\$557,446	0.52%	\$54	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$329,318	0.37%	\$32	\$329,318	0.31%	\$32	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$2,190,084	2.48%	\$212	\$2,190,084	2.05%	\$212	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$23,046,792	26.13%	\$2,235	\$29,508,429	27.65%	\$2,862	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$88,197,395	100.00%	\$8,554	\$106,707,251	100.00%	\$10,349	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$4,953,257	57.80%	\$480	\$6,218,932	52.67%	\$603	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$3,615,796	42.20%	\$351	\$5,589,126	47.33%	\$542	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$8,569,053	100.00%	\$831	\$11,808,058	100.00%	\$1,145	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$96,766,448	100.00%	\$9,385	\$118,515,309	100.00%	\$11,494	\$77,019,760,233	100.00%	\$14,058
Disbursements									
Total Disbursements									

2019 - 2020 Actual Financial Data
Totals for SAN FELIPE-DEL RIO CISD (233901)
Total Enrolled Membership: 10,311

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$88,197,395	88.48%	\$8,554	\$106,707,251	87.88%	\$10,349	\$57,013,820,289	70.09%	\$10,406
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$2,400,783	2.41%	\$233	\$2,400,783	1.98%	\$233	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$509,960	0.51%	\$49	\$509,960	0.42%	\$49	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$4,953,257	4.97%	\$480	\$6,218,932	5.12%	\$603	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$3,615,796	3.63%	\$351	\$5,589,126	4.60%	\$542	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$99,677,191	100.00%	\$9,667	\$121,426,052	100.00%	\$11,776	\$81,343,414,583	100.00%	\$14,847

Tax Rates

2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				1.0617			1.0164		
Interest & Sinking				0.0000			0.2221		
Total Tax Rate				1.0617			1.2384		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$1,352,481		\$131	\$1,352,481		\$131	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$18,246,334		\$1,770	\$19,313,845,455		\$3,756
Committed Fund Balance	\$2,991,738		\$290	\$2,991,738		\$290	\$3,524,709,206		\$685
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,414,948,929		\$664
Unassigned Fund Balance	\$24,967,997		\$2,421	\$24,967,997		\$2,421	\$15,296,929,974		\$2,975
Total Fund Balance**	\$29,312,216		\$2,843	\$47,558,550		\$4,612	\$42,166,833,966		\$8,200

Fund Balance Reconciliation

2018-2019 Total Fund Balance (Previous Year)	\$31,156,790		\$2,989	\$35,618,162		\$3,417	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$40,110		\$4	\$-5,424,209		\$-526	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$128,679		\$12	\$19,377,960		\$1,879	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	\$-2,013,363		\$-195	\$-2,013,363		\$-195	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$29,312,216		\$2,843	\$47,558,550		\$4,612	\$42,166,833,966		\$8,200

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DEL RIO H S

Campus Number: 233901001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	65%	55%	*	54%	91%	-	*	-	*	29%	*	54%	61%	51%	41%
	2019	68%	65%	56%	50%	56%	61%	*	*	-	*	22%	83%	57%	54%	53%	35%
At Meets Grade Level or Above	2021	50%	44%	30%	*	29%	45%	-	*	-	*	12%	*	28%	37%	27%	18%
	2019	50%	43%	30%	0%	30%	52%	*	*	-	*	8%	67%	31%	28%	27%	11%
At Masters Grade Level	2021	12%	8%	2%	*	2%	0%	-	*	-	*	8%	*	2%	3%	2%	2%
	2019	11%	6%	1%	0%	1%	4%	*	*	-	*	0%	17%	1%	2%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	66%	44%	65%	84%	-	*	-	*	30%	*	66%	63%	61%	37%
	2019	68%	71%	69%	75%	68%	68%	-	*	-	*	26%	*	71%	60%	65%	47%
At Meets Grade Level or Above	2021	57%	52%	49%	44%	48%	69%	-	*	-	*	13%	*	50%	44%	41%	15%
	2019	49%	45%	40%	50%	40%	59%	-	*	-	*	8%	*	42%	36%	35%	20%
At Masters Grade Level	2021	11%	7%	6%	0%	5%	19%	-	*	-	*	5%	*	5%	7%	4%	1%
	2019	8%	4%	3%	0%	3%	9%	-	*	-	*	0%	*	3%	3%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	70%	63%	*	63%	81%	-	*	-	-	39%	*	62%	70%	59%	50%
	2019	85%	82%	75%	80%	75%	88%	*	-	-	*	38%	80%	74%	79%	74%	61%
At Meets Grade Level or Above	2021	41%	35%	25%	*	24%	38%	-	*	-	-	11%	*	23%	32%	20%	17%
	2019	61%	56%	44%	40%	44%	41%	*	-	-	*	13%	60%	44%	43%	41%	28%
At Masters Grade Level	2021	23%	14%	8%	*	8%	13%	-	*	-	-	9%	*	8%	9%	5%	6%
	2019	37%	31%	19%	0%	19%	24%	*	-	-	*	8%	40%	21%	14%	18%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	76%	75%	60%	74%	93%	-	*	-	*	38%	*	74%	76%	69%	48%
	2019	88%	84%	82%	60%	81%	97%	*	*	-	*	46%	86%	81%	83%	78%	58%
At Meets Grade Level or Above	2021	55%	41%	40%	40%	39%	66%	-	*	-	*	17%	*	40%	41%	32%	19%
	2019	62%	49%	45%	40%	44%	70%	*	*	-	*	15%	86%	45%	46%	38%	19%
At Masters Grade Level	2021	22%	11%	10%	0%	10%	21%	-	*	-	*	9%	*	10%	11%	6%	7%
	2019	25%	14%	11%	0%	11%	20%	*	*	-	*	3%	14%	12%	7%	8%	1%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	84%	83%	*	82%	96%	-	*	-	*	52%	*	84%	77%	79%	58%
	2019	93%	91%	90%	100%	90%	87%	*	*	-	*	59%	*	91%	89%	89%	77%
At Meets Grade Level or Above	2021	69%	63%	63%	*	62%	89%	-	*	-	*	28%	*	64%	55%	57%	26%
	2019	73%	72%	71%	86%	70%	81%	*	*	-	*	41%	*	73%	62%	66%	43%
At Masters Grade Level	2021	43%	36%	36%	*	35%	63%	-	*	-	*	10%	*	37%	33%	30%	5%
	2019	45%	43%	42%	29%	42%	61%	*	*	-	*	14%	*	43%	40%	35%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	99%	100%	-	100%	*	-	-	-	-	*	-	100%	*	100%	-
At Meets Grade Level or Above	2021	69%	57%	56%	-	57%	*	-	-	-	-	*	-	57%	*	61%	-
At Masters Grade Level	2021	14%	7%	8%	-	7%	*	-	-	-	-	*	-	8%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	69%	58%	68%	90%	-	40%	-	100%	36%	67%	69%	69%	64%	46%
	2019	78%	72%	74%	74%	73%	80%	86%	89%	-	93%	37%	82%	74%	72%	71%	52%
At Meets Grade Level or Above	2021	41%	31%	43%	38%	42%	66%	-	0%	-	100%	16%	56%	43%	43%	36%	19%
	2019	50%	40%	45%	45%	45%	63%	43%	67%	-	57%	15%	64%	46%	42%	40%	22%
At Masters Grade Level	2021	18%	11%	12%	0%	12%	27%	-	0%	-	40%	8%	11%	12%	12%	9%	4%
	2019	24%	17%	14%	6%	14%	24%	14%	11%	-	29%	4%	18%	15%	12%	11%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	61%	46%	60%	86%	-	*	-	*	29%	60%	61%	62%	57%	39%
	2019	75%	69%	62%	64%	62%	65%	*	80%	-	83%	24%	78%	64%	57%	59%	40%
At Meets Grade Level or Above	2021	45%	36%	41%	46%	40%	63%	-	*	-	*	13%	60%	41%	42%	35%	17%
	2019	48%	38%	36%	29%	35%	56%	*	60%	-	33%	8%	44%	37%	32%	31%	15%
At Masters Grade Level	2021	18%	11%	4%	0%	4%	14%	-	*	-	*	6%	0%	4%	5%	3%	2%
	2019	21%	13%	2%	0%	2%	7%	*	0%	-	17%	0%	11%	2%	3%	1%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	67%	*	66%	85%	-	*	-	-	40%	*	66%	71%	61%	50%
	2019	82%	77%	75%	80%	75%	88%	*	-	-	*	38%	80%	74%	79%	74%	61%
At Meets Grade Level or Above	2021	37%	25%	28%	*	27%	40%	-	*	-	-	11%	*	27%	31%	22%	17%
	2019	52%	43%	44%	40%	44%	41%	*	-	-	*	13%	60%	44%	43%	41%	28%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	9%	8%	*	8%	15%	-	*	-	-	8%	*	8%	9%	5%	6%
	2019	26%	20%	19%	0%	19%	24%	*	-	-	*	8%	40%	21%	14%	18%	10%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	75%	60%	74%	93%	-	*	-	*	38%	*	74%	76%	69%	48%
	2019	81%	75%	82%	60%	81%	97%	*	*	-	*	46%	86%	81%	83%	78%	58%
At Meets Grade Level or Above	2021	44%	30%	40%	40%	39%	66%	-	*	-	*	17%	*	40%	41%	32%	19%
	2019	54%	43%	45%	40%	44%	70%	*	*	-	*	15%	86%	45%	46%	38%	19%
At Masters Grade Level	2021	20%	10%	10%	0%	10%	21%	-	*	-	*	9%	*	10%	11%	6%	7%
	2019	25%	16%	11%	0%	11%	20%	*	*	-	*	3%	14%	12%	7%	8%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	65%	83%	*	82%	96%	-	*	-	*	52%	*	84%	77%	79%	58%
	2019	81%	73%	90%	100%	90%	87%	*	*	-	*	59%	*	91%	89%	89%	77%
At Meets Grade Level or Above	2021	49%	43%	63%	*	62%	89%	-	*	-	*	28%	*	64%	55%	57%	26%
	2019	55%	47%	71%	86%	70%	81%	*	*	-	*	41%	*	73%	62%	66%	43%
At Masters Grade Level	2021	29%	24%	36%	*	35%	63%	-	*	-	*	10%	*	37%	33%	30%	5%
	2019	33%	27%	42%	29%	42%	61%	*	*	-	*	14%	*	43%	40%	35%	16%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	66	70	66	63	-	*	-	*	53	*	65	69	63	53
	2018	67	71	71	*	71	88	*	*	-	*	60	*	71	74	69	59
End of Course Algebra I	2019	75	77	69	60	69	65	*	-	-	*	32	*	68	73	67	60
	2018	72	66	60	70	60	59	*	*	-	*	23	*	58	68	56	54
All Grades Both Subjects	2019	69	70	68	65	68	64	*	*	-	70	39	83	67	71	65	57
	2018	69	67	65	50	65	73	*	*	-	*	33	*	64	70	62	56
All Grades ELA/Reading	2019	68	68	66	70	66	63	-	*	-	*	53	*	65	69	63	53
	2018	69	66	71	*	71	88	*	*	-	*	60	*	71	74	69	59
All Grades Mathematics	2019	70	72	69	60	69	65	*	-	-	*	32	*	68	73	67	60
	2018	70	68	60	70	60	59	*	*	-	*	23	*	58	68	56	54

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	69%	-	-	-	-	-	-	36%	*	37%	36%	33%	75%	36%	74%
	2019	78%	72%	74%	*	*	-	-	-	-	45%	*	46%		47%		46%	
At Meets Grade Level or Above	2021	41%	31%	43%	-	-	-	-	-	-	11%	*	9%	15%	13%	50%	11%	43%
	2019	50%	40%	45%	*	*	-	-	-	-	16%	*	16%		21%		16%	
At Masters Grade Level	2021	18%	11%	12%	-	-	-	-	-	-	3%	*	2%	4%	7%	15%	3%	9%
	2019	24%	17%	14%	*	*	-	-	-	-	3%	*	3%		3%		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	61%	-	-	-	-	-	-	30%	*	32%	29%	27%	67%	30%	71%
	2019	75%	69%	62%	*	*	-	-	-	-	32%	*	32%		40%		33%	
At Meets Grade Level or Above	2021	45%	36%	41%	-	-	-	-	-	-	9%	*	8%	13%	18%	48%	10%	48%
	2019	48%	38%	36%	*	*	-	-	-	-	10%	*	10%		15%		10%	
At Masters Grade Level	2021	18%	11%	4%	-	-	-	-	-	-	1%	*	1%	3%	9%	5%	2%	5%
	2019	21%	13%	2%	*	*	-	-	-	-	0%	*	0%		0%		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	67%	-	-	-	-	-	-	43%	-	48%	39%	*	72%	43%	65%
	2019	82%	77%	75%	-	-	-	-	-	-	55%	-	55%		40%		54%	
At Meets Grade Level or Above	2021	37%	25%	28%	-	-	-	-	-	-	14%	-	15%	14%	*	31%	14%	25%
	2019	52%	43%	44%	-	-	-	-	-	-	22%	-	22%		20%		22%	
At Masters Grade Level	2021	18%	9%	8%	-	-	-	-	-	-	4%	-	3%	6%	*	10%	4%	6%
	2019	26%	20%	19%	-	-	-	-	-	-	7%	-	7%		20%		7%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	75%	-	-	-	-	-	-	37%	-	42%	31%	*	80%	38%	81%
	2019	81%	75%	82%	-	-	-	-	-	-	50%	*	51%		71%		51%	
At Meets Grade Level or Above	2021	44%	30%	40%	-	-	-	-	-	-	9%	-	7%	11%	*	47%	9%	40%
	2019	54%	43%	45%	-	-	-	-	-	-	14%	*	14%		29%		14%	
At Masters Grade Level	2021	20%	10%	10%	-	-	-	-	-	-	5%	-	5%	6%	*	12%	5%	8%
	2019	25%	16%	11%	-	-	-	-	-	-	1%	*	1%		0%		1%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	65%	83%	-	-	-	-	-	-	46%	-	41%	65%	*	89%	47%	85%
	2019	81%	73%	90%	-	-	-	-	-	-	74%	-	74%		50%		73%	
At Meets Grade Level or Above	2021	49%	43%	63%	-	-	-	-	-	-	13%	-	7%	29%	*	72%	13%	61%
	2019	55%	47%	71%	-	-	-	-	-	-	33%	-	33%		33%		33%	
At Masters Grade Level	2021	29%	24%	36%	-	-	-	-	-	-	3%	-	2%	6%	*	43%	3%	25%
	2019	33%	27%	42%	-	-	-	-	-	-	11%	-	11%		0%		10%	

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	91%	87%	91%	96%	-	100%	-	100%	92%	100%	92%	90%	89%	95%
Included in Accountability	83%	91%	85%	84%	85%	91%	-	100%	-	100%	86%	100%	89%	72%	84%	80%
Not Included in Accountability: Mobile	3%	2%	3%	3%	3%	3%	-	0%	-	0%	2%	0%	0%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	3%	2%	-	0%	-	0%	3%	0%	2%	7%	3%	13%
Not Tested	12%	6%	9%	13%	9%	4%	-	0%	-	0%	8%	0%	8%	10%	11%	5%
Absent	2%	2%	6%	13%	6%	1%	-	0%	-	0%	4%	0%	5%	8%	7%	3%
Other	10%	4%	3%	0%	3%	3%	-	0%	-	0%	4%	0%	3%	3%	3%	3%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	97%	99%	99%	100%	100%	-	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	95%	94%	91%	94%	91%	100%	100%	-	88%	96%	100%	98%	83%	93%	86%
Not Included in Accountability: Mobile	4%	3%	3%	6%	2%	7%	0%	0%	-	13%	2%	0%	1%	8%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	3%	2%	0%	0%	-	0%	2%	0%	1%	8%	3%	10%
Not Tested	1%	1%	1%	3%	1%	1%	0%	0%	-	0%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	1%	3%	1%	1%	0%	0%	-	0%	1%	0%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	97.5%	98.7%	97.5%	98.0%	*	*	-	*	97.7%	97.2%	96.7%
2018-19	95.4%	94.6%	92.9%	91.9%	92.8%	93.1%	*	94.7%	*	95.0%	91.1%	92.1%	92.3%
Chronic Absenteeism													
2019-20	6.7%	7.9%	13.3%	3.8%	13.6%	10.9%	*	0.0%	-	0.0%	13.0%	15.0%	16.3%
2018-19	11.4%	15.1%	21.9%	22.7%	22.0%	20.5%	*	12.5%	*	22.2%	26.2%	24.5%	22.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	2.3%	0.0%	2.5%	0.0%	*	0.0%	-	0.0%	1.7%	2.5%	5.5%
2018-19	1.9%	2.2%	1.8%	0.0%	1.8%	0.0%	*	25.0%	*	0.0%	1.8%	2.1%	3.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	90.8%	87.5%	90.5%	96.9%	*	*	-	*	93.1%	89.0%	74.3%
Received TxCHSE	0.4%	0.1%	0.2%	0.0%	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
Continued HS	3.9%	5.5%	0.7%	0.0%	0.7%	0.0%	*	*	-	*	1.7%	0.5%	1.4%
Dropped Out	5.4%	8.0%	8.4%	12.5%	8.6%	3.1%	*	*	-	*	5.2%	10.3%	24.3%
Graduates and TxCHSE	90.7%	86.6%	90.9%	87.5%	90.7%	96.9%	*	*	-	*	93.1%	89.2%	74.3%
Graduates, TxCHSE, and Continuers	94.6%	92.0%	91.6%	87.5%	91.4%	96.9%	*	*	-	*	94.8%	89.7%	75.7%
Class of 2019													
Graduated	90.0%	87.0%	91.4%	*	91.1%	94.3%	-	*	*	*	93.9%	89.2%	90.7%
Received TxCHSE	0.5%	0.6%	0.7%	*	0.8%	0.0%	-	*	*	*	2.0%	1.1%	0.0%
Continued HS	3.7%	6.6%	2.0%	*	2.1%	0.0%	-	*	*	*	2.0%	1.9%	0.0%
Dropped Out	5.9%	5.8%	5.9%	*	6.0%	5.7%	-	*	*	*	2.0%	7.8%	9.3%
Graduates and TxCHSE	90.4%	87.6%	92.1%	*	91.9%	94.3%	-	*	*	*	95.9%	90.3%	90.7%
Graduates, TxCHSE, and Continuers	94.1%	94.2%	94.1%	*	94.0%	94.3%	-	*	*	*	98.0%	92.2%	90.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	92.7%	*	92.5%	94.3%	-	*	*	*	95.8%	91.2%	90.7%
Received TxCHSE	0.5%	0.6%	0.7%	*	0.8%	0.0%	-	*	*	*	2.1%	1.1%	0.0%
Continued HS	1.3%	1.4%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	6.9%	6.5%	*	6.7%	5.7%	-	*	*	*	2.1%	7.7%	9.3%
Graduates and TxCHSE	92.6%	91.6%	93.5%	*	93.3%	94.3%	-	*	*	*	97.9%	92.3%	90.7%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	93.5%	*	93.3%	94.3%	-	*	*	*	97.9%	92.3%	90.7%
Class of 2018													
Graduated	92.2%	86.2%	90.2%	100.0%	89.8%	92.7%	*	*	-	*	92.5%	87.7%	75.4%
Received TxCHSE	0.6%	1.1%	1.0%	0.0%	0.9%	2.4%	*	*	-	*	0.0%	1.2%	0.0%
Continued HS	1.1%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.1%	11.4%	8.8%	0.0%	9.3%	4.9%	*	*	-	*	7.5%	11.1%	24.6%
Graduates and TxCHSE	92.8%	87.2%	91.2%	100.0%	90.7%	95.1%	*	*	-	*	92.5%	88.9%	75.4%
Graduates, TxCHSE, and Continuers	93.9%	88.6%	91.2%	100.0%	90.7%	95.1%	*	*	-	*	92.5%	88.9%	75.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	90.3%	100.0%	89.9%	92.7%	*	*	-	*	92.6%	87.9%	75.4%
Received TxCHSE	0.7%	1.1%	1.0%	0.0%	0.9%	2.4%	*	*	-	*	0.0%	1.2%	0.0%
Continued HS	0.6%	0.7%	0.1%	0.0%	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
Dropped Out	6.1%	10.8%	8.5%	0.0%	9.0%	4.9%	*	*	-	*	7.4%	10.7%	24.6%
Graduates and TxCHSE	93.3%	88.6%	91.3%	100.0%	90.9%	95.1%	*	*	-	*	92.6%	89.1%	75.4%
Graduates, TxCHSE, and Continuers	93.9%	89.2%	91.5%	100.0%	91.0%	95.1%	*	*	-	*	92.6%	89.3%	75.4%
Class of 2017													
Graduated	92.4%	89.8%	92.2%	*	91.9%	97.0%	*	*	*	*	92.5%	90.0%	82.8%
Received TxCHSE	0.7%	1.3%	1.1%	*	1.1%	0.0%	*	*	*	*	0.0%	1.4%	0.0%
Continued HS	0.6%	0.1%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.8%	6.7%	*	7.0%	3.0%	*	*	*	*	7.5%	8.6%	17.2%
Graduates and TxCHSE	93.2%	91.1%	93.3%	*	93.0%	97.0%	*	*	*	*	92.5%	91.4%	82.8%
Graduates, TxCHSE, and Continuers	93.7%	91.2%	93.3%	*	93.0%	97.0%	*	*	*	*	92.5%	91.4%	82.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	89.6%	87.5%	89.4%	94.1%	*	*	-	*	84.6%	87.8%	74.3%
Class of 2019	90.0%	86.0%	90.0%	*	89.6%	94.3%	-	*	*	*	86.8%	87.4%	89.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Class of 2019	4.2%	0.2%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	93.8%	100.0%	93.6%	96.8%	*	*	-	*	34.7%	92.2%	88.2%
Class of 2019	83.5%	97.1%	97.0%	*	96.9%	97.0%	-	*	*	*	46.4%	95.6%	98.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	93.8%	100.0%	93.6%	96.8%	*	*	-	*	34.7%	92.2%	88.2%
Class of 2019	87.6%	97.3%	97.0%	*	96.9%	97.0%	-	*	*	*	46.4%	95.6%	98.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2018-19	4.4%	0.2%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	91.4%	100.0%	91.2%	93.1%	*	*	-	*	27.0%	88.7%	81.8%
2018-19	82.1%	95.0%	94.2%	*	93.9%	97.2%	-	*	*	*	31.0%	92.8%	92.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	91.4%	100.0%	91.2%	93.1%	*	*	-	*	27.0%	88.7%	81.8%
2018-19	85.9%	95.2%	94.2%	*	93.9%	97.2%	-	*	*	*	31.0%	92.8%	92.2%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	556	100.0%	701	360,220
By Ethnicity:				
African American	7	1.3%	7	44,729
Hispanic	512	92.1%	652	184,060
White	29	5.2%	33	105,215
American Indian	1	0.2%	1	1,226
Asian	3	0.5%	4	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	4	0.7%	4	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	48	8.6%	54	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,689
Foundation H.S. Program (DLA)	508	91.4%	647	292,532
Special Education Graduates	63	11.3%	65	29,018
Economically Disadvantaged Graduates	373	67.1%	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	55	9.9%	63	29,639
At-Risk Graduates	318	57.2%	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	66.8%	64.7%	42.9%	64.5%	79.3%	*	*	-	*	68.3%	60.6%	40.0%
2018-19	72.9%	74.2%	74.9%	*	74.4%	79.2%	-	*	*	*	70.5%	70.9%	63.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	53.5%	49.8%	28.6%	49.2%	65.5%	*	*	-	*	9.5%	44.2%	21.8%
2018-19	53.0%	50.0%	46.0%	*	45.3%	55.6%	-	*	*	*	14.8%	38.9%	32.1%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	39.5%	34.2%	28.6%	33.2%	51.7%	*	*	-	*	3.2%	27.3%	3.6%
2018-19	60.7%	41.1%	35.2%	*	34.2%	50.0%	-	*	*	*	3.3%	26.8%	7.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	30.7%	26.3%	28.6%	25.0%	44.8%	*	*	-	*	1.6%	19.8%	3.6%
2018-19	48.6%	32.4%	26.4%	*	25.3%	41.7%	-	*	*	*	3.3%	18.4%	7.5%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	27.4%	22.3%	28.6%	20.9%	44.8%	*	*	-	*	1.6%	15.8%	1.8%
2018-19	44.2%	30.4%	24.0%	*	22.7%	41.7%	-	*	*	*	3.3%	16.4%	5.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	8.6%	10.1%	28.6%	9.4%	17.2%	*	*	-	*	0.0%	9.7%	9.1%
2018-19	21.1%	6.6%	6.3%	*	6.3%	8.3%	-	*	*	*	1.6%	4.9%	11.3%
Associate Degree (Annual Graduates)													
2019-20	2.1%	8.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2018-19	1.9%	9.3%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	47.6%	42.4%	28.6%	41.8%	55.2%	*	*	-	*	9.5%	37.5%	9.1%
2018-19	23.1%	45.2%	40.2%	*	39.7%	50.0%	-	*	*	*	14.8%	33.1%	22.6%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	6.7%	6.8%	28.6%	6.1%	10.3%	*	*	-	*	0.0%	5.6%	1.8%
2018-19	2.3%	7.4%	7.6%	*	7.3%	11.1%	-	*	*	*	1.6%	4.9%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	38.1%	40.8%	14.3%	40.8%	51.7%	*	*	-	*	68.3%	39.9%	32.7%
2018-19	40.4%	57.0%	60.1%	*	60.0%	56.9%	-	*	*	*	70.5%	58.6%	51.9%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	29.8%	31.5%	14.3%	30.9%	48.3%	*	*	-	*	19.0%	30.3%	21.8%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	22.6%	23.8%	*	23.5%	25.0%	-	*	*	*	9.8%	22.8%	20.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	9.7%	10.4%	0.0%	10.9%	3.4%	*	*	-	*	6.3%	9.7%	7.3%
2018-19	0.6%	6.9%	7.1%	*	7.5%	2.8%	-	*	*	*	6.6%	7.2%	11.3%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.4%	4.0%	0.0%	4.1%	3.4%	*	*	-	*	34.9%	4.8%	5.5%
2018-19	2.3%	3.2%	3.7%	*	4.0%	0.0%	-	*	*	*	32.8%	4.6%	7.5%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	2.4%	3.1%	0.0%	3.1%	3.4%	*	*	-	*	27.0%	2.4%	1.8%
2018-19	2.7%	2.0%	2.4%	*	2.6%	0.0%	-	*	*	*	21.3%	2.9%	3.8%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.1%	16.0%	0.0%	16.2%	17.2%	*	*	-	*	1.6%	12.9%	3.6%
	2018-19	33.4%	25.6%	16.2%	*	16.4%	16.7%	-	*	*	*	0.0%	13.3%	3.8%
Mathematics	2019-20	21.2%	26.1%	20.7%	14.3%	20.3%	24.1%	*	*	-	*	1.6%	16.1%	3.6%
	2018-19	24.7%	27.6%	20.9%	*	20.6%	22.2%	-	*	*	*	3.3%	15.6%	7.5%
Both Subjects	2019-20	16.4%	16.3%	8.5%	0.0%	8.2%	13.8%	*	*	-	*	1.6%	5.9%	1.8%
	2018-19	18.8%	18.8%	10.1%	*	10.3%	8.3%	-	*	*	*	0.0%	7.8%	3.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
	2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	21.0%	22.6%	10.0%	22.0%	35.0%	*	*	-	*	1.7%	16.3%	8.1%
	2019	25.2%	23.5%	26.9%	36.4%	25.6%	43.1%	*	28.6%	*	*	2.6%	20.2%	5.7%
English Language Arts	2020	12.7%	3.0%	1.6%	10.0%	1.4%	5.0%	*	*	-	*	0.0%	1.1%	0.0%
	2019	14.5%	2.6%	2.6%	9.1%	2.4%	4.2%	*	0.0%	*	*	0.0%	2.2%	0.0%
Mathematics	2020	6.4%	2.5%	2.9%	0.0%	2.6%	6.7%	*	*	-	*	0.0%	2.2%	0.0%
	2019	7.4%	2.6%	2.9%	0.0%	2.4%	8.3%	*	14.3%	*	*	0.9%	1.1%	0.0%
Science	2020	9.4%	15.1%	17.4%	0.0%	16.7%	33.3%	*	*	-	*	1.7%	11.3%	0.0%
	2019	10.4%	18.1%	20.7%	18.2%	19.8%	31.9%	*	28.6%	*	*	1.7%	13.9%	1.4%
Social Studies	2020	12.4%	7.3%	8.8%	0.0%	8.9%	10.0%	*	*	-	*	0.8%	5.8%	1.3%
	2019	13.9%	11.2%	13.5%	18.2%	12.9%	22.2%	*	14.3%	*	*	2.6%	10.8%	1.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	23.0%	22.4%	*	21.3%	38.1%	-	*	-	*	*	23.7%	76.9%
	2019	51.0%	12.6%	11.7%	*	11.2%	16.1%	-	*	-	*	*	14.3%	37.5%
English Language Arts	2020	50.1%	28.3%	30.0%	*	18.8%	*	-	-	-	-	-	22.2%	-
	2019	41.2%	13.2%	6.5%	*	3.7%	*	-	-	-	-	-	5.6%	-
Mathematics	2020	56.5%	13.2%	14.3%	-	13.3%	*	-	*	-	-	-	22.2%	-
	2019	52.2%	17.9%	17.1%	-	18.5%	16.7%	-	*	-	*	*	22.2%	-
Science	2020	47.6%	10.9%	10.3%	-	9.4%	20.0%	-	*	-	*	*	8.5%	-
	2019	40.6%	6.7%	6.0%	*	4.5%	17.4%	-	*	-	*	*	4.3%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	13.6%	13.9%	-	12.7%	33.3%	-	-	-	-	*	18.8%	*
	2019	46.3%	1.2%	1.2%	*	1.4%	0.0%	-	*	-	*	*	2.2%	*
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	41.8%	37.6%	42.9%	36.1%	58.6%	*	*	-	*	4.8%	30.6%	14.5%
	2018-19	75.0%	43.2%	40.0%	*	37.9%	69.4%	-	*	*	*	4.9%	31.1%	7.5%
At/Above Criterion for All Examinees	2019-20	35.7%	34.8%	38.3%	*	36.2%	52.9%	-	*	-	*	*	34.2%	0.0%
	2018-19	36.1%	32.1%	34.0%	*	31.6%	52.0%	-	*	-	*	*	22.2%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1010	1016	*	1007	1089	-	*	-	*	*	991	834
	2018-19	1027	1012	1015	*	1007	1072	-	*	-	*	*	975	*
English Language Arts and Writing	2019-20	513	515	516	*	511	558	-	*	-	*	*	501	413
	2018-19	517	512	511	*	506	542	-	*	-	*	*	492	*
Mathematics	2019-20	506	495	499	*	495	531	-	*	-	*	*	490	421
	2018-19	510	501	504	*	500	530	-	*	-	*	*	483	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	22	22	*	21	*	-	*	-	-	*	20	*
	2018-19	21	21	22	-	21	23	-	-	-	-	-	23	-
English Language Arts	2019-20	20	22	22	*	21	*	-	*	-	-	*	19	*
	2018-19	20	21	21	-	21	22	-	-	-	-	-	24	-
Mathematics	2019-20	20	21	20	*	20	*	-	*	-	-	*	21	*
	2018-19	20	21	22	-	20	25	-	-	-	-	-	23	-
Science	2019-20	21	22	22	*	21	*	-	*	-	-	*	20	*
	2018-19	21	21	21	-	20	23	-	-	-	-	-	22	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	55.0%	50.8%	34.8%	50.9%	50.4%	*	66.7%	-	83.3%	30.6%	47.2%	42.3%
	2018-19	44.6%	59.6%	56.2%	52.6%	55.8%	63.8%	*	62.5%	*	57.1%	35.5%	51.9%	53.3%
English Language Arts	2019-20	18.2%	35.8%	32.0%	14.3%	32.1%	32.4%	*	40.0%	-	*	26.8%	29.6%	30.6%
	2018-19	17.8%	40.8%	38.3%	50.0%	37.8%	44.7%	*	42.9%	*	16.7%	31.6%	36.6%	46.6%
Mathematics	2019-20	20.7%	13.8%	10.1%	9.1%	9.8%	13.8%	*	33.3%	-	40.0%	0.8%	8.1%	1.3%
	2018-19	20.4%	12.3%	10.4%	10.5%	10.0%	16.5%	*	42.9%	*	14.3%	1.3%	7.5%	2.3%
Science	2019-20	22.4%	17.4%	15.2%	13.6%	14.6%	24.8%	*	33.3%	-	50.0%	1.2%	10.5%	1.3%
	2018-19	21.7%	17.1%	15.0%	10.5%	14.2%	26.8%	*	28.6%	*	57.1%	1.3%	10.1%	2.6%
Social Studies	2019-20	24.6%	27.8%	19.9%	25.0%	19.1%	33.0%	*	*	-	60.0%	1.1%	14.3%	2.8%
	2018-19	23.6%	30.5%	22.4%	18.8%	21.3%	40.4%	*	14.3%	*	60.0%	2.7%	15.3%	1.2%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	75.9%	80.8%	85.7%	81.3%	72.4%	*	*	-	*	47.6%	79.6%	67.3%
	2018-19	59.0%	71.5%	74.1%	*	73.9%	77.8%	-	*	*	*	49.2%	70.3%	54.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	49.5%	48.6%	*	47.6%	63.9%	-	*	*	*	9.8%	42.9%	28.3%
	2017-18	53.4%	49.4%	51.0%	30.0%	50.8%	61.1%	*	*	-	*	8.2%	47.9%	22.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	28.1%	6.4%	-	5.8%	11.8%	-	-	-	*	*	3.9%	*
	2017-18	60.7%	36.6%	37.2%	*	34.8%	59.1%	*	*	-	-	0.0%	30.1%	0.0%

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,467	100.0%	9,859	5,359,040	2,467	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.7%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	614	24.9%	7.4%	8.1%	614	24.9%	7.4%	8.1%
Grade 10	678	27.5%	8.1%	7.8%	678	27.5%	8.1%	7.8%
Grade 11	603	24.4%	7.5%	7.2%	603	24.4%	7.5%	7.2%
Grade 12	572	23.2%	7.7%	6.8%	572	23.2%	7.7%	6.8%
Ethnic Distribution:								
African American	17	0.7%	0.7%	12.7%	17	0.7%	0.7%	12.7%
Hispanic	2,319	94.0%	93.7%	52.9%	2,319	94.0%	93.6%	52.9%
White	123	5.0%	4.9%	26.5%	123	5.0%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	0.2%	0.4%	4.7%	4	0.2%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.2%	0.3%	2.7%	4	0.2%	0.3%	2.7%
Sex:								
Female	1,212	49.1%	49.6%	48.9%	1,212	49.1%	49.6%	48.9%
Male	1,255	50.9%	50.4%	51.1%	1,255	50.9%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	1,491	60.4%	71.3%	60.3%	1,491	60.4%	71.2%	60.2%
Non-Educationally Disadvantaged	976	39.6%	28.7%	39.7%	976	39.6%	28.8%	39.8%
Section 504 Students	271	11.0%	9.3%	7.2%	271	11.0%	9.3%	7.2%
EB Students/EL	310	12.6%	17.3%	20.7%	310	12.6%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	73	2.7%	1.3%	1.2%				
Students w/ Dyslexia	88	3.6%	3.8%	4.5%	88	3.6%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	10	0.4%	0.5%	1.1%	10	0.4%	0.5%	1.1%
Immigrant	22	0.9%	1.8%	2.0%	22	0.9%	1.8%	2.0%
Migrant	44	1.8%	2.0%	0.3%	44	1.8%	2.0%	0.3%
Title I	2,467	100.0%	98.8%	64.5%	2,467	100.0%	98.8%	64.5%
Military Connected	55	2.2%	3.5%	2.7%	55	2.2%	3.5%	2.7%
At-Risk	2,179	88.3%	71.9%	49.2%	2,179	88.3%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	299	12.1%	19.2%	21.0%	299	12.1%	19.2%	20.9%
Gifted and Talented Education	256	10.4%	8.3%	8.3%	256	10.4%	8.3%	8.3%
Special Education	288	11.7%	13.0%	11.1%	288	11.7%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	288							
By Type of Primary Disability								
Students with Intellectual Disabilities	170	59.0%	45.3%	42.5%				
Students with Physical Disabilities	11	3.8%	23.9%	21.3%				
Students with Autism	32	11.1%	**	14.1%				
Students with Behavioral Disabilities	75	26.0%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	276	10.3%	9.6%	13.8%				
By Ethnicity:								
African American	7	0.3%	0.2%	2.8%				
Hispanic	253	9.5%	8.4%	7.1%				
White	13	0.5%	0.8%	3.1%				
American Indian	1	0.0%	0.0%	0.1%				
Asian	1	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	30	10.2%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	65	17.7%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	215	11.5%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	250	12.8%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.4%	-	1.3%	4.8%
Grade 1	-	4.7%	1.9%	-	9.8%	3.2%
Grade 2	-	4.7%	1.0%	-	3.5%	1.4%
Grade 3	-	1.5%	0.5%	-	1.1%	0.6%
Grade 4	-	1.3%	0.3%	-	1.6%	0.4%
Grade 5	-	1.6%	0.2%	-	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	1.9%	1.6%	4.7%	5.6%	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	19.9	18.0
Grade 2	-	19.3	18.0
Grade 3	-	18.3	18.2
Grade 4	-	19.3	18.3
Grade 5	-	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	19.3	19.7	15.7
Foreign Languages	20.5	22.0	17.8
Mathematics	19.6	20.0	16.9
Science	22.1	22.2	17.9
Social Studies	24.3	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	207.2	100.0%	100.0%	100.0%
Professional Staff:	190.2	91.8%	53.5%	64.3%
Teachers	163.4	78.8%	42.4%	49.6%
Professional Support	16.8	8.1%	7.7%	10.6%
Campus Administration (School Leadership)	10.0	4.8%	2.3%	3.0%
Educational Aides:	17.0	8.2%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	9.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	168.6	81.4%	88.5%	51.5%
Teachers by Ethnicity:				
African American	4.9	3.0%	1.1%	11.1%
Hispanic	127.0	77.7%	81.2%	28.4%
White	27.5	16.8%	16.4%	56.9%
American Indian	2.0	1.2%	0.7%	0.3%
Asian	1.0	0.6%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.6%	0.5%	1.2%
Teachers by Sex:				
Males	64.0	39.2%	21.9%	23.8%
Females	99.4	60.8%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	9.9	6.1%	1.9%	1.2%
Bachelors	115.5	70.7%	74.5%	73.0%
Masters	37.9	23.2%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.9	3.6%	3.7%	6.7%
1-5 Years Experience	34.1	20.8%	26.5%	27.8%
6-10 Years Experience	35.4	21.7%	20.4%	20.3%
11-20 Years Experience	41.0	25.1%	25.8%	29.1%
21-30 Years Experience	30.9	18.9%	16.4%	13.0%
Over 30 Years Experience	16.2	9.9%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.1	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	4.7	6.4
Average Years Experience of Principals with District	11.0	4.7	5.5
Average Years Experience of Assistant Principals	5.7	4.2	5.5
Average Years Experience of Assistant Principals with District	4.4	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.6	13.1	11.2
Average Years Experience of Teachers with District:	13.0	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,427	\$47,076	\$50,849
1-5 Years Experience	\$50,583	\$49,910	\$53,288
6-10 Years Experience	\$53,263	\$52,874	\$56,282
11-20 Years Experience	\$60,026	\$59,001	\$59,900
21-30 Years Experience	\$64,176	\$63,590	\$64,637
Over 30 Years Experience	\$69,049	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,925	\$56,239	\$57,641
Professional Support	\$71,483	\$70,679	\$68,030
Campus Administration (School Leadership)	\$88,747	\$83,458	\$83,424
Instructional Staff Percent:			
	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.2%	9.9%	6.2%
Career and Technical Education	35.7	21.8%	6.8%	5.1%
Compensatory Education	4.9	3.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	104.6	64.0%	68.2%	71.0%
Special Education	7.1	4.3%	5.9%	9.4%
Other	10.9	6.6%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	41
College, Career and Military Readiness	65
Graduation Rate	93
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 60.4%)	53
Closing the Gaps % of Indicators Met	
Academic Achievement Status	27%
Growth Status	N/A
Graduation Status	17%
English Language Proficiency Status	0%
Student Success Status	22%
School Quality Status	100%
% Participation (All Tests)	
2018-19	99%
2020-21	91%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
DEL RIO H S (233901001) - SAN FELIPE-DEL RIO CISD
 Campus Type: High School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
DEL RIO H S (233901001)	SAN FELIPE-DEL RIO CISD	09-12	2,467	60.4	12.6	10.3	0.0	11.7
1 MANVEL H S (020901002)	ALVIN ISD	09-12	2,523	58.1	13.6	12.9	0.0	11.2
2 CAPROCK H S (188901002)	AMARILLO ISD	09-12	2,248	69.6	6.8	14.1	0.0	11.8
3 ARLINGTON H S (220901001)	ARLINGTON ISD	09-12	2,674	66.5	15.9	15.0	0.0	8.0
4 BRAZOSWOOD H S (020905002)	BRAZOSPORT ISD	09-12	2,459	52.9	4.6	14.3	0.0	8.9
5 TRAVIS B BRYAN H S (021902001)	BRYAN ISD	09-12	2,392	64.7	17.9	15.0	0.0	13.2
6 CEDAR HILL H S (057904001)	CEDAR HILL ISD	09-12	2,276	60.8	4.1	15.1	0.0	9.9
7 CYPRESS FALLS H S (101907007)	CYPRESS-FAIRBANKS ISD	09-12	2,892	60.8	11.5	11.3	0.0	9.2
8 CYPRESS PARK H S (101907015)	CYPRESS-FAIRBANKS ISD	09-12	2,725	68.9	8.1	10.3	0.0	8.3
9 CYPRESS SPRINGS H S (101907009)	CYPRESS-FAIRBANKS ISD	09-12	2,498	63.3	7.2	11.0	0.0	9.5
10 RYAN H S (061901002)	DENTON ISD	09-12	2,195	59.7	18.1	11.3	0.0	13.4
11 GEORGE BUSH H S (079907011)	FORT BEND ISD	09-12	2,506	58.3	14.3	12.4	0.0	9.6
12 HIGHTOWER H S (079907008)	FORT BEND ISD	09-12	2,149	54.2	7.8	12.4	0.0	11.1
13 PASCHAL H S (220905010)	FORT WORTH ISD	09-12	2,301	62.5	15.9	7.9	0.0	6.5
14 LAKEVIEW CENTENNIAL H S (057909005)	GARLAND ISD	09-12	2,569	68.2	12.1	11.8	0.0	6.3
15 ROWLETT H S (057909009)	GARLAND ISD	09-12	2,376	57.0	13.8	12.6	0.0	8.8
16 GOOSE CREEK MEMORIAL (101911015)	GOOSE CREEK CISD	09-12	2,161	63.9	9.3	17.2	0.0	11.4
17 STERLING H S (101911003)	GOOSE CREEK CISD	09-12	2,044	60.7	9.6	15.9	0.0	11.3
18 HEIGHTS H S (101912012)	HOUSTON ISD	09-12	2,438	65.8	9.6	6.7	0.0	6.7
19 WESTSIDE H S (101912036)	HOUSTON ISD	09-12	2,864	60.4	12.9	13.4	0.0	6.0
20 HUMBLE H S (101913001)	HUMBLE ISD	09-12	2,732	67.2	16.5	16.3	0.0	9.0
21 JUDSON H S (015916001)	JUDSON ISD	09-12	2,587	55.0	7.7	17.6	0.0	13.4
22 MAYDE CREEK H S (101914005)	KATY ISD	09-12	2,798	67.3	13.1	15.1	0.0	12.1
23 MORTON RANCH H S (101914009)	KATY ISD	09-12	2,528	60.9	12.4	13.0	0.0	11.6
24 PAETOW H S (101914013)	KATY ISD	09-12	2,551	50.0	10.9	11.6	0.0	11.4
25 LITTLE ELM H S (061914001)	LITTLE ELM ISD	09-12	2,412	53.1	9.5	12.4	0.0	7.6
26 LONGVIEW H S (092903001)	LONGVIEW ISD	09-12	2,147	68.2	7.4	13.6	0.0	8.5
27 MANSFIELD SUMMIT H S (220908002)	MANSFIELD ISD	09-12	1,999	56.9	7.3	12.9	0.0	10.5
28 MCALLEN H S (108906001)	MCALLEN ISD	09-12	2,218	66.4	20.5	14.0	0.0	11.3
29 MESQUITE H S (057914001)	MESQUITE ISD	09-12	2,560	70.4	15.6	11.5	0.0	9.7
30 PORTER H S (170908006)	NEW CANEY ISD	09-12	2,216	52.5	17.3	14.3	0.0	7.6
31 LEGACY OF EDUCATIONAL EXCELLENCE H (015910001)	NORTH EAST ISD	09-12	2,434	63.2	19.6	15.9	0.0	10.8
32 ROOSEVELT H S (015910004)	NORTH EAST ISD	09-12	2,632	67.3	15.9	18.6	0.0	11.4
33 BERKNER H S (057916005)	RICHARDSON ISD	09-12	2,427	59.7	17.8	15.2	0.0	13.5
34 SOUTHWEST H S (015912001)	SOUTHWEST ISD	09-12	2,087	68.1	8.9	11.4	0.0	14.5
35 TEMPLE H S (014909002)	TEMPLE ISD	09-12	2,292	63.4	9.9	17.2	0.0	14.0
36 TYLER LEGACY H S (212905001)	TYLER ISD	09-12	2,348	56.6	7.0	13.2	0.0	7.8
37 JOHN B ALEXANDER H S (240903003)	UNITED ISD	09-12	2,955	57.6	12.4	9.9	0.0	7.7
38 WALLER H S (237904002)	WALLER ISD	09-12	2,193	62.7	19.3	10.2	0.0	9.1
39 BREWER H S (220920001)	WHITE SETTLEMENT ISD	09-12	2,115	56.7	6.9	15.4	0.0	9.1
40 WILLIS H S (170904002)	WILLIS ISD	09-12	2,341	53.2	10.1	14.8	0.0	8.5
Comparison Group Average			2,422	61.3	12.0	13.4	0.0	10.0



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Del Rio H S District: SAN FELIPE-DEL RIO CISD
Campus Number: 233901001 Total Membership: 2,532

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	26,276,793	100.00	10,378	28,519,639	100.00	11,264
Operating-Payroll	20,519,049	78.09	8,104	21,812,676	76.48	8,615
Other Operating	4,586,931	17.46	1,812	5,536,150	19.41	2,186
Non-Operating(Equip/Supplies)	1,170,813	4.46	462	1,170,813	4.11	462
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	25,105,980	100.00	9,915	27,348,826	100.00	10,801
Instruction (11,95) *	14,683,247	58.49	5,799	15,363,089	56.17	6,068
Instructional Res/Media (12) *	382,738	1.52	151	382,738	1.40	151
Curriculum/Staff Develop (13) *	388,505	1.55	153	461,003	1.69	182
Instructional Leadership (21) *	573,530	2.28	227	573,530	2.10	227
School Leadership (23) *	1,500,023	5.97	592	1,530,557	5.60	604
Guidance/Counseling Svcs (31) *	1,254,613	5.00	496	1,367,592	5.00	540
Social Work Services (32) *	113,321	0.45	45	113,321	0.41	45
Health Services (33) *	265,969	1.06	105	270,363	0.99	107
Food (35) **	157,880	0.63	62	1,496,907	5.47	591
Extracurricular (36) ***	2,114,825	8.42	835	2,116,097	7.74	836
Plant Maint/Operation (51) ***	2,588,511	10.31	1,022	2,588,511	9.46	1,022
Security/Monitoring (52) ***	688,529	2.74	272	690,829	2.53	273
Data Processing Svcs (53)***	394,289	1.57	156	394,289	1.44	156
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	19,161,946	100.00	7,568	20,026,354	100.00	7,909
Regular	9,233,120	48.18	3,647	9,310,945	46.49	3,677
Gifted & Talented	25,685	0.13	10	25,685	0.13	10
Career & Technical	3,893,949	20.32	1,538	4,052,894	20.24	1,601
Students with Disabilities	2,201,232	11.49	869	2,494,226	12.45	985
Accelerated Education	2,515,717	13.13	994	2,850,361	14.23	1,126
Bilingual	253,480	1.32	100	253,480	1.27	100
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	709,445	3.70	280	709,445	3.54	280
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	0	0.00	0	0	0.00	0
Dyslexia or Related Disorder Serv	0	0.00	0	0	0.00	0
CCMR	329,318	1.72	130	329,318	1.64	130

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
DEL RIO H S (233901001)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: High School
Total Students: 2,467
Grade Span: 09 - 12

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DEL RIO H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	97.5%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	94.0%	93.6%	52.9%
White	5.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.2%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	60.4%	71.3%	60.3%
Special Education	11.7%	13.0%	11.1%
Emergent Bilingual/EL	12.6%	17.3%	20.7%
Mobility Rate (2019-20)	10.3%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	19.3	19.7	15.7
Foreign Languages	20.5	22.0	17.8
Mathematics	19.6	20.0	16.9
Science	22.1	22.2	17.9
Social Studies	24.3	21.5	18.3

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$10,801	\$10,349	\$10,406
Instruction	\$6,068	\$5,401	\$5,929
Instructional Leadership	\$227	\$205	\$173
School Leadership	\$604	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	69%	58%	68%	90%	-	40%	-	100%	64%
	2019	78%	72%	74%	74%	73%	80%	86%	89%	-	93%	71%
ELA/Reading	2021	68%	62%	61%	46%	60%	86%	-	*	-	*	57%
	2019	75%	69%	62%	64%	62%	65%	*	80%	-	83%	59%
Mathematics	2021	66%	54%	67%	*	66%	85%	-	*	-	-	61%
	2019	82%	77%	75%	80%	75%	88%	*	-	-	*	74%
Science	2021	71%	60%	75%	60%	74%	93%	-	*	-	*	69%
	2019	81%	75%	82%	60%	81%	97%	*	*	-	*	78%
Social Studies	2021	73%	65%	83%	*	82%	96%	-	*	-	*	79%
	2019	81%	73%	90%	100%	90%	87%	*	*	-	*	89%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	43%	38%	42%	66%	-	0%	-	100%	36%
	2019	50%	40%	45%	45%	45%	63%	43%	67%	-	57%	40%
ELA/Reading	2021	45%	36%	41%	46%	40%	63%	-	*	-	*	35%
	2019	48%	38%	36%	29%	35%	56%	*	60%	-	33%	31%
Mathematics	2021	37%	25%	28%	*	27%	40%	-	*	-	-	22%
	2019	52%	43%	44%	40%	44%	41%	*	-	-	*	41%
Science	2021	44%	30%	40%	40%	39%	66%	-	*	-	*	32%
	2019	54%	43%	45%	40%	44%	70%	*	*	-	*	38%
Social Studies	2021	49%	43%	63%	*	62%	89%	-	*	-	*	57%
	2019	55%	47%	71%	86%	70%	81%	*	*	-	*	66%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	12%	0%	12%	27%	-	0%	-	40%	9%
	2019	24%	17%	14%	6%	14%	24%	14%	11%	-	29%	11%
ELA/Reading	2021	18%	11%	4%	0%	4%	14%	-	*	-	*	3%
	2019	21%	13%	2%	0%	2%	7%	*	0%	-	17%	1%
Mathematics	2021	18%	9%	8%	*	8%	15%	-	*	-	-	5%
	2019	26%	20%	19%	0%	19%	24%	*	-	-	*	18%
Science	2021	20%	10%	10%	0%	10%	21%	-	*	-	*	6%
	2019	25%	16%	11%	0%	11%	20%	*	*	-	*	8%
Social Studies	2021	29%	24%	36%	*	35%	63%	-	*	-	*	30%
	2019	33%	27%	42%	29%	42%	61%	*	*	-	*	35%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	91%	87%	91%	96%	-	100%	-	100%	89%
	2019	99%	99%	99%	97%	99%	99%	100%	100%	-	100%	99%
ELA/Reading	2021	89%	94%	91%	93%	91%	98%	-	*	-	*	89%
	2019	99%	99%	99%	100%	99%	100%	*	100%	-	100%	99%
Mathematics	2021	88%	93%	87%	67%	87%	88%	-	*	-	-	88%
	2019	100%	100%	99%	83%	99%	95%	*	-	-	*	99%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

Texas Education Agency 2020-21 School Report Card

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	2.5%	2.3%	0.0%	2.5%	0.0%	*	0.0%	-	0.0%	2.5%
2018-19	1.9%	2.2%	1.8%	0.0%	1.8%	0.0%	*	25.0%	*	0.0%	2.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	86.4%	90.8%	87.5%	90.5%	96.9%	*	*	-	*	89.0%
Graduates, TxCHSE, & Cont	94.6%	92.0%	91.6%	87.5%	91.4%	96.9%	*	*	-	*	89.7%
Class of 2019											
Graduated	90.0%	87.0%	91.4%	*	91.1%	94.3%	-	*	*	*	89.2%
Graduates, TxCHSE, & Cont	94.1%	94.2%	94.1%	*	94.0%	94.3%	-	*	*	*	92.2%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	91.0%	92.7%	*	92.5%	94.3%	-	*	*	*	91.2%
Graduates, TxCHSE, & Cont	93.9%	93.1%	93.5%	*	93.3%	94.3%	-	*	*	*	92.3%
Class of 2018											
Graduated	92.2%	86.2%	90.2%	100.0%	89.8%	92.7%	*	*	-	*	87.7%
Graduates, TxCHSE, & Cont	93.9%	88.6%	91.2%	100.0%	90.7%	95.1%	*	*	-	*	88.9%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	87.5%	90.3%	100.0%	89.9%	92.7%	*	*	-	*	87.9%
Graduates, TxCHSE, & Cont	93.9%	89.2%	91.5%	100.0%	91.0%	95.1%	*	*	-	*	89.3%
Class of 2017											
Graduated	92.4%	89.8%	92.2%	*	91.9%	97.0%	*	*	*	*	90.0%
Graduates, TxCHSE, & Cont	93.7%	91.2%	93.3%	*	93.0%	97.0%	*	*	*	*	91.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	85.4%	89.6%	87.5%	89.4%	94.1%	*	*	-	*	87.8%
Class of 2019	90.0%	86.0%	90.0%	*	89.6%	94.3%	-	*	*	*	87.4%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	94.5%	93.8%	100.0%	93.6%	96.8%	*	*	-	*	92.2%
Class of 2019	87.6%	97.3%	97.0%	*	96.9%	97.0%	-	*	*	*	95.6%
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	66.8%	64.7%	42.9%	64.5%	79.3%	*	*	-	*	60.6%
2018-19	72.9%	74.2%	74.9%	*	74.4%	79.2%	-	*	*	*	70.9%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	41.8%	37.6%	42.9%	36.1%	58.6%	*	*	-	*	30.6%
2018-19	75.0%	43.2%	40.0%	*	37.9%	69.4%	-	*	*	*	31.1%
Average SAT Score											
2019-20	1019	1010	1016	*	1007	1089	-	*	-	*	991
2018-19	1027	1012	1015	*	1007	1072	-	*	-	*	975
Average ACT Score											
2019-20	20.2	21.7	21.5	*	20.6	*	-	*	-	-	19.6
2018-19	20.6	21.1	21.5	-	20.9	23.0	-	-	-	-	23.2

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: BLENDED ACADEMY

Campus Number: 233901004

**2021 Accountability Rating: Not Rated: Declared State of Disaster
(evaluated with alternative education accountability provisions)**

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	37%	-	37%	-	-	-	-	-	-	-	36%	40%	35%	13%
	2019	86%	67%	44%	-	43%	*	*	-	-	-	-	-	45%	33%	43%	40%
At Meets Grade Level or Above	2021	46%	26%	6%	-	6%	-	-	-	-	-	-	-	7%	0%	5%	6%
	2019	55%	30%	4%	-	4%	*	*	-	-	-	-	-	4%	0%	4%	0%
At Masters Grade Level	2021	21%	6%	2%	-	2%	-	-	-	-	-	-	-	2%	0%	2%	0%
	2019	28%	9%	0%	-	0%	*	*	-	-	-	-	-	0%	0%	0%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	45%	6%	-	6%	-	-	-	-	-	-	-	5%	20%	7%	0%
	2019	69%	54%	25%	-	26%	*	*	-	-	-	-	-	25%	*	26%	17%
At Meets Grade Level or Above	2021	28%	22%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2019	37%	23%	0%	-	0%	*	*	-	-	-	-	-	0%	*	0%	0%
At Masters Grade Level	2021	14%	10%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2019	21%	12%	0%	-	0%	*	*	-	-	-	-	-	0%	*	0%	0%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	65%	11%	-	11%	-	-	-	-	-	-	-	17%	*	13%	0%
	2019	68%	65%	48%	-	45%	*	-	-	-	-	*	-	48%	-	50%	13%
At Meets Grade Level or Above	2021	50%	44%	0%	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
	2019	50%	43%	17%	-	18%	*	-	-	-	-	*	-	17%	-	20%	0%
At Masters Grade Level	2021	12%	8%	0%	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
	2019	11%	6%	0%	-	0%	*	-	-	-	-	*	-	0%	-	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	41%	-	41%	-	-	-	-	-	-	-	33%	57%	40%	11%
	2019	68%	71%	35%	-	35%	-	-	-	-	-	-	-	40%	*	35%	29%
At Meets Grade Level or Above	2021	57%	52%	18%	-	18%	-	-	-	-	-	-	-	7%	43%	20%	11%
	2019	49%	45%	9%	-	9%	-	-	-	-	-	-	-	10%	*	10%	0%
At Masters Grade Level	2021	11%	7%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2019	8%	4%	0%	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
End of Course Algebra I																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	73%	70%	69%	-	69%	-	-	-	-	-	-	-	68%	71%	64%	44%
	2019	85%	82%	97%	-	97%	*	*	-	-	-	*	-	98%	88%	98%	95%
At Meets Grade Level or Above	2021	41%	35%	24%	-	24%	-	-	-	-	-	-	-	25%	14%	20%	13%
	2019	61%	56%	70%	-	70%	*	*	-	-	-	*	-	71%	63%	72%	77%
At Masters Grade Level	2021	23%	14%	2%	-	2%	-	-	-	-	-	-	-	2%	0%	2%	0%
	2019	37%	31%	24%	-	25%	*	*	-	-	-	*	-	25%	13%	23%	27%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	76%	57%	-	57%	-	-	-	-	-	-	-	57%	60%	58%	44%
	2019	88%	84%	77%	-	78%	*	*	-	-	-	-	-	80%	50%	76%	65%
At Meets Grade Level or Above	2021	55%	41%	6%	-	6%	-	-	-	-	-	-	-	5%	20%	7%	0%
	2019	62%	49%	12%	-	13%	*	*	-	-	-	-	-	12%	17%	13%	10%
At Masters Grade Level	2021	22%	11%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2019	25%	14%	0%	-	0%	*	*	-	-	-	-	-	0%	0%	0%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	84%	65%	-	65%	-	-	-	-	-	*	-	67%	*	65%	20%
	2019	93%	91%	80%	-	80%	-	-	-	-	-	-	-	80%	-	80%	*
At Meets Grade Level or Above	2021	69%	63%	35%	-	35%	-	-	-	-	-	*	-	33%	*	35%	20%
	2019	73%	72%	0%	-	0%	-	-	-	-	-	-	-	0%	-	0%	*
At Masters Grade Level	2021	43%	36%	10%	-	10%	-	-	-	-	-	*	-	6%	*	10%	0%
	2019	45%	43%	0%	-	0%	-	-	-	-	-	-	-	0%	-	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	43%	-	43%	-	-	-	-	-	*	-	42%	47%	42%	21%
	2019	78%	72%	59%	-	59%	80%	*	-	-	-	*	-	61%	48%	60%	52%
At Meets Grade Level or Above	2021	41%	31%	12%	-	12%	-	-	-	-	-	*	-	11%	18%	11%	6%
	2019	50%	40%	21%	-	22%	0%	*	-	-	-	*	-	21%	22%	22%	19%
At Masters Grade Level	2021	18%	11%	2%	-	2%	-	-	-	-	-	*	-	1%	3%	2%	0%
	2019	24%	17%	5%	-	6%	0%	*	-	-	-	*	-	6%	4%	5%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	35%	-	35%	-	-	-	-	-	-	-	34%	40%	34%	9%
	2019	75%	69%	43%	-	42%	*	*	-	-	-	*	-	45%	22%	43%	31%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	45%	36%	9%	-	9%	-	-	-	-	-	-	-	6%	20%	8%	6%
	2019	48%	38%	8%	-	8%	*	*	-	-	-	*	-	9%	0%	9%	0%
At Masters Grade Level	2021	18%	11%	1%	-	1%	-	-	-	-	-	-	-	2%	0%	1%	0%
	2019	21%	13%	0%	-	0%	*	*	-	-	-	*	-	0%	0%	0%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	69%	-	69%	-	-	-	-	-	-	-	68%	71%	64%	44%
	2019	82%	77%	97%	-	97%	*	*	-	-	-	*	-	98%	88%	98%	95%
At Meets Grade Level or Above	2021	37%	25%	24%	-	24%	-	-	-	-	-	-	-	25%	14%	20%	13%
	2019	52%	43%	70%	-	70%	*	*	-	-	-	*	-	71%	63%	72%	77%
At Masters Grade Level	2021	18%	9%	2%	-	2%	-	-	-	-	-	-	-	2%	0%	2%	0%
	2019	26%	20%	24%	-	25%	*	*	-	-	-	*	-	25%	13%	23%	27%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	57%	-	57%	-	-	-	-	-	-	-	57%	60%	58%	44%
	2019	81%	75%	77%	-	78%	*	*	-	-	-	-	-	80%	50%	76%	65%
At Meets Grade Level or Above	2021	44%	30%	6%	-	6%	-	-	-	-	-	-	-	5%	20%	7%	0%
	2019	54%	43%	12%	-	13%	*	*	-	-	-	-	-	12%	17%	13%	10%
At Masters Grade Level	2021	20%	10%	0%	-	0%	-	-	-	-	-	-	-	0%	0%	0%	0%
	2019	25%	16%	0%	-	0%	*	*	-	-	-	-	-	0%	0%	0%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	65%	23%	-	23%	-	-	-	-	-	*	-	23%	29%	25%	5%
	2019	81%	73%	30%	-	31%	*	*	-	-	-	-	-	30%	*	31%	29%
At Meets Grade Level or Above	2021	49%	43%	10%	-	10%	-	-	-	-	-	*	-	10%	14%	11%	5%
	2019	55%	47%	0%	-	0%	*	*	-	-	-	-	-	0%	*	0%	0%
At Masters Grade Level	2021	29%	24%	3%	-	3%	-	-	-	-	-	*	-	2%	14%	3%	0%
	2019	33%	27%	0%	-	0%	*	*	-	-	-	-	-	0%	*	0%	0%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2018	67	71	*	-	*	-	-	-	-	-	-	-	*	-	*	-
End of Course Algebra I	2019	75	77	95	-	95	*	*	-	-	-	-	-	95	100	95	97
	2018	72	66	69	-	69	*	-	-	-	-	*	-	70	57	69	65
All Grades Both Subjects	2019	69	70	96	-	95	*	*	-	-	-	-	-	95	100	95	97
	2018	69	67	67	-	68	*	-	-	-	-	*	-	69	57	68	65
All Grades ELA/Reading	2019	68	68	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2018	69	66	*	-	*	-	-	-	-	-	-	-	*	-	*	-
All Grades Mathematics	2019	70	72	95	-	95	*	*	-	-	-	-	-	95	100	95	97
	2018	70	68	69	-	69	*	-	-	-	-	*	-	70	57	69	65

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	43%	-	-	-	-	-	-	20%	*	20%	19%	40%	55%	22%	30%
	2019	78%	72%	59%	-	-	-	-	-	-	51%	-	51%		-		51%	
At Meets Grade Level or Above	2021	41%	31%	12%	-	-	-	-	-	-	6%	*	3%	8%	20%	14%	7%	10%
	2019	50%	40%	21%	-	-	-	-	-	-	19%	-	19%		-		19%	
At Masters Grade Level	2021	18%	11%	2%	-	-	-	-	-	-	0%	*	0%	0%	0%	3%	0%	0%
	2019	24%	17%	5%	-	-	-	-	-	-	5%	-	5%		-		5%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	35%	-	-	-	-	-	-	7%	*	8%	5%	*	52%	10%	33%
	2019	75%	69%	43%	-	-	-	-	-	-	29%	-	29%		-		29%	
At Meets Grade Level or Above	2021	45%	36%	9%	-	-	-	-	-	-	4%	*	0%	5%	*	9%	7%	17%
	2019	48%	38%	8%	-	-	-	-	-	-	0%	-	0%		-		0%	
At Masters Grade Level	2021	18%	11%	1%	-	-	-	-	-	-	0%	*	0%	0%	*	2%	0%	0%
	2019	21%	13%	0%	-	-	-	-	-	-	0%	-	0%		-		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	69%	-	-	-	-	-	-	58%	-	43%	80%	*	79%	54%	40%
	2019	82%	77%	97%	-	-	-	-	-	-	95%	-	95%		-		95%	
At Meets Grade Level or Above	2021	37%	25%	24%	-	-	-	-	-	-	17%	-	0%	40%	*	27%	15%	20%
	2019	52%	43%	70%	-	-	-	-	-	-	76%	-	76%		-		76%	
At Masters Grade Level	2021	18%	9%	2%	-	-	-	-	-	-	0%	-	0%	0%	*	3%	0%	0%
	2019	26%	20%	24%	-	-	-	-	-	-	24%	-	24%		-		24%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	57%	-	-	-	-	-	-	33%	-	29%	40%	*	66%	38%	*
	2019	81%	75%	77%	-	-	-	-	-	-	63%	-	63%		-		63%	
At Meets Grade Level or Above	2021	44%	30%	6%	-	-	-	-	-	-	0%	-	0%	0%	*	9%	0%	*
	2019	54%	43%	12%	-	-	-	-	-	-	11%	-	11%		-		11%	
At Masters Grade Level	2021	20%	10%	0%	-	-	-	-	-	-	0%	-	0%	0%	*	0%	0%	*
	2019	25%	16%	0%	-	-	-	-	-	-	0%	-	0%		-		0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	65%	23%	-	-	-	-	-	-	6%	-	11%	0%	*	33%	6%	0%
	2019	81%	73%	30%	-	-	-	-	-	-	30%	-	30%		-		30%	
At Meets Grade Level or Above	2021	49%	43%	10%	-	-	-	-	-	-	6%	-	11%	0%	*	13%	6%	0%
	2019	55%	47%	0%	-	-	-	-	-	-	0%	-	0%		-		0%	
At Masters Grade Level	2021	29%	24%	3%	-	-	-	-	-	-	0%	-	0%	0%	*	4%	0%	0%
	2019	33%	27%	0%	-	-	-	-	-	-	0%	-	0%		-		0%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	92%	-	92%	-	-	-	-	-	*	-	92%	94%	92%	97%
Included in Accountability	83%	91%	80%	-	80%	-	-	-	-	-	*	-	81%	69%	80%	81%
Not Included in Accountability: Mobile	3%	2%	9%	-	9%	-	-	-	-	-	*	-	7%	20%	9%	7%
Not Included in Accountability: Other Exclusions	1%	1%	3%	-	3%	-	-	-	-	-	*	-	3%	4%	3%	9%
Not Tested	12%	6%	8%	-	8%	-	-	-	-	-	*	-	8%	6%	8%	3%
Absent	2%	2%	2%	-	2%	-	-	-	-	-	*	-	2%	6%	3%	0%
Other	10%	4%	6%	-	6%	-	-	-	-	-	*	-	7%	0%	5%	3%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	*	97%	100%	*	-	-	-	*	-	98%	95%	97%	96%
Included in Accountability	94%	95%	88%	*	88%	83%	*	-	-	-	*	-	92%	61%	89%	86%
Not Included in Accountability: Mobile	4%	3%	9%	*	9%	17%	*	-	-	-	*	-	5%	34%	8%	8%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	*	-	-	-	*	-	1%	0%	0%	2%
Not Tested	1%	1%	3%	*	3%	0%	*	-	-	-	*	-	2%	5%	3%	4%
Absent	1%	1%	3%	*	3%	0%	*	-	-	-	*	-	2%	5%	3%	4%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	*	-	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	94.0%	-	94.0%	*	-	-	-	-	*	94.2%	97.6%
2018-19	95.4%	94.6%	89.9%	-	89.7%	*	-	-	-	-	*	89.4%	89.7%
Chronic Absenteeism													
2019-20	6.7%	7.9%	30.2%	-	30.1%	*	-	-	-	-	*	27.0%	23.3%
2018-19	11.4%	15.1%	36.4%	-	36.9%	*	-	-	-	-	-	37.7%	33.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	4.2%	-	4.3%	*	-	-	-	-	*	4.7%	4.8%
2018-19	0.4%	0.2%	1.7%	-	1.8%	*	-	-	-	-	-	1.8%	4.5%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	15.0%	-	14.4%	*	-	-	-	-	*	14.1%	6.3%
2018-19	1.9%	2.2%	19.8%	*	20.4%	*	-	-	-	-	*	20.4%	5.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	28.8%	*	29.0%	*	-	-	-	-	*	28.3%	21.4%
Received TxCHSE	0.4%	0.1%	0.0%	*	0.0%	*	-	-	-	-	*	0.0%	0.0%
Continued HS	3.9%	5.5%	57.6%	*	56.5%	*	-	-	-	-	*	56.7%	78.6%
Dropped Out	5.4%	8.0%	13.6%	*	14.5%	*	-	-	-	-	*	15.0%	0.0%
Graduates and TxCHSE	90.7%	86.6%	28.8%	*	29.0%	*	-	-	-	-	*	28.3%	21.4%
Graduates, TxCHSE, and Continuers	94.6%	92.0%	86.4%	*	85.5%	*	-	-	-	-	*	85.0%	100.0%
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	27.9%	*	28.1%	*	-	-	-	-	*	27.4%	21.4%
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	89.5%	-	88.9%	*	-	-	-	-	*	88.2%	*
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	89.5%	-	88.9%	*	-	-	-	-	*	88.2%	*
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	*	-	*	-	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	4.4%	0.2%	2.4%	-	2.5%	*	-	-	-	-	*	3.1%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	88.5%	-	88.2%	*	-	-	-	-	*	86.7%	100.0%
2018-19	82.1%	95.0%	95.1%	-	95.0%	*	-	-	-	-	*	96.9%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	88.5%	-	88.2%	*	-	-	-	-	*	86.7%	100.0%
2018-19	85.9%	95.2%	97.8%	-	97.7%	*	-	-	-	-	*	100.0%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BLENDING ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	52	100.0%	701	360,220
By Ethnicity:				
African American	0	0.0%	7	44,729
Hispanic	51	98.1%	652	184,060
White	1	1.9%	33	105,215
American Indian	0	0.0%	1	1,226
Asian	0	0.0%	4	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	0	0.0%	4	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	6	11.5%	54	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,689
Foundation H.S. Program (DLA)	46	88.5%	647	292,532
Special Education Graduates	2	3.8%	65	29,018
Economically Disadvantaged Graduates	45	86.5%	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	15.4%	63	29,639
At-Risk Graduates	37	71.2%	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	66.8%	30.8%	-	29.4%	*	-	-	-	-	*	35.6%	0.0%
2018-19	72.9%	74.2%	18.9%	-	17.0%	*	-	-	-	-	*	15.3%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	53.5%	11.5%	-	11.8%	*	-	-	-	-	*	13.3%	0.0%
2018-19	53.0%	50.0%	6.7%	-	6.8%	*	-	-	-	-	*	2.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	39.5%	1.9%	-	2.0%	*	-	-	-	-	*	2.2%	0.0%
2018-19	60.7%	41.1%	4.4%	-	4.5%	*	-	-	-	-	*	0.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	30.7%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	48.6%	32.4%	2.2%	-	2.3%	*	-	-	-	-	*	0.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	27.4%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	44.2%	30.4%	2.2%	-	2.3%	*	-	-	-	-	*	0.0%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	8.6%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	21.1%	6.6%	2.2%	-	2.3%	*	-	-	-	-	*	0.0%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	8.8%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	1.9%	9.3%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	47.6%	11.5%	-	11.8%	*	-	-	-	-	*	13.3%	0.0%
2018-19	23.1%	45.2%	4.4%	-	4.5%	*	-	-	-	-	*	2.8%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	6.7%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	2.3%	7.4%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	38.1%	25.0%	-	23.5%	*	-	-	-	-	*	28.9%	0.0%
2018-19	40.4%	57.0%	12.2%	-	10.2%	*	-	-	-	-	*	12.5%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	29.8%	21.2%	-	19.6%	*	-	-	-	-	*	24.4%	0.0%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	22.6%	2.2%	-	2.3%	*	-	-	-	-	*	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	9.7%	3.8%	-	3.9%	*	-	-	-	-	*	4.4%	0.0%
2018-19	0.6%	6.9%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.4%	3.8%	-	3.9%	*	-	-	-	-	*	4.4%	0.0%
2018-19	2.3%	3.2%	2.2%	-	2.3%	*	-	-	-	-	*	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	2.4%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	2.7%	2.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.1%	1.9%	-	2.0%	*	-	-	-	-	*	2.2%	0.0%
	2018-19	33.4%	25.6%	4.4%	-	4.5%	*	-	-	-	-	*	0.0%	*
Mathematics	2019-20	21.2%	26.1%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2018-19	24.7%	27.6%	2.2%	-	2.3%	*	-	-	-	-	*	0.0%	*
Both Subjects	2019-20	16.4%	16.3%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2018-19	18.8%	18.8%	2.2%	-	2.3%	*	-	-	-	-	*	0.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2018-19	5.1%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Mathematics	2019-20	9.7%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2018-19	7.3%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Both Subjects	2019-20	4.2%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2018-19	2.6%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	21.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2019	25.2%	23.5%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
English Language Arts	2020	12.7%	3.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2019	14.5%	2.6%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
Mathematics	2020	6.4%	2.5%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2019	7.4%	2.6%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
Science	2020	9.4%	15.1%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2019	10.4%	18.1%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
Social Studies	2020	12.4%	7.3%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2019	13.9%	11.2%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	23.0%	-	-	-	-	-	-	-	-	-	-	-
	2019	51.0%	12.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	28.3%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	13.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	13.2%	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	17.9%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	10.9%	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	6.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	13.6%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	1.2%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	41.8%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2018-19	75.0%	43.2%	4.4%	-	4.5%	*	-	-	-	-	*	2.7%	0.0%
At/Above Criterion for All Examinees	2019-20	35.7%	34.8%	-	-	-	-	-	-	-	-	-	-	-
	2018-19	36.1%	32.1%	*	-	*	-	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1010	-	-	-	-	-	-	-	-	-	-	-
	2018-19	1027	1012	*	-	*	-	-	-	-	-	-	*	-
English Language Arts and Writing	2019-20	513	515	-	-	-	-	-	-	-	-	-	-	-
	2018-19	517	512	*	-	*	-	-	-	-	-	-	*	-
Mathematics	2019-20	506	495	-	-	-	-	-	-	-	-	-	-	-
	2018-19	510	501	*	-	*	-	-	-	-	-	-	*	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	22	-	-	-	-	-	-	-	-	-	-	-
	2018-19	21	21	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-20	20	22	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20	21	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	20	21	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20	21	-	-	-	-	-	-	-	-	-	-	-
Science	2019-20	21	22	-	-	-	-	-	-	-	-	-	-	-
	2018-19	21	21	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	55.0%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
	2018-19	44.6%	59.6%	2.8%	-	2.9%	*	-	-	-	-	*	1.7%	*
English Language Arts	2019-20	18.2%	35.8%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
	2018-19	17.8%	40.8%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Mathematics	2019-20	20.7%	13.8%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	0.0%
	2018-19	20.4%	12.3%	8.0%	-	8.3%	*	-	-	-	-	*	4.8%	*
Science	2019-20	22.4%	17.4%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	*
	2018-19	21.7%	17.1%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
Social Studies	2019-20	24.6%	27.8%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	*
	2018-19	23.6%	30.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	75.9%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
	2018-19	59.0%	71.5%	11.1%	-	11.4%	*	-	-	-	-	*	13.9%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	49.5%	17.8%	-	18.2%	*	-	-	-	-	*	13.5%	0.0%
	2017-18	53.4%	49.4%	16.7%	-	14.8%	*	-	*	-	-	*	13.0%	14.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	28.1%	*	-	*	-	-	-	-	-	-	*	-
	2017-18	60.7%	36.6%	0.0%	-	*	-	-	*	-	-	-	*	*

Texas Education Agency
2020-21 Student Information (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	144	100.0%	9,859	5,359,040	144	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.7%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	51	35.4%	7.2%	7.9%	51	35.4%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	12	8.3%	7.5%	7.2%	12	8.3%	7.5%	7.2%
Grade 12	81	56.3%	7.7%	6.8%	81	56.3%	7.7%	6.8%
Ethnic Distribution:								
African American	1	0.7%	0.7%	12.7%	1	0.7%	0.7%	12.7%
Hispanic	139	96.5%	93.7%	52.9%	139	96.5%	93.6%	52.9%
White	4	2.8%	4.9%	26.5%	4	2.8%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.3%	2.7%	0	0.0%	0.3%	2.7%
Sex:								
Female	46	31.9%	49.6%	48.9%	46	31.9%	49.6%	48.9%
Male	98	68.1%	50.4%	51.1%	98	68.1%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	133	92.4%	71.3%	60.3%	133	92.4%	71.2%	60.2%
Non-Educationally Disadvantaged	11	7.6%	28.7%	39.7%	11	7.6%	28.8%	39.8%
Section 504 Students	39	27.1%	9.3%	7.2%	39	27.1%	9.3%	7.2%
EB Students/EL	33	22.9%	17.3%	20.7%	33	22.9%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	8	4.3%	1.3%	1.2%				
Students w/ Dyslexia	14	9.7%	3.8%	4.5%	14	9.7%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	3	2.1%	0.5%	1.1%	3	2.1%	0.5%	1.1%
Immigrant	0	0.0%	1.8%	2.0%	0	0.0%	1.8%	2.0%
Migrant	2	1.4%	2.0%	0.3%	2	1.4%	2.0%	0.3%
Title I	144	100.0%	98.8%	64.5%	144	100.0%	98.8%	64.5%
Military Connected	1	0.7%	3.5%	2.7%	1	0.7%	3.5%	2.7%
At-Risk	141	97.9%	71.9%	49.2%	141	97.9%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	32	22.2%	19.2%	21.0%	32	22.2%	19.2%	20.9%
Gifted and Talented Education	3	2.1%	8.3%	8.3%	3	2.1%	8.3%	8.3%
Special Education	1	0.7%	13.0%	11.1%	1	0.7%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	45.3%	42.5%				
Students with Physical Disabilities	**	**	23.9%	21.3%				
Students with Autism	**	**	**	14.1%				
Students with Behavioral Disabilities	*	*	23.3%	20.6%				
Students with Non-Categorical Early Childhood	**	**	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	72	52.9%	9.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	71	52.2%	8.4%	7.1%				
White	1	0.7%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	66.7%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	13	39.4%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	61	51.3%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	*	22.2%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.4%	-	1.3%	4.8%
Grade 1	-	4.7%	1.9%	-	9.8%	3.2%
Grade 2	-	4.7%	1.0%	-	3.5%	1.4%
Grade 3	-	1.5%	0.5%	-	1.1%	0.6%
Grade 4	-	1.3%	0.3%	-	1.6%	0.4%
Grade 5	-	1.6%	0.2%	-	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	0.0%	7.3%	0.2%	0.0%	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	19.9	18.0
Grade 2	-	19.3	18.0
Grade 3	-	18.3	18.2
Grade 4	-	19.3	18.3
Grade 5	-	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	14.4	100.0%	100.0%	100.0%
Professional Staff:	14.4	100.0%	53.5%	64.3%
Teachers	12.4	86.1%	42.4%	49.6%
Professional Support	1.0	7.0%	7.7%	10.6%
Campus Administration (School Leadership)	1.0	7.0%	2.3%	3.0%
Educational Aides:	0.0	0.0%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	9.0	62.6%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	9.0	72.8%	81.2%	28.4%
White	3.4	27.2%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	4.2	33.7%	21.9%	23.8%
Females	8.2	66.3%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	8.1%	1.9%	1.2%
Bachelors	8.4	67.7%	74.5%	73.0%
Masters	3.0	24.3%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	8.1%	3.7%	6.7%
1-5 Years Experience	4.0	32.3%	26.5%	27.8%
6-10 Years Experience	1.0	8.1%	20.4%	20.3%
11-20 Years Experience	4.0	32.3%	25.8%	29.1%
21-30 Years Experience	1.2	9.4%	16.4%	13.0%
Over 30 Years Experience	1.2	9.7%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BLENDING ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	11.6	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.7	6.4
Average Years Experience of Principals with District	1.0	4.7	5.5
Average Years Experience of Assistant Principals	0.0	4.2	5.5
Average Years Experience of Assistant Principals with District	0.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.9	13.1	11.2
Average Years Experience of Teachers with District:	11.1	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$19,459	\$47,076	\$50,849
1-5 Years Experience	\$50,275	\$49,910	\$53,288
6-10 Years Experience	\$49,900	\$52,874	\$56,282
11-20 Years Experience	\$58,965	\$59,001	\$59,900
21-30 Years Experience	\$65,716	\$63,590	\$64,637
Over 30 Years Experience	\$63,280	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,281	\$56,239	\$57,641
Professional Support	\$65,942	\$70,679	\$68,030
Campus Administration (School Leadership)	\$88,447	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.9%	6.2%
Career and Technical Education	1.0	8.1%	6.8%	5.1%
Compensatory Education	11.4	91.9%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	0.0	0.0%	68.2%	71.0%
Special Education	0.0	0.0%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BLENDDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
BLENDED ACADEMY (233901004) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	19
College, Career and Military Readiness	31
Graduation Rate	86
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 92.4%)	N/A
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	0%
English Language Proficiency Status	0%
Student Success Status	0%
School Quality Status	0%
% Participation (All Tests)	
2018-19	97%
2020-21	92%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

Campus Comparison Group is not available for Blended Academy



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Blended Academy District: SAN FELIPE-DEL RIO CISD
Campus Number: 233901004 Total Membership: 134

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,397,351	100.00	10,428	1,475,470	100.00	11,011
Operating-Payroll	1,312,501	93.93	9,795	1,312,592	88.96	9,795
Other Operating	84,850	6.07	633	162,878	11.04	1,216
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,397,351	100.00	10,428	1,475,470	100.00	11,011
Instruction (11,95) *	862,285	61.71	6,435	891,567	60.43	6,653
Instructional Res/Media (12) *	19	0.00	0	19	0.00	0
Curriculum/Staff Develop (13) *	5,691	0.41	42	5,691	0.39	42
Instructional Leadership (21) *	57,201	4.09	427	57,201	3.88	427
School Leadership (23) *	175,833	12.58	1,312	175,833	11.92	1,312
Guidance/Counseling Svcs (31) *	81,139	5.81	606	81,230	5.51	606
Social Work Services (32) *	38,557	2.76	288	38,557	2.61	288
Health Services (33) *	2,116	0.15	16	2,215	0.15	17
Food (35) **	9,521	0.68	71	58,168	3.94	434
Extracurricular (36) ***	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) ***	106,359	7.61	794	106,359	7.21	794
Security/Monitoring (52) ***	58,630	4.20	438	58,630	3.97	438
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,222,841	100.00	9,126	1,252,214	100.00	9,345
Regular	50,988	4.17	381	79,855	6.38	596
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	66,880	5.47	499	66,880	5.34	499
Students with Disabilities	0	0.00	0	0	0.00	0
Accelerated Education	1,104,464	90.32	8,242	1,104,970	88.24	8,246
Bilingual	509	0.04	4	509	0.04	4
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	0	0.00	0	0	0.00	0
Dyslexia or Related Disorder Serv	0	0.00	0	0	0.00	0
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
BLENDED ACADEMY (233901004)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: High School
Total Students: 144
Grade Span: 08 - 12

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about BLENDED ACADEMY, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	94.0%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	96.5%	93.6%	52.9%
White	2.8%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	92.4%	71.3%	60.3%
Special Education	0.7%	13.0%	11.1%
Emergent Bilingual/EL	22.9%	17.3%	20.7%
Mobility Rate (2019-20)	52.9%	9.6%	13.8%

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$11,011	\$10,349	\$10,406
Instruction	\$6,653	\$5,401	\$5,929
Instructional Leadership	\$427	\$205	\$173
School Leadership	\$1,312	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	43%	-	43%	-	-	-	-	-	42%
	2019	78%	72%	59%	-	59%	80%	*	-	-	-	60%
ELA/Reading	2021	68%	62%	35%	-	35%	-	-	-	-	-	34%
	2019	75%	69%	43%	-	42%	*	*	-	-	-	43%
Mathematics	2021	66%	54%	69%	-	69%	-	-	-	-	-	64%
	2019	82%	77%	97%	-	97%	*	*	-	-	-	98%
Science	2021	71%	60%	57%	-	57%	-	-	-	-	-	58%
	2019	81%	75%	77%	-	78%	*	*	-	-	-	76%
Social Studies	2021	73%	65%	23%	-	23%	-	-	-	-	-	25%
	2019	81%	73%	30%	-	31%	*	*	-	-	-	31%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	12%	-	12%	-	-	-	-	-	11%
	2019	50%	40%	21%	-	22%	0%	*	-	-	-	22%
ELA/Reading	2021	45%	36%	9%	-	9%	-	-	-	-	-	8%
	2019	48%	38%	8%	-	8%	*	*	-	-	-	9%
Mathematics	2021	37%	25%	24%	-	24%	-	-	-	-	-	20%
	2019	52%	43%	70%	-	70%	*	*	-	-	-	72%
Science	2021	44%	30%	6%	-	6%	-	-	-	-	-	7%
	2019	54%	43%	12%	-	13%	*	*	-	-	-	13%
Social Studies	2021	49%	43%	10%	-	10%	-	-	-	-	-	11%
	2019	55%	47%	0%	-	0%	*	*	-	-	-	0%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	2%	-	2%	-	-	-	-	-	2%
	2019	24%	17%	5%	-	6%	0%	*	-	-	-	5%
ELA/Reading	2021	18%	11%	1%	-	1%	-	-	-	-	-	1%
	2019	21%	13%	0%	-	0%	*	*	-	-	-	0%
Mathematics	2021	18%	9%	2%	-	2%	-	-	-	-	-	2%
	2019	26%	20%	24%	-	25%	*	*	-	-	-	23%
Science	2021	20%	10%	0%	-	0%	-	-	-	-	-	0%
	2019	25%	16%	0%	-	0%	*	*	-	-	-	0%
Social Studies	2021	29%	24%	3%	-	3%	-	-	-	-	-	3%
	2019	33%	27%	0%	-	0%	*	*	-	-	-	0%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	92%	-	92%	-	-	-	-	-	92%
	2019	99%	99%	97%	*	97%	100%	*	-	-	-	97%
ELA/Reading	2021	89%	94%	98%	-	98%	-	-	-	-	-	99%
	2019	99%	99%	98%	-	97%	*	*	-	-	-	97%
Mathematics	2021	88%	93%	79%	-	79%	-	-	-	-	-	78%
	2019	100%	100%	99%	-	98%	*	*	-	-	-	98%

- Indicates there are no students in the group.

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

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

Texas Education Agency 2020-21 School Report Card

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	2.5%	15.0%	-	14.4%	*	-	-	-	-	14.1%
2018-19	1.9%	2.2%	19.8%	*	20.4%	*	-	-	-	-	20.4%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	86.4%	28.8%	*	29.0%	*	-	-	-	-	28.3%
Graduates, TxCHSE, & Cont	94.6%	92.0%	86.4%	*	85.5%	*	-	-	-	-	85.0%
Class of 2019											
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	94.2%	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	93.1%	-	-	-	-	-	-	-	-	-
Class of 2018											
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	88.6%	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	89.2%	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	91.2%	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	85.4%	27.9%	*	28.1%	*	-	-	-	-	27.4%
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	94.5%	89.5%	-	88.9%	*	-	-	-	-	88.2%
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	66.8%	30.8%	-	29.4%	*	-	-	-	-	35.6%
2018-19	72.9%	74.2%	18.9%	-	17.0%	*	-	-	-	-	15.3%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	41.8%	0.0%	-	0.0%	*	-	-	-	-	0.0%
2018-19	75.0%	43.2%	4.4%	-	4.5%	*	-	-	-	-	2.7%
Average SAT Score											
2019-20	1019	1010	-	-	-	-	-	-	-	-	-
2018-19	1027	1012	*	-	*	-	-	-	-	-	*
Average ACT Score											
2019-20	20.2	21.7	-	-	-	-	-	-	-	-	-
2018-19	20.6	21.1	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DEL RIO EARLY COLLEGE H S

Campus Number: 233901005

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	65%	76%	-	76%	*	-	-	-	-	25%	-	75%	79%	74%	82%
	2019	68%	65%	84%	-	84%	*	-	-	-	-	17%	-	83%	100%	83%	79%
At Meets Grade Level or Above	2021	50%	44%	58%	-	58%	*	-	-	-	-	25%	-	57%	64%	51%	55%
	2019	50%	43%	66%	-	65%	*	-	-	-	-	0%	-	65%	80%	65%	47%
At Masters Grade Level	2021	12%	8%	9%	-	9%	*	-	-	-	-	0%	-	8%	14%	5%	9%
	2019	11%	6%	1%	-	1%	*	-	-	-	-	0%	-	1%	0%	1%	5%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	91%	-	91%	*	-	-	-	*	43%	-	91%	92%	88%	56%
	2019	68%	71%	90%	-	92%	*	-	*	-	-	*	-	90%	100%	88%	83%
At Meets Grade Level or Above	2021	57%	52%	76%	-	76%	*	-	-	-	*	14%	-	76%	77%	76%	33%
	2019	49%	45%	78%	-	79%	*	-	*	-	-	*	-	77%	100%	74%	58%
At Masters Grade Level	2021	11%	7%	13%	-	12%	*	-	-	-	*	0%	-	12%	15%	8%	0%
	2019	8%	4%	13%	-	12%	*	-	*	-	-	*	-	12%	20%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	70%	66%	-	66%	-	-	-	-	-	67%	-	65%	69%	64%	55%
	2019	85%	82%	99%	-	99%	*	-	*	-	-	100%	-	99%	100%	99%	100%
At Meets Grade Level or Above	2021	41%	35%	33%	-	33%	-	-	-	-	-	17%	-	30%	44%	27%	55%
	2019	61%	56%	84%	-	84%	*	-	*	-	-	20%	-	83%	100%	81%	87%
At Masters Grade Level	2021	23%	14%	10%	-	10%	-	-	-	-	-	0%	-	11%	6%	11%	27%
	2019	37%	31%	61%	-	61%	*	-	*	-	-	20%	-	61%	60%	57%	80%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	76%	89%	-	89%	*	-	-	-	*	57%	-	90%	84%	84%	64%
	2019	88%	84%	98%	-	98%	*	-	*	-	-	67%	-	98%	100%	98%	100%
At Meets Grade Level or Above	2021	55%	41%	59%	-	58%	*	-	-	-	*	14%	-	60%	53%	50%	36%
	2019	62%	49%	88%	-	89%	*	-	*	-	-	33%	-	88%	100%	85%	93%
At Masters Grade Level	2021	22%	11%	22%	-	23%	*	-	-	-	*	14%	-	23%	16%	16%	0%
	2019	25%	14%	36%	-	35%	*	-	*	-	-	33%	-	38%	0%	24%	27%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	84%	93%	-	92%	*	-	*	-	-	40%	-	93%	*	90%	70%
	2019	93%	91%	99%	*	99%	*	-	*	-	-	-	-	99%	*	99%	100%
At Meets Grade Level or Above	2021	69%	63%	70%	-	69%	*	-	*	-	-	40%	-	70%	*	65%	30%
	2019	73%	72%	82%	*	81%	*	-	*	-	-	-	-	81%	*	79%	78%
At Masters Grade Level	2021	43%	36%	44%	-	43%	*	-	*	-	-	40%	-	45%	*	34%	20%
	2019	45%	43%	48%	*	47%	*	-	*	-	-	-	-	47%	*	39%	33%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	99%	94%	-	94%	*	-	-	-	-	-	-	94%	-	100%	-
At Meets Grade Level or Above	2021	69%	57%	61%	-	65%	*	-	-	-	-	-	-	61%	-	63%	-
At Masters Grade Level	2021	14%	7%	6%	-	6%	*	-	-	-	-	-	-	6%	-	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	86%	-	85%	100%	-	*	-	*	45%	-	86%	81%	83%	65%
	2019	78%	72%	95%	*	95%	87%	-	*	-	-	63%	-	94%	100%	93%	91%
At Meets Grade Level or Above	2021	41%	31%	62%	-	62%	89%	-	*	-	*	21%	-	63%	59%	57%	42%
	2019	50%	40%	80%	*	80%	73%	-	*	-	-	26%	-	80%	95%	77%	71%
At Masters Grade Level	2021	18%	11%	21%	-	21%	22%	-	*	-	*	9%	-	22%	13%	15%	11%
	2019	24%	17%	32%	*	31%	33%	-	*	-	-	21%	-	32%	24%	25%	29%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	86%	-	86%	*	-	-	-	*	33%	-	86%	85%	83%	70%
	2019	75%	69%	88%	-	89%	67%	-	*	-	-	38%	-	88%	100%	86%	81%
At Meets Grade Level or Above	2021	45%	36%	70%	-	70%	*	-	-	-	*	20%	-	70%	70%	67%	45%
	2019	48%	38%	74%	-	74%	67%	-	*	-	-	25%	-	73%	90%	70%	52%
At Masters Grade Level	2021	18%	11%	11%	-	11%	*	-	-	-	*	0%	-	11%	15%	7%	5%
	2019	21%	13%	8%	-	8%	17%	-	*	-	-	13%	-	8%	10%	4%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	71%	-	71%	*	-	-	-	-	67%	-	72%	69%	69%	55%
	2019	82%	77%	99%	-	99%	*	-	*	-	-	100%	-	99%	100%	99%	100%
At Meets Grade Level or Above	2021	37%	25%	38%	-	39%	*	-	-	-	-	17%	-	37%	44%	33%	55%
	2019	52%	43%	84%	-	84%	*	-	*	-	-	20%	-	83%	100%	81%	87%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	9%	9%	-	9%	*	-	-	-	-	0%	-	9%	6%	10%	27%
	2019	26%	20%	61%	-	61%	*	-	*	-	-	20%	-	61%	60%	57%	80%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	89%	-	89%	*	-	-	-	*	57%	-	90%	84%	84%	64%
	2019	81%	75%	98%	-	98%	*	-	*	-	-	67%	-	98%	100%	98%	100%
At Meets Grade Level or Above	2021	44%	30%	59%	-	58%	*	-	-	-	*	14%	-	60%	53%	50%	36%
	2019	54%	43%	88%	-	89%	*	-	*	-	-	33%	-	88%	100%	85%	93%
At Masters Grade Level	2021	20%	10%	22%	-	23%	*	-	-	-	*	14%	-	23%	16%	16%	0%
	2019	25%	16%	36%	-	35%	*	-	*	-	-	33%	-	38%	0%	24%	27%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	65%	93%	-	92%	*	-	*	-	-	40%	-	93%	*	90%	70%
	2019	81%	73%	99%	*	99%	*	-	*	-	-	-	-	99%	*	99%	100%
At Meets Grade Level or Above	2021	49%	43%	70%	-	69%	*	-	*	-	-	40%	-	70%	*	65%	30%
	2019	55%	47%	82%	*	81%	*	-	*	-	-	-	-	81%	*	79%	78%
At Masters Grade Level	2021	29%	24%	44%	-	43%	*	-	*	-	-	40%	-	45%	*	34%	20%
	2019	33%	27%	48%	*	47%	*	-	*	-	-	-	-	47%	*	39%	33%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	81	-	80	*	-	*	-	-	*	-	81	80	79	85
	2018	67	71	70	*	70	*	-	*	-	-	-	*	71	50	71	56
End of Course Algebra I	2019	75	77	93	-	94	*	-	*	-	-	*	-	93	100	93	96
	2018	72	66	70	*	70	-	-	-	-	-	*	*	69	77	73	67
All Grades Both Subjects	2019	69	70	86	-	86	*	-	*	-	-	75	-	86	90	86	92
	2018	69	67	70	*	70	*	-	*	-	-	*	*	70	67	72	63
All Grades ELA/Reading	2019	68	68	81	-	80	*	-	*	-	-	*	-	81	80	79	85
	2018	69	66	70	*	70	*	-	*	-	-	-	*	71	50	71	56
All Grades Mathematics	2019	70	72	93	-	94	*	-	*	-	-	*	-	93	100	93	96
	2018	70	68	70	*	70	-	-	-	-	-	*	*	69	77	73	67

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	86%	-	-	-	-	-	-	41%	*	*	38%	-	88%	41%	86%
	2019	78%	72%	95%	-	-	-	-	-	-	81%	-	81%	-	-	-	81%	-
At Meets Grade Level or Above	2021	41%	31%	62%	-	-	-	-	-	-	14%	*	*	0%	-	64%	14%	65%
	2019	50%	40%	80%	-	-	-	-	-	-	56%	-	56%	-	-	-	56%	-
At Masters Grade Level	2021	18%	11%	21%	-	-	-	-	-	-	5%	*	*	0%	-	22%	5%	20%
	2019	24%	17%	32%	-	-	-	-	-	-	15%	-	15%	-	-	-	15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	86%	-	-	-	-	-	-	44%	*	*	43%	-	87%	44%	91%
	2019	75%	69%	88%	-	-	-	-	-	-	64%	-	64%	-	-	-	64%	-
At Meets Grade Level or Above	2021	45%	36%	70%	-	-	-	-	-	-	11%	*	*	0%	-	72%	11%	77%
	2019	48%	38%	74%	-	-	-	-	-	-	36%	-	36%	-	-	-	36%	-
At Masters Grade Level	2021	18%	11%	11%	-	-	-	-	-	-	0%	*	*	0%	-	12%	0%	11%
	2019	21%	13%	8%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	71%	-	-	-	-	-	-	*	*	*	*	-	76%	*	60%
	2019	82%	77%	99%	-	-	-	-	-	-	100%	-	100%	-	-	-	100%	-
At Meets Grade Level or Above	2021	37%	25%	38%	-	-	-	-	-	-	*	*	*	*	-	40%	*	35%
	2019	52%	43%	84%	-	-	-	-	-	-	71%	-	71%	-	-	-	71%	-
At Masters Grade Level	2021	18%	9%	9%	-	-	-	-	-	-	*	*	*	*	-	7%	*	10%
	2019	26%	20%	61%	-	-	-	-	-	-	57%	-	57%	-	-	-	57%	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	89%	-	-	-	-	-	-	50%	*	*	*	-	91%	50%	88%
	2019	81%	75%	98%	-	-	-	-	-	-	100%	-	100%	-	-	-	100%	-
At Meets Grade Level or Above	2021	44%	30%	59%	-	-	-	-	-	-	17%	*	*	*	-	60%	17%	65%
	2019	54%	43%	88%	-	-	-	-	-	-	83%	-	83%	-	-	-	83%	-
At Masters Grade Level	2021	20%	10%	22%	-	-	-	-	-	-	0%	*	*	*	-	24%	0%	19%
	2019	25%	16%	36%	-	-	-	-	-	-	0%	-	0%	-	-	-	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	65%	93%	-	-	-	-	-	-	*	-	-	*	-	96%	*	92%
	2019	81%	73%	99%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	49%	43%	70%	-	-	-	-	-	-	*	-	-	*	-	76%	*	67%
	2019	55%	47%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	29%	24%	44%	-	-	-	-	-	-	*	-	-	*	-	50%	*	36%
	2019	33%	27%	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	98%	-	98%	100%	-	*	-	*	100%	-	98%	100%	98%	100%
Included in Accountability	83%	91%	97%	-	97%	100%	-	*	-	*	97%	-	97%	100%	98%	90%
Not Included in Accountability: Mobile	3%	2%	0%	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	0%	-	*	-	*	3%	-	1%	0%	1%	10%
Not Tested	12%	6%	2%	-	2%	0%	-	*	-	*	0%	-	2%	0%	2%	0%
Absent	2%	2%	0%	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Other	10%	4%	2%	-	2%	0%	-	*	-	*	0%	-	2%	0%	2%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	100%	*	100%	100%	-	*	-	-	100%	-	100%	100%	100%	99%
Not Included in Accountability: Mobile	4%	3%	0%	*	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	-	0%	-	0%	0%	0%	1%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.2%	-	99.2%	99.2%	-	*	-	*	99.4%	99.1%	98.8%
2018-19	95.4%	94.6%	95.6%	*	95.6%	96.5%	-	*	-	*	97.5%	95.5%	96.7%
Chronic Absenteeism													
2019-20	6.7%	7.9%	2.6%	-	2.5%	0.0%	-	*	-	*	9.1%	3.0%	7.1%
2018-19	11.4%	15.1%	6.7%	*	6.8%	0.0%	-	*	-	*	0.0%	8.0%	7.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	0.2%	-	0.2%	0.0%	-	*	-	*	0.0%	0.3%	0.0%
2018-19	1.9%	2.2%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	0.0%	-	0.0%	*	-	*	-	-	-	0.0%	-
2018-19	4.4%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	100.0%	-	100.0%	*	-	*	-	-	-	100.0%	-
2018-19	82.1%	95.0%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	100.0%	-	100.0%	*	-	*	-	-	-	100.0%	-
2018-19	85.9%	95.2%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	93	100.0%	701	360,220
By Ethnicity:				
African American	0	0.0%	7	44,729
Hispanic	89	95.7%	652	184,060
White	3	3.2%	33	105,215
American Indian	0	0.0%	1	1,226
Asian	1	1.1%	4	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	0	0.0%	4	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	0	0.0%	54	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,689
Foundation H.S. Program (DLA)	93	100.0%	647	292,532
Special Education Graduates	0	0.0%	65	29,018
Economically Disadvantaged Graduates	58	62.4%	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	63	29,639
At-Risk Graduates	57	61.3%	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	66.8%	98.9%	-	98.9%	*	-	*	-	-	-	98.3%	-
2018-19	72.9%	74.2%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	53.5%	98.9%	-	98.9%	*	-	*	-	-	-	98.3%	-
2018-19	53.0%	50.0%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	39.5%	92.5%	-	92.1%	*	-	*	-	-	-	87.9%	-
2018-19	60.7%	41.1%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	30.7%	74.2%	-	75.3%	*	-	*	-	-	-	69.0%	-
2018-19	48.6%	32.4%	87.8%	*	87.8%	100.0%	-	-	-	-	-	85.7%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	27.4%	73.1%	-	74.2%	*	-	*	-	-	-	67.2%	-
2018-19	44.2%	30.4%	87.8%	*	87.8%	100.0%	-	-	-	-	-	85.7%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	8.6%	4.3%	-	4.5%	*	-	*	-	-	-	3.4%	-
2018-19	21.1%	6.6%	11.0%	*	8.1%	42.9%	-	-	-	-	-	12.5%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	8.8%	66.7%	-	66.3%	*	-	*	-	-	-	60.3%	-
2018-19	1.9%	9.3%	75.6%	*	75.7%	85.7%	-	-	-	-	-	73.2%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	47.6%	98.9%	-	98.9%	*	-	*	-	-	-	98.3%	-
2018-19	23.1%	45.2%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	6.7%	9.7%	-	9.0%	*	-	*	-	-	-	6.9%	-
2018-19	2.3%	7.4%	9.8%	*	6.8%	42.9%	-	-	-	-	-	12.5%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	38.1%	29.0%	-	29.2%	*	-	*	-	-	-	27.6%	-
2018-19	40.4%	57.0%	61.6%	*	62.8%	50.0%	-	-	-	-	-	65.2%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	29.8%	24.7%	-	24.7%	*	-	*	-	-	-	22.4%	-

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	22.6%	25.6%	*	28.4%	0.0%	-	-	-	-	-	30.4%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	9.7%	8.6%	-	9.0%	*	-	*	-	-	-	8.6%	-
2018-19	0.6%	6.9%	9.8%	*	10.8%	0.0%	-	-	-	-	-	10.7%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.4%	0.0%	-	0.0%	*	-	*	-	-	-	0.0%	-
2018-19	2.3%	3.2%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	2.4%	0.0%	-	0.0%	*	-	*	-	-	-	0.0%	-
2018-19	2.7%	2.0%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	25.1%	92.5%	-	92.1%	*	-	*	-	-	-	87.9%	-
	2018-19	33.4%	25.6%	98.8%	*	98.6%	100.0%	-	-	-	-	-	98.2%	*
Mathematics	2019-20	21.2%	26.1%	73.1%	-	74.2%	*	-	*	-	-	-	67.2%	-
	2018-19	24.7%	27.6%	85.4%	*	86.5%	85.7%	-	-	-	-	-	82.1%	*
Both Subjects	2019-20	16.4%	16.3%	72.0%	-	73.0%	*	-	*	-	-	-	65.5%	-
	2018-19	18.8%	18.8%	85.4%	*	86.5%	85.7%	-	-	-	-	-	82.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	0.0%	0.0%	-	0.0%	*	-	*	-	-	-	0.0%	-
	2018-19	5.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Mathematics	2019-20	9.7%	0.0%	0.0%	-	0.0%	*	-	*	-	-	-	0.0%	-
	2018-19	7.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
Both Subjects	2019-20	4.2%	0.0%	0.0%	-	0.0%	*	-	*	-	-	-	0.0%	-
	2018-19	2.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	21.0%	20.3%	-	19.9%	20.0%	-	*	-	-	*	16.2%	20.0%
	2019	25.2%	23.5%	12.3%	*	10.9%	40.0%	-	*	-	-	-	11.8%	*
English Language Arts	2020	12.7%	3.0%	12.9%	-	12.8%	0.0%	-	*	-	-	*	10.3%	0.0%
	2019	14.5%	2.6%	3.7%	*	4.0%	0.0%	-	*	-	-	-	3.1%	*
Mathematics	2020	6.4%	2.5%	1.5%	-	1.5%	0.0%	-	*	-	-	*	1.5%	0.0%
	2019	7.4%	2.6%	2.1%	*	1.7%	10.0%	-	*	-	-	-	3.1%	*
Science	2020	9.4%	15.1%	7.4%	-	6.6%	20.0%	-	*	-	-	*	5.1%	0.0%
	2019	10.4%	18.1%	9.6%	*	8.0%	40.0%	-	*	-	-	-	9.4%	*
Social Studies	2020	12.4%	7.3%	1.0%	-	1.0%	0.0%	-	*	-	-	*	0.0%	0.0%
	2019	13.9%	11.2%	1.1%	*	1.1%	0.0%	-	*	-	-	-	1.6%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	23.0%	26.8%	-	28.2%	*	-	*	-	-	-	22.7%	*
	2019	51.0%	12.6%	26.1%	-	15.8%	*	-	-	-	-	-	33.3%	-
English Language Arts	2020	50.1%	28.3%	26.9%	-	28.0%	-	-	*	-	-	-	14.3%	-
	2019	41.2%	13.2%	42.9%	-	42.9%	-	-	-	-	-	-	*	-
Mathematics	2020	56.5%	13.2%	*	-	*	-	-	-	-	-	-	*	-
	2019	52.2%	17.9%	*	-	*	*	-	-	-	-	-	*	-
Science	2020	47.6%	10.9%	20.0%	-	23.1%	*	-	*	-	-	-	28.6%	-
	2019	40.6%	6.7%	16.7%	-	7.1%	*	-	-	-	-	-	25.0%	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	13.6%	*	-	*	-	-	-	-	-	-	-	-
	2019	46.3%	1.2%	*	-	*	-	-	-	-	-	-	*	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	41.8%	92.5%	?	91.0%	*	-	*	-	-	-	86.2%	-
	2018-19	75.0%	43.2%	91.5%	*	91.9%	100.0%	-	-	-	-	-	89.3%	*
At/Above Criterion for All Examinees	2019-20	35.7%	34.8%	25.6%	*	25.9%	*	-	*	-	-	-	24.0%	-
	2018-19	36.1%	32.1%	30.7%	-	29.4%	42.9%	-	-	-	-	-	26.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1010	996	*	993	*	-	*	-	-	-	966	-
	2018-19	1027	1012	1011	-	998	1134	-	-	-	-	-	1013	*
English Language Arts and Writing	2019-20	513	515	511	*	508	*	-	*	-	-	-	493	-
	2018-19	517	512	516	-	509	577	-	-	-	-	-	514	*
Mathematics	2019-20	506	495	485	*	485	*	-	*	-	-	-	473	-
	2018-19	510	501	495	-	489	557	-	-	-	-	-	499	*
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	22	*	-	*	-	-	-	-	-	-	*	-
	2018-19	21	21	20	-	20	-	-	-	-	-	-	20	-
English Language Arts	2019-20	20	22	*	-	*	-	-	-	-	-	-	*	-
	2018-19	20	21	20	-	20	-	-	-	-	-	-	19	-
Mathematics	2019-20	20	21	*	-	*	-	-	-	-	-	-	*	-
	2018-19	20	21	19	-	19	-	-	-	-	-	-	18	-
Science	2019-20	21	22	*	-	*	-	-	-	-	-	-	*	-
	2018-19	21	21	21	-	21	-	-	-	-	-	-	21	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	55.0%	85.7%	-	85.2%	100.0%	-	*	-	*	63.6%	83.7%	57.1%
	2018-19	44.6%	59.6%	85.8%	*	85.3%	93.8%	-	*	-	*	50.0%	80.7%	46.2%
English Language Arts	2019-20	18.2%	35.8%	60.4%	-	60.4%	57.1%	-	*	-	*	63.6%	58.4%	57.1%
	2018-19	17.8%	40.8%	58.1%	*	57.6%	64.3%	-	*	-	*	50.0%	53.6%	38.5%
Mathematics	2019-20	20.7%	13.8%	35.2%	-	35.6%	31.3%	-	*	-	*	9.1%	29.6%	0.0%
	2018-19	20.4%	12.3%	23.0%	*	22.1%	40.0%	-	*	-	*	0.0%	23.5%	7.7%
Science	2019-20	22.4%	17.4%	30.2%	-	30.9%	12.5%	-	*	-	*	9.1%	30.4%	14.3%
	2018-19	21.7%	17.1%	29.7%	*	28.8%	50.0%	-	*	-	*	0.0%	28.3%	7.7%
Social Studies	2019-20	24.6%	27.8%	72.2%	-	71.5%	84.6%	-	*	-	*	25.0%	67.7%	11.1%
	2018-19	23.6%	30.5%	80.4%	*	79.9%	84.6%	-	*	-	-	*	77.8%	28.6%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	75.9%	89.2%	-	91.0%	*	-	*	-	-	-	87.9%	-
	2018-19	59.0%	71.5%	87.8%	*	86.5%	100.0%	-	-	-	-	-	87.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	49.5%	73.2%	*	73.0%	85.7%	-	-	-	-	-	71.4%	*
	2017-18	53.4%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	28.1%	86.4%	-	87.0%	80.0%	-	-	-	-	-	87.2%	*
	2017-18	60.7%	36.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	472	100.0%	9,859	5,359,040	472	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.7%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	119	25.2%	7.4%	8.1%	119	25.2%	7.4%	8.1%
Grade 10	125	26.5%	8.1%	7.8%	125	26.5%	8.1%	7.8%
Grade 11	122	25.8%	7.5%	7.2%	122	25.8%	7.5%	7.2%
Grade 12	106	22.5%	7.7%	6.8%	106	22.5%	7.7%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.7%	12.7%	0	0.0%	0.7%	12.7%
Hispanic	451	95.6%	93.7%	52.9%	451	95.6%	93.6%	52.9%
White	19	4.0%	4.9%	26.5%	19	4.0%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.3%	2.7%	1	0.2%	0.3%	2.7%
Sex:								
Female	282	59.7%	49.6%	48.9%	282	59.7%	49.6%	48.9%
Male	190	40.3%	50.4%	51.1%	190	40.3%	50.4%	51.1%
Economically Disadvantaged	272	57.6%	71.3%	60.3%	272	57.6%	71.2%	60.2%
Non-Educationally Disadvantaged	200	42.4%	28.7%	39.7%	200	42.4%	28.8%	39.8%
Section 504 Students	48	10.2%	9.3%	7.2%	48	10.2%	9.3%	7.2%
EB Students/EL	15	3.2%	17.3%	20.7%	15	3.2%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	0.4%	1.3%	1.2%				
Students w/ Dyslexia	12	2.5%	3.8%	4.5%	12	2.5%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	0	0.0%	0.5%	1.1%	0	0.0%	0.5%	1.1%
Immigrant	3	0.6%	1.8%	2.0%	3	0.6%	1.8%	2.0%
Migrant	7	1.5%	2.0%	0.3%	7	1.5%	2.0%	0.3%
Title I	472	100.0%	98.8%	64.5%	472	100.0%	98.8%	64.5%
Military Connected	11	2.3%	3.5%	2.7%	11	2.3%	3.5%	2.7%
At-Risk	340	72.0%	71.9%	49.2%	340	72.0%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	15	3.2%	19.2%	21.0%	15	3.2%	19.2%	20.9%
Gifted and Talented Education	110	23.3%	8.3%	8.3%	110	23.3%	8.3%	8.3%
Special Education	18	3.8%	13.0%	11.1%	18	3.8%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	18							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	66.7%	45.3%	42.5%				
Students with Physical Disabilities	*	*	23.9%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	*	*	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	4	0.9%	9.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	4	0.9%	8.4%	7.1%				
White	0	0.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	4	1.3%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	*	1.4%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.4%	-	1.3%	4.8%
Grade 1	-	4.7%	1.9%	-	9.8%	3.2%
Grade 2	-	4.7%	1.0%	-	3.5%	1.4%
Grade 3	-	1.5%	0.5%	-	1.1%	0.6%
Grade 4	-	1.3%	0.3%	-	1.6%	0.4%
Grade 5	-	1.6%	0.2%	-	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	0.0%	1.6%	4.7%	0.0%	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	19.9	18.0
Grade 2	-	19.3	18.0
Grade 3	-	18.3	18.2
Grade 4	-	19.3	18.3
Grade 5	-	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	17.6	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	19.0	20.0	16.9
Science	19.6	22.2	17.9
Social Studies	10.6	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	18.3	100.0%	100.0%	100.0%
Professional Staff:	18.3	100.0%	53.5%	64.3%
Teachers	16.3	89.1%	42.4%	49.6%
Professional Support	1.0	5.5%	7.7%	10.6%
Campus Administration (School Leadership)	1.0	5.5%	2.3%	3.0%
Educational Aides:	0.0	0.0%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	15.0	81.6%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	13.0	79.4%	81.2%	28.4%
White	3.4	20.6%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	4.8	29.6%	21.9%	23.8%
Females	11.5	70.4%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	9.0	55.4%	74.5%	73.0%
Masters	7.3	44.6%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	6.1%	3.7%	6.7%
1-5 Years Experience	4.0	24.5%	26.5%	27.8%
6-10 Years Experience	4.0	24.5%	20.4%	20.3%
11-20 Years Experience	3.0	18.1%	25.8%	29.1%
21-30 Years Experience	2.2	13.3%	16.4%	13.0%
Over 30 Years Experience	2.2	13.5%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	28.9	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.7	6.4
Average Years Experience of Principals with District	1.0	4.7	5.5
Average Years Experience of Assistant Principals	0.0	4.2	5.5
Average Years Experience of Assistant Principals with District	0.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	15.1	13.1	11.2
Average Years Experience of Teachers with District:	11.9	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,449	\$47,076	\$50,849
1-5 Years Experience	\$50,262	\$49,910	\$53,288
6-10 Years Experience	\$52,150	\$52,874	\$56,282
11-20 Years Experience	\$60,528	\$59,001	\$59,900
21-30 Years Experience	\$64,822	\$63,590	\$64,637
Over 30 Years Experience	\$64,713	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,413	\$56,239	\$57,641
Professional Support	\$77,200	\$70,679	\$68,030
Campus Administration (School Leadership)	\$91,054	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.9%	6.2%
Career and Technical Education	2.2	13.2%	6.8%	5.1%
Compensatory Education	0.4	2.2%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	5.8	35.8%	68.2%	71.0%
Special Education	0.0	0.0%	5.9%	9.4%
Other	8.0	48.7%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	56
College, Career and Military Readiness	99
Graduation Rate	98
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 57.6%)	78
Closing the Gaps % of Indicators Met	
Academic Achievement Status	56%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	100%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD
 Campus Type: High School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
DEL RIO EARLY COLLEGE H S (233901005)	SAN FELIPE-DEL RIO CISD	09-12	472	57.6	3.2	0.9	100.0	3.8
1 VICTORY EARLY COLLEGE H S (101902008)	ALDINE ISD	09-12	420	85.0	6.7	3.1	100.0	0.5
2 ALIEF EARLY COLLEGE H S (101903012)	ALIEF ISD	09-12	401	83.8	2.5	4.4	100.0	0.7
3 BRYAN COLLEGIATE H S (021902003)	BRYAN ISD	09-12	478	76.6	15.5	6.5	100.0	1.3
4 NORTHWEST EARLY COLLEGE H S (NWECH (071907003)	CANUTILLO ISD	09-12	388	52.6	11.9	6.1	100.0	1.0
5 EARLY COLLEGE H S (057903010)	CARROLLTON-FARMER S BRANCH ISD	09-12	341	76.2	13.5	0.9	100.0	0.3
6 CEDAR HILL COLLEGIATE H S (057904003)	CEDAR HILL ISD	09-12	365	39.7	7.1	1.1	100.0	0.8
7 CLEAR HORIZONS EARLY COLLEGE H S (084910010)	CLEAR CREEK ISD	09-12	444	33.6	6.5	9.3	100.0	0.0
8 CLINT ISD EARLY COLLEGE ACADEMY (071901009)	CLINT ISD	09-12	347	82.1	12.1	6.8	100.0	1.4
9 COLLEGIATE H S (178904008)	CORPUS CHRISTI ISD	09-12	417	69.1	3.8	3.3	100.0	1.7
10 HAROLD T BRANCH ACADEMY FOR CAREER (178904014)	CORPUS CHRISTI ISD	09-12	281	70.5	5.7	2.2	100.0	2.5
11 KATHLYN JOY GILLIAM COLLEGIATE ACA (057905085)	DALLAS ISD	09-12	396	72.7	24.5	4.7	100.0	0.8
12 ODESSA CAREER AND TECHNICAL EARLY (068901014)	ECTOR COUNTY ISD	09-12	348	52.6	10.6	6.9	100.0	2.3
13 TRANSMOUNTAIN EARLY COLLEGE H S (071902015)	EL PASO ISD	09-12	396	66.7	3.5	4.2	100.0	1.8
14 TEXAS ACADEMY OF BIOMEDICAL (220905082)	FORT WORTH ISD	09-12	364	75.5	9.3	1.9	100.0	1.4
15 IMPACT EARLY COLLEGE H S (101911016)	GOOSE CREEK CISD	09-12	411	56.4	1.5	5.8	100.0	1.9
16 GRAPEVINE-COLLEYVILLE COLLEGIATE A (220906008)	GRAPEVINE-COLLEYVILLE ISD	09-12	364	44.0	8.5	8.4	100.0	4.9
17 HARLANDALE ISD STEM ECHS-ALAMO COL (015904011)	HARLANDALE ISD	09-12	393	69.5	3.1	7.9	98.0	0.5
18 EARLY COLLEGE H S (031903005)	HARLINGEN CISD	09-12	353	72.2	2.3	8.7	100.0	1.1
19 CHALLENGE EARLY COLLEGE H S (101912323)	HOUSTON ISD	09-12	486	72.4	6.8	2.7	100.0	1.0
20 EAST EARLY COLLEGE H S (101912345)	HOUSTON ISD	09-12	446	82.5	7.8	2.6	100.0	0.4
21 HOUSTON ACADEMY FOR INTERNATIONAL (101912348)	HOUSTON ISD	09-12	499	67.9	3.0	3.8	100.0	1.8
22 SOUTH EARLY COLLEGE H S (101912486)	HOUSTON ISD	09-12	427	83.1	9.4	5.8	100.0	1.9
23 QUEST EARLY COLLEGE H S (101913005)	HUMBLE ISD	09-12	421	44.2	5.7	10.2	100.0	3.1
24 JUDSON EARLY COLLEGE ACADEMY (015916009)	JUDSON ISD	09-12	441	49.0	2.9	5.9	100.0	1.1
25 KILLEEN ISD EARLY COLLEGE H S (014906013)	KILLEEN ISD	09-12	1,060	36.0	4.3	7.5	100.0	3.0
26 TCCSE EARLY COLLEGE H S AT TIMBERV (220908009)	MANSFIELD ISD	09-12	286	50.0	0.0	6.2	100.0	1.4
27 ACHIEVE EARLY COLLEGE H S (108906011)	MCALLEN ISD	09-12	444	70.7	10.1	5.6	100.0	2.9
28 MERCEDES EARLY COLLEGE ACADEMY (108907006)	MERCEDES ISD	09-12	416	81.3	6.7	4.1	100.0	1.0
29 EARLY COLLEGE H S AT MIDLAND COLLE (165901006)	MIDLAND ISD	09-12	384	48.7	1.8	5.6	100.0	1.0
30 INFINITY EARLY COLLEGE H S (170908007)	NEW CANEY ISD	09-12	395	60.8	8.1	3.7	99.7	0.3
31 FRANK L MADLA EARLY COLLEGE H S (015805001)	NEW FRONTIERS PUBLIC SCHOOLS INC	09-12	164	75.0	7.3	5.5	100.0	3.7
32 TRAVIS EARLY COLLEGE H S (015907022)	SAN ANTONIO ISD	09-12	430	70.9	4.7	3.9	100.0	2.6
33 SHARYLAND ADVANCED ACADEMIC ACADEM (108911008)	SHARYLAND ISD	09-12	435	66.4	9.7	3.3	99.8	5.3
34 MISSION EARLY COLLEGE H S (071909007)	SOCORRO ISD	09-12	475	63.4	5.1	16.0	100.0	2.5

2021 Campus Comparison Group
DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD
 Campus Type: High School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
35 SHIRLEEN ZACHARIAS EARLY CLGE LEAD (015909006)	SOMERSET ISD	09-12	148	72.3	4.7	9.7	100.0	0.0
36 SPRING EARLY COLLEGE ACADEMY (101919021)	SPRING ISD	09-12	429	67.8	7.5	2.3	100.0	1.4
37 LEGACY EARLY COLLEGE H S (246911009)	TAYLOR ISD	09-12	186	49.5	5.9	10.9	100.0	1.1
38 ISCHOOL HIGH AT UNIVERSITY PARK (221801051)	TEXAS COLLEGE PREPARATORY ACADEMIE	09-12	300	34.0	3.0	10.6	100.0	1.3
39 WAXAHACHIE GLOBAL H S (070912004)	WAXAHACHIE ISD	09-12	407	35.9	4.2	9.8	100.0	4.2
40 VALLE VERDE EARLY COLLEGE H S (071905017)	YSLETA ISD	09-12	370	54.9	4.1	2.1	100.0	1.9
Comparison Group Average			399	62.9	6.8	5.7	99.9	1.7



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Del Rio Early College H S District: SAN FELIPE-DEL RIO CISD

Campus Number: 233901005 Total Membership: 454

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,922,965	100.00	4,236	1,957,652	100.00	4,312
Operating-Payroll	1,603,593	83.39	3,532	1,603,967	81.93	3,533
Other Operating	319,372	16.61	703	353,685	18.07	779
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,922,965	100.00	4,236	1,957,652	100.00	4,312
Instruction (11,95) *	1,408,762	73.26	3,103	1,442,976	73.71	3,178
Instructional Res/Media (12) *	27	0.00	0	27	0.00	0
Curriculum/Staff Develop (13) *	6,411	0.33	14	6,411	0.33	14
Instructional Leadership (21) *	12,990	0.68	29	12,990	0.66	29
School Leadership (23) *	218,686	11.37	482	218,686	11.17	482
Guidance/Counseling Svcs (31) *	148,179	7.71	326	148,553	7.59	327
Social Work Services (32) *	3,222	0.17	7	3,222	0.16	7
Health Services (33) *	2,380	0.12	5	2,479	0.13	5
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) ***	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) ***	121,676	6.33	268	121,676	6.22	268
Security/Monitoring (52) ***	632	0.03	1	632	0.03	1
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,800,657	100.00	3,966	1,835,245	100.00	4,042
Regular	75,962	4.22	167	104,829	5.71	231
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	105,772	5.87	233	105,772	5.76	233
Students with Disabilities	0	0.00	0	0	0.00	0
Accelerated Education	27,928	1.55	62	33,649	1.83	74
Bilingual	343	0.02	1	343	0.02	1
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	1,590,652	88.34	3,504	1,590,652	86.67	3,504
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	0	0.00	0	0	0.00	0
Dyslexia or Related Disorder Serv	0	0.00	0	0	0.00	0
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

Texas Education Agency
2020-21 School Report Card
DEL RIO EARLY COLLEGE H S (233901005)

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: High School
Total Students: 472
Grade Span: 09 - 12

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DEL RIO EARLY COLLEGE H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.0%	0.7%	12.7%
Hispanic	95.6%	93.6%	52.9%
White	4.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.2%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	57.6%	71.3%	60.3%
Special Education	3.8%	13.0%	11.1%
Emergent Bilingual/EL	3.2%	17.3%	20.7%
Mobility Rate (2019-20)	0.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	17.6	19.7	15.7
Mathematics	19.0	20.0	16.9
Science	19.6	22.2	17.9
Social Studies	10.6	21.5	18.3

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$4,312	\$10,349	\$10,406
Instruction	\$3,178	\$5,401	\$5,929
Instructional Leadership	\$29	\$205	\$173
School Leadership	\$482	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	86%	-	85%	100%	-	*	-	*	83%
	2019	78%	72%	95%	*	95%	87%	-	*	-	-	93%
ELA/Reading	2021	68%	62%	86%	-	86%	*	-	-	-	*	83%
	2019	75%	69%	88%	-	89%	67%	-	*	-	-	86%
Mathematics	2021	66%	54%	71%	-	71%	*	-	-	-	-	69%
	2019	82%	77%	99%	-	99%	*	-	*	-	-	99%
Science	2021	71%	60%	89%	-	89%	*	-	-	-	*	84%
	2019	81%	75%	98%	-	98%	*	-	*	-	-	98%
Social Studies	2021	73%	65%	93%	-	92%	*	-	*	-	-	90%
	2019	81%	73%	99%	*	99%	*	-	*	-	-	99%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	62%	-	62%	89%	-	*	-	*	57%
	2019	50%	40%	80%	*	80%	73%	-	*	-	-	77%
ELA/Reading	2021	45%	36%	70%	-	70%	*	-	-	-	*	67%
	2019	48%	38%	74%	-	74%	67%	-	*	-	-	70%
Mathematics	2021	37%	25%	38%	-	39%	*	-	-	-	-	33%
	2019	52%	43%	84%	-	84%	*	-	*	-	-	81%
Science	2021	44%	30%	59%	-	58%	*	-	-	-	*	50%
	2019	54%	43%	88%	-	89%	*	-	*	-	-	85%
Social Studies	2021	49%	43%	70%	-	69%	*	-	*	-	-	65%
	2019	55%	47%	82%	*	81%	*	-	*	-	-	79%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	21%	-	21%	22%	-	*	-	*	15%
	2019	24%	17%	32%	*	31%	33%	-	*	-	-	25%
ELA/Reading	2021	18%	11%	11%	-	11%	*	-	-	-	*	7%
	2019	21%	13%	8%	-	8%	17%	-	*	-	-	4%
Mathematics	2021	18%	9%	9%	-	9%	*	-	-	-	-	10%
	2019	26%	20%	61%	-	61%	*	-	*	-	-	57%
Science	2021	20%	10%	22%	-	23%	*	-	-	-	*	16%
	2019	25%	16%	36%	-	35%	*	-	*	-	-	24%
Social Studies	2021	29%	24%	44%	-	43%	*	-	*	-	-	34%
	2019	33%	27%	48%	*	47%	*	-	*	-	-	39%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	98%	-	98%	100%	-	*	-	*	98%
	2019	99%	99%	100%	*	100%	100%	-	*	-	-	100%
ELA/Reading	2021	89%	94%	100%	-	100%	*	-	-	-	*	100%
	2019	99%	99%	100%	-	100%	100%	-	*	-	-	100%
Mathematics	2021	88%	93%	91%	-	91%	*	-	-	-	-	91%
	2019	100%	100%	100%	-	100%	*	-	*	-	-	100%

- Indicates there are no students in the group.

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

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

Texas Education Agency 2020-21 School Report Card

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	2.5%	0.2%	-	0.2%	0.0%	-	*	-	*	0.3%
2018-19	1.9%	2.2%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.6%	92.0%	-	-	-	-	-	-	-	-	-
Class of 2019											
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	94.2%	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	93.1%	-	-	-	-	-	-	-	-	-
Class of 2018											
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	88.6%	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	89.2%	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	91.2%	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	66.8%	98.9%	-	98.9%	*	-	*	-	-	98.3%
2018-19	72.9%	74.2%	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	41.8%	92.5%	?	91.0%	*	-	*	-	-	86.2%
2018-19	75.0%	43.2%	91.5%	*	91.9%	100.0%	-	-	-	-	89.3%
Average SAT Score											
2019-20	1019	1010	996	*	993	*	-	*	-	-	966
2018-19	1027	1012	1011	-	998	1134	-	-	-	-	1013
Average ACT Score											
2019-20	20.2	21.7	*	-	*	-	-	-	-	-	*
2018-19	20.6	21.1	20.4	-	20.4	-	-	-	-	-	19.7

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DEL RIO MIDDLE 8TH GRADE CAMPUS

Campus Number: 233901043

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	70%	*	69%	84%	-	*	-	*	29%	80%	69%	72%	64%	43%
At Meets Grade Level or Above	2019	49%	41%	41%	*	40%	59%	-	*	-	*	15%	40%	40%	48%	34%	13%
At Masters Grade Level	2019	29%	24%	24%	*	23%	47%	-	*	-	*	4%	30%	22%	35%	18%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	71%	*	71%	84%	-	*	-	*	39%	80%	71%	73%	67%	55%
At Meets Grade Level or Above	2019	43%	37%	37%	*	35%	59%	-	*	-	*	12%	50%	36%	41%	31%	12%
At Masters Grade Level	2019	17%	14%	14%	*	13%	22%	-	*	-	*	3%	0%	14%	14%	10%	1%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	61%	61%	*	60%	75%	-	*	-	*	16%	90%	61%	61%	54%	34%
At Meets Grade Level or Above	2019	42%	31%	31%	*	31%	41%	-	*	-	*	10%	40%	32%	29%	25%	10%
At Masters Grade Level	2019	18%	12%	12%	*	11%	19%	-	*	-	*	4%	0%	11%	15%	8%	1%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	63%	65%	*	66%	63%	*	-	-	-	32%	*	66%	62%	64%	51%
	2019	86%	67%	70%	80%	70%	43%	-	*	-	-	29%	83%	69%	72%	68%	48%
At Meets Grade Level or Above	2021	46%	26%	28%	*	28%	31%	*	-	-	-	9%	*	28%	28%	25%	20%
	2019	55%	30%	33%	20%	33%	36%	-	*	-	-	16%	50%	32%	35%	30%	11%
At Masters Grade Level	2021	21%	6%	7%	*	7%	6%	*	-	-	-	1%	*	6%	10%	7%	2%
	2019	28%	9%	9%	0%	9%	29%	-	*	-	-	4%	33%	9%	9%	8%	4%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	42%	42%	*	42%	57%	*	-	-	-	19%	*	42%	45%	37%	31%
	2019	88%	77%	77%	80%	77%	65%	-	*	-	-	42%	83%	77%	76%	75%	61%
At Meets Grade Level or Above	2021	36%	14%	14%	*	14%	21%	*	-	-	-	7%	*	14%	13%	12%	12%
	2019	57%	39%	39%	40%	39%	35%	-	*	-	-	18%	33%	39%	42%	36%	24%
At Masters Grade Level	2021	11%	2%	2%	*	1%	7%	*	-	-	-	2%	*	2%	0%	2%	2%
	2019	17%	8%	8%	0%	8%	6%	-	*	-	-	5%	17%	8%	7%	7%	5%
Grade 8 Science																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	68%	54%	54%	*	54%	75%	*	*	-	-	20%	*	55%	45%	48%	33%
	2019	81%	68%	68%	60%	68%	81%	-	*	-	-	29%	67%	70%	58%	63%	37%
At Meets Grade Level or Above	2021	43%	30%	30%	*	29%	58%	*	*	-	-	11%	*	30%	28%	24%	12%
	2019	51%	35%	35%	20%	34%	65%	-	*	-	-	19%	17%	36%	29%	28%	12%
At Masters Grade Level	2021	24%	12%	12%	*	11%	33%	*	*	-	-	1%	*	13%	9%	9%	4%
	2019	25%	14%	14%	0%	13%	19%	-	*	-	-	3%	0%	14%	13%	9%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	45%	48%	*	48%	67%	*	*	-	-	18%	*	49%	43%	41%	26%
	2019	69%	54%	56%	20%	56%	65%	-	*	-	-	27%	83%	55%	60%	48%	23%
At Meets Grade Level or Above	2021	28%	22%	24%	*	22%	50%	*	*	-	-	8%	*	25%	16%	19%	10%
	2019	37%	23%	25%	0%	24%	38%	-	*	-	-	13%	17%	24%	27%	18%	9%
At Masters Grade Level	2021	14%	10%	11%	*	10%	25%	*	*	-	-	4%	*	11%	7%	7%	6%
	2019	21%	12%	13%	0%	13%	19%	-	*	-	-	1%	0%	12%	20%	9%	2%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	65%	99%	-	99%	100%	-	*	-	-	-	*	99%	100%	99%	*
	2019	68%	65%	99%	-	99%	100%	-	*	-	-	-	*	99%	100%	99%	100%
At Meets Grade Level or Above	2021	50%	44%	94%	-	94%	100%	-	*	-	-	-	*	94%	91%	92%	*
	2019	50%	43%	92%	-	92%	100%	-	*	-	-	-	*	92%	96%	88%	83%
At Masters Grade Level	2021	12%	8%	29%	-	28%	33%	-	*	-	-	-	*	29%	27%	28%	*
	2019	11%	6%	28%	-	26%	50%	-	*	-	-	-	*	29%	17%	18%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	70%	98%	-	98%	100%	-	*	-	-	*	-	98%	100%	98%	*
	2019	85%	82%	100%	-	100%	100%	-	*	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	35%	79%	-	78%	91%	-	*	-	-	*	-	80%	70%	77%	*
	2019	61%	56%	93%	-	93%	100%	-	*	-	-	-	-	93%	93%	88%	100%
At Masters Grade Level	2021	23%	14%	44%	-	41%	73%	-	*	-	-	*	-	43%	50%	37%	*
	2019	37%	31%	75%	-	74%	89%	-	*	-	-	-	-	76%	73%	69%	60%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	57%	*	57%	73%	*	*	-	-	23%	75%	58%	52%	51%	36%
	2019	78%	72%	69%	72%	69%	77%	-	82%	-	*	30%	82%	69%	69%	64%	44%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	31%	*	30%	54%	*	*	-	-	9%	75%	32%	26%	25%	14%
	2019	50%	40%	38%	24%	37%	55%	-	73%	-	*	14%	38%	37%	39%	31%	14%
At Masters Grade Level	2021	18%	11%	11%	*	10%	28%	*	*	-	-	2%	19%	12%	9%	8%	4%
	2019	24%	17%	16%	3%	15%	29%	-	55%	-	*	4%	11%	15%	18%	11%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	73%	*	73%	76%	*	*	-	-	32%	*	74%	68%	69%	52%
	2019	75%	69%	73%	88%	73%	78%	-	*	-	*	29%	82%	73%	75%	69%	47%
At Meets Grade Level or Above	2021	45%	36%	44%	*	43%	56%	*	*	-	-	9%	*	45%	38%	36%	21%
	2019	48%	38%	44%	13%	43%	62%	-	*	-	*	15%	47%	43%	49%	36%	14%
At Masters Grade Level	2021	18%	11%	12%	*	12%	16%	*	*	-	-	1%	*	12%	13%	10%	3%
	2019	21%	13%	19%	0%	18%	43%	-	*	-	*	4%	29%	18%	24%	14%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	53%	*	52%	76%	*	*	-	-	20%	*	53%	53%	46%	32%
	2019	82%	77%	76%	88%	76%	81%	-	*	-	*	41%	81%	76%	76%	72%	58%
At Meets Grade Level or Above	2021	37%	25%	27%	*	26%	52%	*	*	-	-	8%	*	27%	21%	21%	14%
	2019	52%	43%	42%	38%	41%	59%	-	*	-	*	15%	44%	42%	45%	36%	19%
At Masters Grade Level	2021	18%	9%	10%	*	9%	36%	*	*	-	-	4%	*	10%	7%	7%	3%
	2019	26%	20%	16%	0%	16%	28%	-	*	-	*	4%	6%	16%	16%	11%	4%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	58%	61%	*	60%	75%	-	*	-	*	16%	90%	61%	61%	54%	34%
At Meets Grade Level or Above	2019	38%	28%	31%	*	31%	41%	-	*	-	*	10%	40%	32%	29%	25%	10%
At Masters Grade Level	2019	14%	8%	12%	*	11%	19%	-	*	-	*	4%	0%	11%	15%	8%	1%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	54%	*	54%	75%	*	*	-	-	20%	*	55%	45%	48%	33%
	2019	81%	75%	68%	60%	68%	81%	-	*	-	-	29%	67%	70%	58%	63%	37%
At Meets Grade Level or Above	2021	44%	30%	30%	*	29%	58%	*	*	-	-	11%	*	30%	28%	24%	12%
	2019	54%	43%	35%	20%	34%	65%	-	*	-	-	19%	17%	36%	29%	28%	12%
At Masters Grade Level	2021	20%	10%	12%	*	11%	33%	*	*	-	-	1%	*	13%	9%	9%	4%
	2019	25%	16%	14%	0%	13%	19%	-	*	-	-	3%	0%	14%	13%	9%	5%
All Grades Social Studies																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	73%	65%	48%	*	48%	67%	*	*	-	-	18%	*	49%	43%	41%	26%
	2019	81%	73%	56%	20%	56%	65%	-	*	-	-	27%	83%	55%	60%	48%	23%
At Meets Grade Level or Above	2021	49%	43%	24%	*	22%	50%	*	*	-	-	8%	*	25%	16%	19%	10%
	2019	55%	47%	25%	0%	24%	38%	-	*	-	-	13%	17%	24%	27%	18%	9%
At Masters Grade Level	2021	29%	24%	11%	*	10%	25%	*	*	-	-	4%	*	11%	7%	7%	6%
	2019	33%	27%	13%	0%	13%	19%	-	*	-	-	1%	0%	12%	20%	9%	2%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	72	72	*	72	73	-	*	-	*	72	50	71	79	71	67
	2018	76	67	67	20	67	79	-	*	-	-	51	63	67	67	65	62
Grade 7 Mathematics	2019	62	44	44	*	43	60	-	*	-	*	23	45	43	49	41	37
	2018	67	52	52	0	52	61	-	*	-	-	34	13	53	44	49	47
Grade 8 ELA/Reading	2019	77	75	75	70	76	57	-	*	-	-	54	75	76	66	74	75
	2018	79	77	77	*	77	83	*	-	-	*	70	*	77	75	77	76
Grade 8 Mathematics	2019	82	83	83	100	83	82	-	*	-	-	64	83	83	84	82	76
	2018	81	81	81	*	81	73	*	*	-	*	76	*	82	80	80	80
End of Course Algebra I	2019	75	77	90	-	90	86	-	*	-	-	-	-	90	92	85	60
	2018	72	66	88	-	88	82	-	*	-	-	*	*	87	100	90	*
All Grades Both Subjects	2019	69	70	68	72	68	69	-	80	-	*	53	59	68	69	67	63
	2018	69	67	69	41	69	73	*	*	-	*	57	52	69	67	67	66
All Grades ELA/Reading	2019	68	68	73	75	74	68	-	*	-	*	64	59	73	74	72	71
	2018	69	66	71	50	71	80	*	*	-	*	60	67	71	71	70	68
All Grades Mathematics	2019	70	72	64	69	64	70	-	*	-	*	41	59	64	66	62	56
	2018	70	68	67	31	67	68	*	*	-	*	54	39	67	64	65	63

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	57%	-	-	-	-	-	-	28%	-	19%	31%	*	59%	28%	71%
	2019	78%	72%	69%	-	-	-	-	-	-	33%	-	33%		29%		33%	
At Meets Grade Level or Above	2021	41%	31%	31%	-	-	-	-	-	-	11%	-	5%	14%	*	32%	11%	46%
	2019	50%	40%	38%	-	-	-	-	-	-	8%	-	8%		2%		8%	
At Masters Grade Level	2021	18%	11%	11%	-	-	-	-	-	-	3%	-	0%	4%	*	11%	3%	20%
	2019	24%	17%	16%	-	-	-	-	-	-	2%	-	2%		0%		2%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	73%	-	-	-	-	-	-	41%	-	28%	46%	*	76%	42%	85%
	2019	75%	69%	73%	-	-	-	-	-	-	37%	-	37%		23%		36%	
At Meets Grade Level or Above	2021	45%	36%	44%	-	-	-	-	-	-	13%	-	6%	15%	*	46%	12%	60%
	2019	48%	38%	44%	-	-	-	-	-	-	7%	-	7%		0%		7%	
At Masters Grade Level	2021	18%	11%	12%	-	-	-	-	-	-	2%	-	0%	2%	*	13%	2%	15%
	2019	21%	13%	19%	-	-	-	-	-	-	2%	-	2%		0%		2%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	53%	-	-	-	-	-	-	28%	-	33%	26%	*	54%	28%	69%
	2019	82%	77%	76%	-	-	-	-	-	-	48%	-	48%		62%		49%	
At Meets Grade Level or Above	2021	37%	25%	27%	-	-	-	-	-	-	14%	-	11%	15%	*	26%	14%	42%
	2019	52%	43%	42%	-	-	-	-	-	-	13%	-	13%		0%		12%	
At Masters Grade Level	2021	18%	9%	10%	-	-	-	-	-	-	3%	-	0%	4%	*	9%	3%	20%
	2019	26%	20%	16%	-	-	-	-	-	-	2%	-	2%		0%		2%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	68%	58%	61%	-	-	-	-	-	-	25%	-	25%		0%		23%	
At Meets Grade Level or Above	2021	30%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	38%	28%	31%	-	-	-	-	-	-	3%	-	3%		0%		3%	
At Masters Grade Level	2021	9%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	14%	8%	12%	-	-	-	-	-	-	1%	-	1%		0%		1%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	54%	-	-	-	-	-	-	23%	-	11%	28%	*	57%	23%	69%
	2019	81%	75%	68%	-	-	-	-	-	-	26%	-	26%		17%		25%	
At Meets Grade Level or Above	2021	44%	30%	30%	-	-	-	-	-	-	11%	-	5%	13%	*	31%	11%	44%
	2019	54%	43%	35%	-	-	-	-	-	-	7%	-	7%		17%		8%	
At Masters Grade Level	2021	20%	10%	12%	-	-	-	-	-	-	2%	-	0%	2%	*	12%	2%	23%
	2019	25%	16%	14%	-	-	-	-	-	-	2%	-	2%		0%		2%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	65%	48%	-	-	-	-	-	-	19%	-	6%	24%	*	51%	19%	60%
	2019	81%	73%	56%	-	-	-	-	-	-	14%	-	14%		17%		14%	
At Meets Grade Level or Above	2021	49%	43%	24%	-	-	-	-	-	-	8%	-	0%	11%	*	24%	8%	39%
	2019	55%	47%	25%	-	-	-	-	-	-	5%	-	5%		0%		5%	
At Masters Grade Level	2021	29%	24%	11%	-	-	-	-	-	-	5%	-	0%	7%	*	10%	5%	21%
	2019	33%	27%	13%	-	-	-	-	-	-	0%	-	0%		0%		0%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	97%	100%	97%	91%	*	*	-	-	93%	80%	96%	97%	97%	99%
Included in Accountability	83%	91%	94%	33%	94%	84%	*	*	-	-	93%	80%	96%	79%	94%	93%
Not Included in Accountability: Mobile	3%	2%	3%	67%	2%	7%	*	*	-	-	0%	0%	0%	16%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	2%	0%	2%
Not Tested	12%	6%	3%	0%	3%	9%	*	*	-	-	7%	20%	4%	3%	3%	1%
Absent	2%	2%	1%	0%	1%	0%	*	*	-	-	2%	0%	1%	0%	1%	0%
Other	10%	4%	3%	0%	2%	9%	*	*	-	-	5%	20%	3%	3%	2%	1%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	100%	-	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	94%	95%	95%	71%	95%	90%	-	73%	-	43%	94%	100%	99%	76%	95%	89%
Not Included in Accountability: Mobile	4%	3%	3%	29%	2%	10%	-	27%	-	57%	4%	0%	0%	16%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	-	0%	2%	0%	0%	7%	1%	7%
Not Tested	1%	1%	1%	0%	1%	0%	-	0%	-	0%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.4%	*	98.4%	97.5%	*	*	-	-	97.7%	98.1%	97.9%
2018-19	95.4%	94.6%	93.4%	92.0%	93.3%	95.2%	*	*	-	*	90.7%	92.6%	91.4%
Chronic Absenteeism													
2019-20	6.7%	7.9%	9.8%	0.0%	10.0%	9.1%	*	*	-	-	12.6%	12.5%	13.3%
2018-19	11.4%	15.1%	20.4%	33.3%	20.7%	12.6%	*	*	-	*	35.3%	24.1%	30.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	0.9%	0.0%	0.9%	0.0%	*	*	-	-	0.0%	1.2%	1.0%
2018-19	0.4%	0.2%	0.2%	0.0%	0.2%	0.0%	*	*	-	*	0.5%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)

DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	658	100.0%	9,859	5,359,040	658	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.7%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	658	100.0%	7.2%	7.9%	658	100.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	3	0.5%	0.7%	12.7%	3	0.5%	0.7%	12.7%
Hispanic	616	93.6%	93.7%	52.9%	616	93.6%	93.6%	52.9%
White	36	5.5%	4.9%	26.5%	36	5.5%	5.0%	26.5%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	2	0.3%	0.4%	4.7%	2	0.3%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.3%	2.7%	0	0.0%	0.3%	2.7%
Sex:								
Female	336	51.1%	49.6%	48.9%	336	51.1%	49.6%	48.9%
Male	322	48.9%	50.4%	51.1%	322	48.9%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	487	74.0%	71.3%	60.3%	487	74.0%	71.2%	60.2%
Non-Educationally Disadvantaged	171	26.0%	28.7%	39.7%	171	26.0%	28.8%	39.8%
Section 504 Students	77	11.7%	9.3%	7.2%	77	11.7%	9.3%	7.2%
EB Students/EL	69	10.5%	17.3%	20.7%	69	10.5%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	23	2.9%	1.3%	1.2%				
Students w/ Dyslexia	34	5.2%	3.8%	4.5%	34	5.2%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)

DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	1	0.2%	0.5%	1.1%	1	0.2%	0.5%	1.1%
Immigrant	6	0.9%	1.8%	2.0%	6	0.9%	1.8%	2.0%
Migrant	14	2.1%	2.0%	0.3%	14	2.1%	2.0%	0.3%
Title I	658	100.0%	98.8%	64.5%	658	100.0%	98.8%	64.5%
Military Connected	14	2.1%	3.5%	2.7%	14	2.1%	3.5%	2.7%
At-Risk	560	85.1%	71.9%	49.2%	560	85.1%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	69	10.5%	19.2%	21.0%	69	10.5%	19.2%	20.9%
Gifted and Talented Education	107	16.3%	8.3%	8.3%	107	16.3%	8.3%	8.3%
Special Education	96	14.6%	13.0%	11.1%	96	14.6%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	96							
By Type of Primary Disability								
Students with Intellectual Disabilities	61	63.5%	45.3%	42.5%				
Students with Physical Disabilities	6	6.3%	23.9%	21.3%				
Students with Autism	5	5.2%	**	14.1%				
Students with Behavioral Disabilities	24	25.0%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	39	4.9%	9.6%	13.8%				
By Ethnicity:								
African American	1	0.1%	0.2%	2.8%				
Hispanic	28	3.5%	8.4%	7.1%				
White	10	1.3%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	5	5.3%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	6	5.7%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	28	4.8%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	-	-	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.4%	-	1.3%	4.8%
Grade 1	-	4.7%	1.9%	-	9.8%	3.2%
Grade 2	-	4.7%	1.0%	-	3.5%	1.4%
Grade 3	-	1.5%	0.5%	-	1.1%	0.6%
Grade 4	-	1.3%	0.3%	-	1.6%	0.4%
Grade 5	-	1.6%	0.2%	-	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	7.9%	7.3%	0.2%	1.1%	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	19.9	18.0
Grade 2	-	19.3	18.0
Grade 3	-	18.3	18.2
Grade 4	-	19.3	18.3
Grade 5	-	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	20.4	19.7	15.7
Foreign Languages	22.7	22.0	17.8
Mathematics	21.7	20.0	16.9
Science	21.7	22.2	17.9
Social Studies	21.7	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)

DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	53.6	100.0%	100.0%	100.0%
Professional Staff:	48.6	90.7%	53.5%	64.3%
Teachers	42.5	79.2%	42.4%	49.6%
Professional Support	4.1	7.7%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	3.7%	2.3%	3.0%
Educational Aides:	5.0	9.3%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	44.8	83.5%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	34.2	80.5%	81.2%	28.4%
White	8.3	19.5%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	14.0	33.1%	21.9%	23.8%
Females	28.4	66.9%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	31.0	73.0%	74.5%	73.0%
Masters	11.5	27.0%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.4	3.2%	3.7%	6.7%
1-5 Years Experience	14.1	33.3%	26.5%	27.8%
6-10 Years Experience	6.9	16.2%	20.4%	20.3%
11-20 Years Experience	14.2	33.4%	25.8%	29.1%
21-30 Years Experience	3.7	8.7%	16.4%	13.0%
Over 30 Years Experience	2.2	5.2%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.5	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	4.7	6.4
Average Years Experience of Principals with District	11.0	4.7	5.5
Average Years Experience of Assistant Principals	4.0	4.2	5.5
Average Years Experience of Assistant Principals with District	4.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.1	13.1	11.2
Average Years Experience of Teachers with District:	11.3	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,461	\$47,076	\$50,849
1-5 Years Experience	\$50,377	\$49,910	\$53,288
6-10 Years Experience	\$52,312	\$52,874	\$56,282
11-20 Years Experience	\$57,024	\$59,001	\$59,900
21-30 Years Experience	\$64,352	\$63,590	\$64,637
Over 30 Years Experience	\$72,848	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$55,265	\$56,239	\$57,641
Professional Support	\$64,376	\$70,679	\$68,030
Campus Administration (School Leadership)	\$89,629	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.2%	9.9%	6.2%
Career and Technical Education	2.5	5.9%	6.8%	5.1%
Compensatory Education	0.4	0.9%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	34.7	81.8%	68.2%	71.0%
Special Education	1.7	4.0%	5.9%	9.4%
Other	2.7	6.3%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)

DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	33
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 74.0%)	33
Closing the Gaps % of Indicators Met	
Academic Achievement Status	19%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	99%
2020-21	97%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043) - SAN FELIPE-DEL RIO CISD
 Campus Type: Middle School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043)	SAN FELIPE-DEL RIO CISD	08-08	658	74.0	10.5	4.9	0.0	14.6
1 DREW ACADEMY (101902042)	ALDINE ISD	07-08	502	87.5	15.3	11.7	0.0	7.6
2 ADAMS MIDDLE (125901043)	ALICE ISD	07-08	746	83.2	2.8	10.0	0.0	11.3
3 ALVARADO J H (126901041)	ALVARADO ISD	07-08	591	69.9	21.3	11.8	0.0	8.6
4 BAILEY J H (220901045)	ARLINGTON ISD	07-08	890	63.6	19.0	8.8	0.0	9.8
5 BARNETT J H (220901052)	ARLINGTON ISD	07-08	724	69.5	22.9	11.6	0.0	13.0
6 BASTROP MIDDLE (011901041)	BASTROP ISD	07-08	858	66.4	23.3	9.7	0.0	9.6
7 BIG SPRING J H (114901043)	BIG SPRING ISD	07-08	590	71.4	4.6	11.8	0.0	12.7
8 BRENHAM J H (239901042)	BRENHAM ISD	07-08	809	57.4	9.3	7.0	0.0	13.7
9 BROWNWOOD MIDDLE (025902041)	BROWNWOOD ISD	07-08	568	57.6	3.2	11.1	0.0	12.3
10 CHAPEL HILL J H (212909042)	CHAPEL HILL ISD	07-08	534	76.6	22.7	11.3	0.0	13.5
11 CRANDALL MIDDLE (129901041)	CRANDALL ISD	07-08	764	56.0	12.3	10.7	0.0	13.6
12 EUGENE 'GENE' KRANZ J H (084901051)	DICKINSON ISD	07-08	978	69.4	11.7	7.6	0.0	12.0
13 R D MCADAMS J H (084901041)	DICKINSON ISD	07-08	891	67.2	11.4	11.9	0.0	15.5
14 DUMAS J H (171901041)	DUMAS ISD	07-08	624	64.9	26.8	7.3	0.0	10.1
15 WILLIAM H BYRD MIDDLE (057907042)	DUNCANVILLE ISD	07-08	617	84.3	17.2	13.3	0.0	9.2
16 ENNIS J H (070903042)	ENNIS ISD	07-08	909	60.7	8.6	8.7	0.0	12.2
17 BRUCE J H (230902041)	GILMER ISD	07-08	390	84.9	9.0	11.8	0.0	12.1
18 HEREFORD PREPARATORY ACADEMY (059901043)	HEREFORD ISD	08-08	297	74.4	11.4	9.5	0.0	9.1
19 MANCE PARK MIDDLE (236902042)	HUNTSVILLE ISD	07-08	922	62.3	17.1	10.6	0.0	9.1
20 LEON TAYLOR J H (205903042)	INGLESIDE ISD	07-08	339	73.2	6.5	13.4	0.0	11.8
21 JACKSONVILLE MIDDLE (037904042)	JACKSONVILLE ISD	07-08	742	78.3	26.5	7.6	0.0	12.1
22 MEMORIAL MIDDLE (137901042)	KINGSVILLE ISD	07-08	411	84.2	2.7	12.9	0.0	17.8
23 W B GREEN J H (031905041)	LA FERIA ISD	07-08	463	84.9	10.4	7.8	0.0	15.8
24 MABANK J H (129905041)	MABANK ISD	07-08	578	58.7	4.3	8.8	0.0	15.4
25 T A HOWARD MIDDLE (220908042)	MANSFIELD ISD	07-08	746	60.6	10.2	12.8	0.0	13.9
26 MINERAL WELLS J H (182903041)	MINERAL WELLS ISD	07-08	506	80.6	8.5	8.8	0.0	10.1
27 PALESTINE J H (001907041)	PALESTINE ISD	07-08	509	71.7	19.1	10.3	0.0	13.8
28 PARIS J H (139909042)	PARIS ISD	07-08	581	73.0	7.4	11.7	0.0	14.3
29 BEVERLY HILLS INT (101917041)	PASADENA ISD	07-08	971	79.1	16.9	11.9	0.0	11.4
30 BONDY INT (101917051)	PASADENA ISD	07-08	999	70.1	15.7	9.7	0.0	10.0
31 THOMPSON INT (101917049)	PASADENA ISD	07-08	981	72.5	12.3	10.4	0.0	10.3
32 PINE TREE J H (092904041)	PINE TREE ISD	07-08	678	65.9	15.0	11.9	0.0	12.8
33 PITTSBURG J H (032902041)	PITTSBURG ISD	07-08	389	80.2	16.2	9.5	0.0	10.3
34 DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044)	SAN FELIPE-DEL RIO CISD	07-07	781	73.9	14.6	5.1	0.0	16.4
35 SHARYLAND NORTH J H (108911042)	SHARYLAND ISD	07-08	831	68.1	24.3	6.0	0.0	8.8
36 SPLENDORA J H (170907041)	SPLENDORA ISD	07-08	632	65.8	16.8	9.9	0.0	8.2
37 BLOCKER MIDDLE (084906041)	TEXAS CITY ISD	07-08	896	83.4	7.4	13.9	0.0	15.1
38 MORALES J H (232903044)	UVALDE CISD	07-08	601	79.2	5.5	9.4	0.0	12.0
39 WILLS POINT J H (234907042)	WILLS POINT ISD	07-08	409	64.8	12.7	8.7	0.0	15.2
40 DESERT VIEW MIDDLE (071905048)	YSLETA ISD	07-08	283	72.8	14.5	5.8	0.0	14.5
Comparison Group Average			663	71.7	13.4	10.1	0.0	12.1



Actual Financial Report

2019-2020

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus

School Campus: Del Rio Middle 8th Grade Campus District: SAN FELIPE-DEL RIO CISD

Campus Number: 233901043 Total Membership: 770

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,926,792	100.00	7,697	6,505,859	100.00	8,449
Operating-Payroll	5,014,408	84.61	6,512	5,309,890	81.62	6,896
Other Operating	903,826	15.25	1,174	1,156,915	17.78	1,502
Non-Operating(Equip/Supplies)	8,558	0.14	11	39,054	0.60	51
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,918,234	100.00	7,686	6,466,805	100.00	8,398
Instruction (11,95) *	3,508,940	59.29	4,557	3,668,234	56.72	4,764
Instructional Res/Media (12) *	132,395	2.24	172	133,988	2.07	174
Curriculum/Staff Develop (13) *	146,787	2.48	191	162,740	2.52	211
Instructional Leadership (21) *	103,255	1.74	134	103,255	1.60	134
School Leadership (23) *	353,292	5.97	459	353,814	5.47	459
Guidance/Counseling Svcs (31) *	313,376	5.30	407	314,535	4.86	408
Social Work Services (32) *	12,243	0.21	16	12,243	0.19	16
Health Services (33) *	104,136	1.76	135	106,108	1.64	138
Food (35) **	89,258	1.51	116	456,986	7.07	593
Extracurricular (36) ***	320,755	5.42	417	320,755	4.96	417
Plant Maint/Operation (51) ***	543,993	9.19	706	543,993	8.41	706
Security/Monitoring (52) ***	289,804	4.90	376	290,154	4.49	377
Data Processing Svcs (53) ***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,674,424	100.00	6,071	4,852,423	100.00	6,302
Regular	3,341,510	71.48	4,340	3,384,570	69.75	4,396
Gifted & Talented	1,694	0.04	2	1,694	0.03	2
Career & Technical	3,790	0.08	5	3,790	0.08	5
Students with Disabilities	1,087,148	23.26	1,412	1,122,682	23.14	1,458
Accelerated Education	123,523	2.64	160	222,928	4.59	290
Bilingual	116,759	2.50	152	116,759	2.41	152
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	0	0.00	0	0	0.00	0
Dyslexia or Related Disorder Serv	0	0.00	0	0	0.00	0
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

Texas Education Agency
2020-21 School Report Card
DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043)

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Middle School
Total Students: 658
Grade Span: 08 - 08

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DEL RIO MIDDLE 8TH GRADE CAMPUS, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.4%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.5%	0.7%	12.7%
Hispanic	93.6%	93.6%	52.9%
White	5.5%	5.0%	26.5%
American Indian	0.2%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	74.0%	71.3%	60.3%
Special Education	14.6%	13.0%	11.1%
Emergent Bilingual/EL	10.5%	17.3%	20.7%
Mobility Rate (2019-20)	4.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	20.4	19.7	15.7
Foreign Languages	22.7	22.0	17.8
Mathematics	21.7	20.0	16.9
Science	21.7	22.2	17.9
Social Studies	21.7	21.5	18.3

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,398	\$10,349	\$10,406
Instruction	\$4,764	\$5,401	\$5,929
Instructional Leadership	\$134	\$205	\$173
School Leadership	\$459	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	57%	*	57%	73%	*	*	-	-	51%
	2019	78%	72%	69%	72%	69%	77%	-	82%	-	*	64%
ELA/Reading	2021	68%	62%	73%	*	73%	76%	*	*	-	-	69%
	2019	75%	69%	73%	88%	73%	78%	-	*	-	*	69%
Mathematics	2021	66%	54%	53%	*	52%	76%	*	*	-	-	46%
	2019	82%	77%	76%	88%	76%	81%	-	*	-	*	72%
Writing	2019	68%	58%	61%	*	60%	75%	-	*	-	*	54%
Science	2021	71%	60%	54%	*	54%	75%	*	*	-	-	48%
	2019	81%	75%	68%	60%	68%	81%	-	*	-	-	63%
Social Studies	2021	73%	65%	48%	*	48%	67%	*	*	-	-	41%
	2019	81%	73%	56%	20%	56%	65%	-	*	-	-	48%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	31%	*	30%	54%	*	*	-	-	25%
	2019	50%	40%	38%	24%	37%	55%	-	73%	-	*	31%
ELA/Reading	2021	45%	36%	44%	*	43%	56%	*	*	-	-	36%
	2019	48%	38%	44%	13%	43%	62%	-	*	-	*	36%
Mathematics	2021	37%	25%	27%	*	26%	52%	*	*	-	-	21%
	2019	52%	43%	42%	38%	41%	59%	-	*	-	*	36%
Writing	2019	38%	28%	31%	*	31%	41%	-	*	-	*	25%
Science	2021	44%	30%	30%	*	29%	58%	*	*	-	-	24%
	2019	54%	43%	35%	20%	34%	65%	-	*	-	-	28%
Social Studies	2021	49%	43%	24%	*	22%	50%	*	*	-	-	19%
	2019	55%	47%	25%	0%	24%	38%	-	*	-	-	18%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	11%	*	10%	28%	*	*	-	-	8%
	2019	24%	17%	16%	3%	15%	29%	-	55%	-	*	11%
ELA/Reading	2021	18%	11%	12%	*	12%	16%	*	*	-	-	10%
	2019	21%	13%	19%	0%	18%	43%	-	*	-	*	14%
Mathematics	2021	18%	9%	10%	*	9%	36%	*	*	-	-	7%
	2019	26%	20%	16%	0%	16%	28%	-	*	-	*	11%
Writing	2019	14%	8%	12%	*	11%	19%	-	*	-	*	8%
Science	2021	20%	10%	12%	*	11%	33%	*	*	-	-	9%
	2019	25%	16%	14%	0%	13%	19%	-	*	-	-	9%
Social Studies	2021	29%	24%	11%	*	10%	25%	*	*	-	-	7%
	2019	33%	27%	13%	0%	13%	19%	-	*	-	-	9%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	97%	100%	97%	91%	*	*	-	-	97%
	2019	99%	99%	99%	100%	99%	100%	-	100%	-	100%	99%
ELA/Reading	2021	89%	94%	97%	*	97%	93%	*	*	-	-	98%
	2019	99%	99%	99%	100%	99%	100%	-	*	-	*	99%
Mathematics	2021	88%	93%	97%	*	97%	93%	*	*	-	-	97%
	2019	100%	100%	99%	100%	99%	100%	-	*	-	*	99%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DEL RIO MIDDLE 7TH GRADE CAMPUS

Campus Number: 233901044

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	64%	64%	*	64%	68%	*	*	-	-	25%	73%	66%	56%	60%	40%
At Meets Grade Level or Above	2021	45%	39%	39%	*	39%	42%	*	*	-	-	14%	45%	40%	35%	35%	20%
At Masters Grade Level	2021	25%	20%	20%	*	20%	21%	*	*	-	-	2%	27%	19%	23%	16%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	43%	43%	*	43%	42%	*	*	-	-	16%	70%	44%	39%	38%	30%
At Meets Grade Level or Above	2021	27%	16%	16%	*	16%	16%	*	*	-	-	6%	20%	15%	18%	12%	7%
At Masters Grade Level	2021	12%	5%	5%	*	5%	11%	*	*	-	-	2%	10%	5%	5%	3%	2%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	59%	59%	*	59%	50%	*	*	-	-	15%	70%	60%	50%	54%	35%
At Meets Grade Level or Above	2021	33%	23%	23%	*	23%	30%	*	*	-	-	8%	10%	23%	24%	19%	8%
At Masters Grade Level	2021	10%	4%	4%	*	3%	5%	*	*	-	-	2%	0%	4%	0%	3%	1%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	55%	43%	55%	53%	*	67%	-	-	19%	71%	56%	48%	51%	35%
At Meets Grade Level or Above	2021	41%	31%	26%	29%	26%	29%	*	50%	-	-	9%	26%	26%	25%	22%	12%
At Masters Grade Level	2021	18%	11%	10%	14%	9%	12%	*	50%	-	-	2%	13%	10%	9%	7%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	64%	*	64%	68%	*	*	-	-	25%	73%	66%	56%	60%	40%
At Meets Grade Level or Above	2021	45%	36%	39%	*	39%	42%	*	*	-	-	14%	45%	40%	35%	35%	20%
At Masters Grade Level	2021	18%	11%	20%	*	20%	21%	*	*	-	-	2%	27%	19%	23%	16%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	43%	*	43%	42%	*	*	-	-	16%	70%	44%	39%	38%	30%
At Meets Grade Level or Above	2021	37%	25%	16%	*	16%	16%	*	*	-	-	6%	20%	15%	18%	12%	7%
At Masters Grade Level	2021	18%	9%	5%	*	5%	11%	*	*	-	-	2%	10%	5%	5%	3%	2%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	59%	*	59%	50%	*	*	-	-	15%	70%	60%	50%	54%	35%
At Meets Grade Level or Above	2021	30%	21%	23%	*	23%	30%	*	*	-	-	8%	10%	23%	24%	19%	8%
At Masters Grade Level	2021	9%	4%	4%	*	3%	5%	*	*	-	-	2%	0%	4%	0%	3%	1%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2020-21 Progress (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	59%	55%	-	-	-	-	-	-	15%	-	14%	33%	53%	61%	17%	66%	
	2019	78%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets Grade Level or Above	2021	41%	31%	26%	-	-	-	-	-	-	3%	-	2%	11%	20%	30%	4%	26%	
	2019	50%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters Grade Level	2021	18%	11%	10%	-	-	-	-	-	-	2%	-	1%	6%	0%	11%	1%	7%	
	2019	24%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	62%	64%	-	-	-	-	-	-	18%	-	17%	33%	60%	71%	20%	75%	
	2019	75%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets Grade Level or Above	2021	45%	36%	39%	-	-	-	-	-	-	6%	-	4%	33%	40%	45%	7%	41%	
	2019	48%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters Grade Level	2021	18%	11%	20%	-	-	-	-	-	-	2%	-	1%	17%	0%	24%	2%	14%	
	2019	21%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	54%	43%	-	-	-	-	-	-	18%	-	15%	50%	60%	47%	20%	48%	
	2019	82%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets Grade Level or Above	2021	37%	25%	16%	-	-	-	-	-	-	2%	-	2%	0%	20%	18%	3%	15%	
	2019	52%	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters Grade Level	2021	18%	9%	5%	-	-	-	-	-	-	1%	-	1%	0%	0%	6%	1%	5%	
	2019	26%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	51%	59%	-	-	-	-	-	-	10%	-	10%	17%	40%	65%	12%	74%	
	2019	68%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets Grade Level or Above	2021	30%	21%	23%	-	-	-	-	-	-	1%	-	1%	0%	0%	27%	1%	21%	
	2019	38%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters Grade Level	2021	9%	4%	4%	-	-	-	-	-	-	1%	-	1%	0%	0%	4%	1%	2%	
	2019	14%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	95%	100%	95%	83%	*	67%	-	-	90%	94%	95%	91%	95%	97%
Included in Accountability	83%	91%	92%	100%	93%	62%	*	67%	-	-	87%	94%	95%	76%	92%	92%
Not Included in Accountability: Mobile	3%	2%	2%	0%	1%	19%	*	0%	-	-	2%	0%	0%	13%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	1%	*	0%	-	-	1%	0%	0%	2%	1%	3%
Not Tested	12%	6%	5%	0%	5%	17%	*	33%	-	-	10%	6%	5%	9%	5%	3%
Absent	2%	2%	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Other	10%	4%	5%	0%	5%	17%	*	33%	-	-	10%	6%	5%	9%	5%	3%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.4%	*	98.3%	99.3%	*	*	-	-	98.0%	98.2%	98.0%
2018-19	95.4%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Chronic Absenteeism													
2019-20	6.7%	7.9%	7.9%	*	8.2%	4.3%	*	*	-	-	10.9%	9.1%	7.9%
2018-19	11.4%	15.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	0.4%	*	0.5%	0.0%	*	*	-	-	0.0%	0.4%	0.0%
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)

DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	781	100.0%	9,859	5,359,040	781	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.7%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	781	100.0%	7.9%	7.9%	781	100.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	5	0.6%	0.7%	12.7%	5	0.6%	0.7%	12.7%
Hispanic	739	94.6%	93.7%	52.9%	739	94.6%	93.6%	52.9%
White	31	4.0%	4.9%	26.5%	31	4.0%	5.0%	26.5%
American Indian	2	0.3%	0.1%	0.3%	2	0.3%	0.1%	0.3%
Asian	3	0.4%	0.4%	4.7%	3	0.4%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.1%	0.3%	2.7%	1	0.1%	0.3%	2.7%
Sex:								
Female	368	47.1%	49.6%	48.9%	368	47.1%	49.6%	48.9%
Male	413	52.9%	50.4%	51.1%	413	52.9%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	577	73.9%	71.3%	60.3%	577	73.9%	71.2%	60.2%
Non-Educationally Disadvantaged	204	26.1%	28.7%	39.7%	204	26.1%	28.8%	39.8%
Section 504 Students	91	11.7%	9.3%	7.2%	91	11.7%	9.3%	7.2%
EB Students/EL	114	14.6%	17.3%	20.7%	114	14.6%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	29	4.1%	1.3%	1.2%				
Students w/ Dyslexia	48	6.1%	3.8%	4.5%	48	6.1%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)

DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	7	0.9%	0.5%	1.1%	7	0.9%	0.5%	1.1%
Immigrant	6	0.8%	1.8%	2.0%	6	0.8%	1.8%	2.0%
Migrant	24	3.1%	2.0%	0.3%	24	3.1%	2.0%	0.3%
Title I	781	100.0%	98.8%	64.5%	781	100.0%	98.8%	64.5%
Military Connected	24	3.1%	3.5%	2.7%	24	3.1%	3.5%	2.7%
At-Risk	613	78.5%	71.9%	49.2%	613	78.5%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	110	14.1%	19.2%	21.0%	110	14.1%	19.2%	20.9%
Gifted and Talented Education	103	13.2%	8.3%	8.3%	103	13.2%	8.3%	8.3%
Special Education	128	16.4%	13.0%	11.1%	128	16.4%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	128							
By Type of Primary Disability								
Students with Intellectual Disabilities	79	61.7%	45.3%	42.5%				
Students with Physical Disabilities	*	*	23.9%	21.3%				
Students with Autism	**	**	**	14.1%				
Students with Behavioral Disabilities	40	31.3%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	36	5.1%	9.6%	13.8%				
By Ethnicity:								
African American	1	0.1%	0.2%	2.8%				
Hispanic	31	4.4%	8.4%	7.1%				
White	4	0.6%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	5	5.0%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	9	11.8%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	29	5.4%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	0	0.0%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.4%	-	1.3%	4.8%
Grade 1	-	4.7%	1.9%	-	9.8%	3.2%
Grade 2	-	4.7%	1.0%	-	3.5%	1.4%
Grade 3	-	1.5%	0.5%	-	1.1%	0.6%
Grade 4	-	1.3%	0.3%	-	1.6%	0.4%
Grade 5	-	1.6%	0.2%	-	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	0.4%	0.4%	0.3%	0.0%	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	19.9	18.0
Grade 2	-	19.3	18.0
Grade 3	-	18.3	18.2
Grade 4	-	19.3	18.3
Grade 5	-	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	21.0	19.7	15.7
Foreign Languages	25.9	22.0	17.8
Mathematics	20.6	20.0	16.9
Science	25.4	22.2	17.9
Social Studies	25.4	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)

DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	47.4	100.0%	100.0%	100.0%
Professional Staff:	45.5	96.1%	53.5%	64.3%
Teachers	40.6	85.7%	42.4%	49.6%
Professional Support	3.0	6.2%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	4.2%	2.3%	3.0%
Educational Aides:	1.8	3.9%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	37.2	78.5%	88.5%	51.5%
Teachers by Ethnicity:				
African American	1.0	2.5%	1.1%	11.1%
Hispanic	29.9	73.6%	81.2%	28.4%
White	9.7	23.9%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	14.1	34.7%	21.9%	23.8%
Females	26.5	65.3%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	31.7	78.2%	74.5%	73.0%
Masters	8.9	21.8%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.4	8.3%	3.7%	6.7%
1-5 Years Experience	17.5	43.2%	26.5%	27.8%
6-10 Years Experience	7.4	18.2%	20.4%	20.3%
11-20 Years Experience	6.2	15.2%	25.8%	29.1%
21-30 Years Experience	4.0	9.8%	16.4%	13.0%
Over 30 Years Experience	2.2	5.4%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)

DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	19.2	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.7	6.4
Average Years Experience of Principals with District	2.0	4.7	5.5
Average Years Experience of Assistant Principals	6.0	4.2	5.5
Average Years Experience of Assistant Principals with District	6.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.8	13.1	11.2
Average Years Experience of Teachers with District:	9.8	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,455	\$47,076	\$50,849
1-5 Years Experience	\$50,378	\$49,910	\$53,288
6-10 Years Experience	\$53,585	\$52,874	\$56,282
11-20 Years Experience	\$59,304	\$59,001	\$59,900
21-30 Years Experience	\$63,285	\$63,590	\$64,637
Over 30 Years Experience	\$65,917	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$54,344	\$56,239	\$57,641
Professional Support	\$71,671	\$70,679	\$68,030
Campus Administration (School Leadership)	\$89,454	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	2.8%	9.9%	6.2%
Career and Technical Education	0.5	1.1%	6.8%	5.1%
Compensatory Education	0.4	0.9%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	37.2	91.5%	68.2%	71.0%
Special Education	1.5	3.6%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)

DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	30
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 73.9%)	30
Closing the Gaps % of Indicators Met	
Academic Achievement Status	14%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	0%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	N/A
2020-21	95%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044) - SAN FELIPE-DEL RIO CISD
 Campus Type: Middle School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044)	SAN FELIPE-DEL RIO CISD	07-07	781	73.9	14.6	5.1	0.0	16.4
1 ALVARADO J H (126901041)	ALVARADO ISD	07-08	591	69.9	21.3	11.8	0.0	8.6
2 FAIRVIEW J H (020901046)	ALVIN ISD	06-08	822	70.6	18.9	8.3	0.0	13.6
3 BOWIE MIDDLE (188901042)	AMARILLO ISD	06-08	856	81.4	18.3	9.5	0.0	14.7
4 BAILEY J H (220901045)	ARLINGTON ISD	07-08	890	63.6	19.0	8.8	0.0	9.8
5 BARNETT J H (220901052)	ARLINGTON ISD	07-08	724	69.5	22.9	11.6	0.0	13.0
6 OUSLEY J H (220901055)	ARLINGTON ISD	07-08	944	76.2	23.0	11.0	0.0	7.3
7 BASTROP MIDDLE (011901041)	BASTROP ISD	07-08	858	66.4	23.3	9.7	0.0	9.6
8 BAY CITY J H (158901041)	BAY CITY ISD	06-08	852	80.2	15.0	10.0	0.0	9.5
9 SOUTH BELTON MIDDLE (014903044)	BELTON ISD	06-08	624	69.7	14.3	10.9	0.0	18.6
10 BIG SPRING J H (114901043)	BIG SPRING ISD	07-08	590	71.4	4.6	11.8	0.0	12.7
11 CHAPEL HILL J H (212909042)	CHAPEL HILL ISD	07-08	534	76.6	22.7	11.3	0.0	13.5
12 EUGENE 'GENE' KRANZ J H (084901051)	DICKINSON ISD	07-08	978	69.4	11.7	7.6	0.0	12.0
13 R D MCADAMS J H (084901041)	DICKINSON ISD	07-08	891	67.2	11.4	11.9	0.0	15.5
14 EL CAMPO MIDDLE (241903041)	EL CAMPO ISD	06-08	794	75.6	12.8	7.5	0.0	9.8
15 GRANBURY MIDDLE (111901041)	GRANBURY ISD	06-08	788	67.3	11.8	11.4	0.0	15.7
16 MEMORIAL MIDDLE (031903042)	HARLINGEN CISD	06-08	796	80.0	10.4	11.1	0.0	13.2
17 HEREFORD J H (059901042)	HEREFORD ISD	06-07	619	76.9	21.6	8.9	0.0	10.3
18 JACKSONVILLE MIDDLE (037904042)	JACKSONVILLE ISD	07-08	742	78.3	26.5	7.6	0.0	12.1
19 LEVELLAND MIDDLE (110902041)	LEVELLAND ISD	06-08	662	71.3	8.8	9.2	0.0	16.2
20 LOS CUATES MIDDLE (031906041)	LOS FRESNOS CISD	06-08	868	83.8	15.8	8.1	0.0	15.9
21 RESACA MIDDLE (031906105)	LOS FRESNOS CISD	06-08	848	73.5	13.7	9.3	0.0	11.6
22 ZACHRY MIDDLE (015915049)	NORTHSIDE ISD	06-08	889	71.3	9.8	10.4	0.0	16.3
23 PALESTINE J H (001907041)	PALESTINE ISD	07-08	509	71.7	19.1	10.3	0.0	13.8
24 PARIS J H (139909042)	PARIS ISD	07-08	581	73.0	7.4	11.7	0.0	14.3
25 BEVERLY HILLS INT (101917041)	PASADENA ISD	07-08	971	79.1	16.9	11.9	0.0	11.4
26 BONDY INT (101917051)	PASADENA ISD	07-08	999	70.1	15.7	9.7	0.0	10.0
27 THOMPSON INT (101917049)	PASADENA ISD	07-08	981	72.5	12.3	10.4	0.0	10.3
28 PINE TREE J H (092904041)	PINE TREE ISD	07-08	678	65.9	15.0	11.9	0.0	12.8
29 DEL RIO MIDDLE 8TH GRADE CAMPUS (233901043)	SAN FELIPE-DEL RIO CISD	08-08	658	74.0	10.5	4.9	0.0	14.6
30 SAN FELIPE MEMORIAL MIDDLE (233901104)	SAN FELIPE-DEL RIO CISD	06-06	727	75.9	16.5	7.8	0.0	17.9
31 BRIESEMEISTER MIDDLE (094901042)	SEGUIN ISD	06-08	727	74.0	12.0	14.7	0.0	16.8
32 SHARYLAND NORTH J H (108911042)	SHARYLAND ISD	07-08	831	68.1	24.3	6.0	0.0	8.8
33 MONTWOOD MIDDLE (071909045)	SOCORRO ISD	06-08	732	76.6	22.3	7.5	0.0	13.1
34 WILLIAM D SLIDER MIDDLE (071909043)	SOCORRO ISD	06-08	803	76.1	19.3	8.8	0.0	12.5
35 FRANCIS R SCOBEE MIDDLE (015912044)	SOUTHWEST ISD	06-08	841	73.4	10.3	11.6	0.0	14.3
36 RONALD E MCNAIR MIDDLE (015912041)	SOUTHWEST ISD	06-08	754	80.4	20.6	10.8	0.0	19.4
37 SPLENDORA J H (170907041)	SPLENDORA ISD	07-08	632	65.8	16.8	9.9	0.0	8.2
38 TAYLOR MIDDLE (246911041)	TAYLOR ISD	06-08	625	70.4	12.0	8.5	0.0	12.0
39 BLOCKER MIDDLE (084906041)	TEXAS CITY ISD	07-08	896	83.4	7.4	13.9	0.0	15.1
40 MORALES J H (232903044)	UVALDE CISD	07-08	601	79.2	5.5	9.4	0.0	12.0
Comparison Group Average			768	73.5	15.5	9.9	0.0	12.9



**Actual Financial Report
2019-2020**

TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus

School Campus: Del Rio Middle 7th Grade Campus District: SAN FELIPE-DEL RIO CISD

Campus Number: 233901044 Total Membership: 687

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,822,862	100.00	5,565	4,005,804	100.00	5,831
Operating-Payroll	3,697,203	96.71	5,382	3,872,359	96.67	5,637
Other Operating	125,659	3.29	183	133,445	3.33	194
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,822,862	100.00	5,565	4,005,804	100.00	5,831
Instruction (11,95) *	2,616,049	68.43	3,808	2,656,098	66.31	3,866
Instructional Res/Media (12) *	44,148	1.15	64	44,148	1.10	64
Curriculum/Staff Develop (13) *	30,413	0.80	44	30,413	0.76	44
Instructional Leadership (21) *	26,514	0.69	39	26,514	0.66	39
School Leadership (23) *	341,193	8.93	497	341,193	8.52	497
Guidance/Counseling Svcs (31) *	231,287	6.05	337	231,287	5.77	337
Social Work Services (32) *	9,251	0.24	13	9,251	0.23	13
Health Services (33) *	28,492	0.75	41	28,492	0.71	41
Food (35) **	0	0.00	0	142,001	3.54	207
Extracurricular (36) ***	130,992	3.43	191	131,534	3.28	191
Plant Maint/Operation (51) ***	185,192	4.84	270	185,192	4.62	270
Security/Monitoring (52) ***	179,331	4.69	261	179,681	4.49	262
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,327,347	100.00	4,843	3,367,396	100.00	4,902
Regular	2,910,113	87.46	4,236	2,910,113	86.42	4,236
Gifted & Talented	1,425	0.04	2	1,425	0.04	2
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	339,930	10.22	495	373,085	11.08	543
Accelerated Education	70,044	2.11	102	76,938	2.28	112
Bilingual	5,835	0.18	8	5,835	0.17	8
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	0	0.00	0	0	0.00	0
Dyslexia or Related Disorder Serv	0	0.00	0	0	0.00	0
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Middle School
Total Students: 781
Grade Span: 07 - 07

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DEL RIO MIDDLE 7TH GRADE CAMPUS, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.4%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.6%	0.7%	12.7%
Hispanic	94.6%	93.6%	52.9%
White	4.0%	5.0%	26.5%
American Indian	0.3%	0.1%	0.3%
Asian	0.4%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.1%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	73.9%	71.3%	60.3%
Special Education	16.4%	13.0%	11.1%
Emergent Bilingual/EL	14.6%	17.3%	20.7%
Mobility Rate (2019-20)	5.1%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	21.0	19.7	15.7
Foreign Languages	25.9	22.0	17.8
Mathematics	20.6	20.0	16.9
Science	25.4	22.2	17.9
Social Studies	25.4	21.5	18.3

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$5,831	\$10,349	\$10,406
Instruction	\$3,866	\$5,401	\$5,929
Instructional Leadership	\$39	\$205	\$173
School Leadership	\$497	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	55%	43%	55%	53%	*	67%	-	-	51%
ELA/Reading	2021	68%	62%	64%	*	64%	68%	*	*	-	-	60%
Mathematics	2021	66%	54%	43%	*	43%	42%	*	*	-	-	38%
Writing	2021	58%	51%	59%	*	59%	50%	*	*	-	-	54%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	26%	29%	26%	29%	*	50%	-	-	22%
ELA/Reading	2021	45%	36%	39%	*	39%	42%	*	*	-	-	35%
Mathematics	2021	37%	25%	16%	*	16%	16%	*	*	-	-	12%
Writing	2021	30%	21%	23%	*	23%	30%	*	*	-	-	19%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	10%	14%	9%	12%	*	50%	-	-	7%
ELA/Reading	2021	18%	11%	20%	*	20%	21%	*	*	-	-	16%
Mathematics	2021	18%	9%	5%	*	5%	11%	*	*	-	-	3%
Writing	2021	9%	4%	4%	*	3%	5%	*	*	-	-	3%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	95%	100%	95%	83%	*	67%	-	-	95%
ELA/Reading	2021	89%	94%	94%	*	94%	81%	*	*	-	-	94%
Mathematics	2021	88%	93%	93%	*	94%	78%	*	*	-	-	94%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- n/a Indicates data reporting is not applicable for this group.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: GARFIELD EL

Campus Number: 233901102

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	51%	-	51%	*	-	-	-	*	22%	*	55%	13%	50%	41%
	2019	76%	65%	57%	-	57%	*	-	-	-	-	32%	*	53%	100%	56%	53%
At Meets Grade Level or Above	2021	39%	28%	20%	-	21%	*	-	-	-	*	0%	*	22%	0%	20%	12%
	2019	45%	32%	24%	-	24%	*	-	-	-	-	26%	*	21%	50%	22%	23%
At Masters Grade Level	2021	19%	11%	8%	-	9%	*	-	-	-	*	0%	*	9%	0%	8%	2%
	2019	27%	18%	12%	-	13%	*	-	-	-	-	11%	*	11%	25%	9%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	50%	-	51%	*	-	-	-	*	22%	*	53%	25%	49%	44%
	2019	79%	66%	60%	-	59%	*	-	-	-	-	37%	*	57%	88%	59%	64%
At Meets Grade Level or Above	2021	31%	21%	23%	-	23%	*	-	-	-	*	0%	*	25%	0%	20%	20%
	2019	49%	32%	35%	-	34%	*	-	-	-	-	32%	*	31%	75%	34%	36%
At Masters Grade Level	2021	14%	7%	4%	-	4%	*	-	-	-	*	0%	*	4%	0%	3%	2%
	2019	25%	12%	16%	-	17%	*	-	-	-	-	21%	*	17%	13%	16%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	54%	-	54%	-	-	-	-	-	33%	-	54%	54%	54%	38%
	2019	75%	70%	70%	-	71%	-	-	-	-	*	33%	-	70%	70%	68%	68%
At Meets Grade Level or Above	2021	36%	28%	21%	-	21%	-	-	-	-	-	22%	-	17%	38%	17%	19%
	2019	44%	37%	35%	-	35%	-	-	-	-	*	13%	-	35%	30%	30%	30%
At Masters Grade Level	2021	17%	11%	9%	-	9%	-	-	-	-	-	0%	-	7%	15%	7%	12%
	2019	22%	19%	22%	-	23%	-	-	-	-	*	0%	-	22%	30%	17%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	38%	-	37%	*	-	-	-	-	50%	-	34%	62%	34%	33%
	2019	75%	65%	72%	-	73%	-	-	-	-	*	33%	-	71%	80%	70%	76%
At Meets Grade Level or Above	2021	36%	21%	15%	-	16%	*	-	-	-	-	20%	-	13%	31%	15%	19%
	2019	48%	35%	34%	-	34%	-	-	-	-	*	13%	-	33%	40%	29%	38%
At Masters Grade Level	2021	21%	9%	5%	-	5%	*	-	-	-	-	0%	-	6%	0%	5%	5%
	2019	28%	18%	13%	-	13%	-	-	-	-	*	0%	-	13%	10%	8%	14%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	45%	-	44%	*	-	-	-	-	36%	-	43%	54%	43%	40%
	2019	67%	56%	54%	-	54%	-	-	-	-	*	27%	-	55%	50%	52%	60%
At Meets Grade Level or Above	2021	27%	19%	16%	-	15%	*	-	-	-	-	27%	-	15%	23%	15%	12%
	2019	35%	24%	21%	-	22%	-	-	-	-	*	13%	-	22%	20%	17%	22%
At Masters Grade Level	2021	8%	4%	1%	-	1%	*	-	-	-	-	0%	-	1%	0%	0%	0%
	2019	11%	4%	5%	-	5%	-	-	-	-	*	0%	-	4%	10%	1%	2%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	58%	-	58%	-	-	-	-	-	18%	*	56%	75%	57%	72%
	2019	86%	80%	72%	*	71%	*	-	-	-	-	22%	*	74%	44%	70%	61%
At Meets Grade Level or Above	2021	46%	33%	35%	-	35%	-	-	-	-	-	12%	*	33%	50%	32%	44%
	2019	54%	40%	41%	*	42%	*	-	-	-	-	0%	*	43%	22%	36%	27%
At Masters Grade Level	2021	30%	19%	22%	-	22%	-	-	-	-	-	0%	*	20%	38%	22%	26%
	2019	29%	19%	22%	*	22%	*	-	-	-	-	0%	*	23%	11%	18%	14%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	56%	-	56%	-	-	-	-	-	24%	*	56%	63%	53%	62%
	2019	90%	88%	83%	*	84%	*	-	-	-	-	89%	*	85%	67%	82%	75%
At Meets Grade Level or Above	2021	44%	33%	42%	-	42%	-	-	-	-	-	24%	*	40%	63%	40%	49%
	2019	58%	49%	46%	*	46%	*	-	-	-	-	44%	*	48%	22%	44%	39%
At Masters Grade Level	2021	25%	15%	15%	-	15%	-	-	-	-	-	6%	*	14%	25%	18%	21%
	2019	36%	27%	25%	*	26%	*	-	-	-	-	11%	*	27%	11%	23%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	47%	-	47%	-	-	-	-	-	18%	*	46%	63%	46%	59%
	2019	75%	70%	69%	*	69%	*	-	-	-	-	56%	*	69%	78%	68%	50%
At Meets Grade Level or Above	2021	31%	17%	6%	-	6%	-	-	-	-	-	12%	*	6%	13%	4%	8%
	2019	49%	43%	43%	*	44%	*	-	-	-	-	22%	*	45%	22%	40%	32%
At Masters Grade Level	2021	13%	7%	1%	-	1%	-	-	-	-	-	0%	*	0%	13%	1%	0%
	2019	24%	20%	19%	*	20%	*	-	-	-	-	0%	*	20%	11%	15%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	50%	-	50%	*	-	-	-	*	26%	89%	49%	52%	48%	48%
	2019	78%	72%	68%	*	68%	80%	-	-	-	*	38%	31%	67%	71%	66%	63%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	22%	-	22%	*	-	-	-	*	15%	44%	21%	28%	20%	22%
	2019	50%	40%	35%	*	36%	20%	-	-	-	*	21%	19%	35%	34%	32%	31%
At Masters Grade Level	2021	18%	11%	8%	-	8%	*	-	-	-	*	1%	11%	8%	10%	8%	8%
	2019	24%	17%	17%	*	17%	0%	-	-	-	*	6%	13%	17%	15%	14%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	54%	-	54%	*	-	-	-	*	23%	*	55%	48%	53%	50%
	2019	75%	69%	67%	*	67%	*	-	-	-	*	30%	17%	66%	70%	65%	61%
At Meets Grade Level or Above	2021	45%	36%	25%	-	25%	*	-	-	-	*	11%	*	24%	31%	23%	25%
	2019	48%	38%	34%	*	34%	*	-	-	-	*	16%	17%	34%	33%	30%	27%
At Masters Grade Level	2021	18%	11%	13%	-	13%	*	-	-	-	*	0%	*	12%	17%	12%	13%
	2019	21%	13%	19%	*	19%	*	-	-	-	*	5%	0%	19%	22%	15%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	48%	-	48%	*	-	-	-	*	31%	*	47%	52%	45%	46%
	2019	82%	77%	72%	*	73%	*	-	-	-	*	47%	50%	72%	78%	71%	72%
At Meets Grade Level or Above	2021	37%	25%	26%	-	27%	*	-	-	-	*	17%	*	26%	31%	24%	29%
	2019	52%	43%	39%	*	39%	*	-	-	-	*	28%	17%	38%	44%	36%	38%
At Masters Grade Level	2021	18%	9%	8%	-	8%	*	-	-	-	*	3%	*	8%	7%	8%	9%
	2019	26%	20%	18%	*	19%	*	-	-	-	*	12%	17%	19%	11%	16%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	45%	-	44%	*	-	-	-	-	36%	-	43%	54%	43%	40%
	2019	68%	58%	54%	-	54%	-	-	-	-	*	27%	-	55%	50%	52%	60%
At Meets Grade Level or Above	2021	30%	21%	16%	-	15%	*	-	-	-	-	27%	-	15%	23%	15%	12%
	2019	38%	28%	21%	-	22%	-	-	-	-	*	13%	-	22%	20%	17%	22%
At Masters Grade Level	2021	9%	4%	1%	-	1%	*	-	-	-	-	0%	-	1%	0%	0%	0%
	2019	14%	8%	5%	-	5%	-	-	-	-	*	0%	-	4%	10%	1%	2%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	47%	-	47%	-	-	-	-	-	18%	*	46%	63%	46%	59%
	2019	81%	75%	69%	*	69%	*	-	-	-	-	56%	*	69%	78%	68%	50%
At Meets Grade Level or Above	2021	44%	30%	6%	-	6%	-	-	-	-	-	12%	*	6%	13%	4%	8%
	2019	54%	43%	43%	*	44%	*	-	-	-	-	22%	*	45%	22%	40%	32%
At Masters Grade Level	2021	20%	10%	1%	-	1%	-	-	-	-	-	0%	*	0%	13%	1%	0%
	2019	25%	16%	19%	*	20%	*	-	-	-	-	0%	*	20%	11%	15%	16%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	69	-	70	-	-	-	-	*	41	-	70	60	65	65
	2018	63	62	52	-	52	*	-	-	-	-	71	*	53	40	51	56
Grade 4 Mathematics	2019	65	65	56	-	56	-	-	-	-	*	64	-	58	40	54	53
	2018	65	59	42	-	42	*	-	-	-	-	79	*	42	36	43	43
Grade 5 ELA/Reading	2019	81	79	84	*	84	*	-	-	-	-	56	*	84	81	85	85
	2018	80	77	83	-	82	90	-	-	-	-	92	*	83	77	82	81
Grade 5 Mathematics	2019	83	88	89	*	89	*	-	-	-	-	100	*	88	100	87	88
	2018	81	76	90	-	90	100	-	-	-	-	96	*	90	93	92	89
All Grades Both Subjects	2019	69	70	75	*	76	*	-	-	-	*	63	75	76	68	74	73
	2018	69	67	67	-	66	93	-	-	-	-	88	63	68	66	67	69
All Grades ELA/Reading	2019	68	68	77	*	77	*	-	-	-	*	47	*	78	69	76	76
	2018	69	66	68	-	67	91	-	-	-	-	85	67	69	62	66	70
All Grades Mathematics	2019	70	72	74	*	74	*	-	-	-	*	79	*	74	67	72	71
	2018	70	68	67	-	65	95	-	-	-	-	90	58	66	69	67	69

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	59%	50%	28%	24%	-	-	-	30%	-	-	-	-	-	51%	28%	81%	
	2019	78%	72%	68%	59%	59%	-	-	-		41%	-	41%	-	60%		50%		
At Meets Grade Level or Above	2021	41%	31%	22%	10%	6%	-	-	-	14%	-	-	-	-	-	22%	10%	42%	
	2019	50%	40%	35%	22%	22%	-	-	-		12%	-	12%	-	40%		17%		
At Masters Grade Level	2021	18%	11%	8%	2%	0%	-	-	-	3%	-	-	-	-	-	8%	2%	19%	
	2019	24%	17%	17%	7%	7%	-	-	-		4%	-	4%	-	0%		5%		
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	62%	54%	29%	24%	-	-	-	33%	-	-	-	-	-	58%	29%	86%	
	2019	75%	69%	67%	57%	57%	-	-	-		39%	-	39%	-	*		49%		
At Meets Grade Level or Above	2021	45%	36%	25%	9%	6%	-	-	-	11%	-	-	-	-	-	25%	9%	52%	
	2019	48%	38%	34%	16%	16%	-	-	-		9%	-	9%	-	*		13%		
At Masters Grade Level	2021	18%	11%	13%	4%	0%	-	-	-	7%	-	-	-	-	-	12%	4%	30%	
	2019	21%	13%	19%	7%	7%	-	-	-		0%	-	0%	-	*		4%		
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	54%	48%	29%	27%	-	-	-	31%	-	-	-	-	-	50%	29%	75%	
	2019	82%	77%	72%	64%	64%	-	-	-		59%	-	59%	-	*		63%		
At Meets Grade Level or Above	2021	37%	25%	26%	15%	9%	-	-	-	20%	-	-	-	-	-	24%	15%	52%	
	2019	52%	43%	39%	29%	29%	-	-	-		18%	-	18%	-	*		25%		
At Masters Grade Level	2021	18%	9%	8%	1%	0%	-	-	-	2%	-	-	-	-	-	6%	1%	23%	
	2019	26%	20%	18%	9%	9%	-	-	-		9%	-	9%	-	*		9%		
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	51%	45%	19%	13%	-	-	-	22%	-	-	-	-	-	49%	19%	75%	
	2019	68%	58%	54%	50%	50%	-	-	-		33%	-	33%	-	-		45%		
At Meets Grade Level or Above	2021	30%	21%	16%	8%	0%	-	-	-	11%	-	-	-	-	-	21%	8%	19%	
	2019	38%	28%	21%	18%	18%	-	-	-		0%	-	0%	-	-		13%		
At Masters Grade Level	2021	9%	4%	1%	0%	0%	-	-	-	0%	-	-	-	-	-	2%	0%	0%	
	2019	14%	8%	5%	0%	0%	-	-	-		0%	-	0%	-	-		0%		
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	60%	47%	26%	25%	-	-	-	29%	-	-	-	-	-	36%	26%	90%	
	2019	81%	75%	69%	-	-	-	-	-		24%	-	24%	-	*		23%		
At Meets Grade Level or Above	2021	44%	30%	6%	0%	0%	-	-	-	0%	-	-	-	-	-	5%	0%	15%	
	2019	54%	43%	43%	-	-	-	-	-		12%	-	12%	-	*		11%		
At Masters Grade Level	2021	20%	10%	1%	0%	0%	-	-	-	0%	-	-	-	-	-	3%	0%	0%	
	2019	25%	16%	19%	-	-	-	-	-		3%	-	3%	-	*		3%		

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	93%	-	93%	80%	-	-	-	*	91%	100%	93%	97%	94%	97%
Included in Accountability	83%	91%	88%	-	89%	80%	-	-	-	*	83%	100%	92%	69%	89%	94%
Not Included in Accountability: Mobile	3%	2%	4%	-	3%	0%	-	-	-	*	8%	0%	0%	21%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	0%	-	-	-	*	1%	0%	0%	7%	2%	3%
Not Tested	12%	6%	7%	-	7%	20%	-	-	-	*	9%	0%	7%	3%	6%	3%
Absent	2%	2%	3%	-	3%	20%	-	-	-	*	7%	0%	3%	3%	3%	2%
Other	10%	4%	4%	-	4%	0%	-	-	-	*	3%	0%	4%	0%	3%	2%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	*	95%	63%	-	-	-	*	95%	100%	98%	71%	96%	95%
Not Included in Accountability: Mobile	4%	3%	4%	*	4%	38%	-	-	-	*	5%	0%	2%	24%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	1%	0%	-	-	-	*	0%	0%	0%	5%	1%	1%
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.9%	*	98.9%	*	-	-	-	*	98.3%	98.9%	98.8%
2018-19	95.4%	94.6%	95.8%	*	95.8%	93.4%	-	-	-	*	93.8%	95.5%	95.8%
Chronic Absenteeism													
2019-20	6.7%	7.9%	5.9%	*	5.8%	12.5%	-	-	-	*	9.2%	5.1%	6.2%
2018-19	11.4%	15.1%	11.0%	*	11.1%	16.7%	-	-	-	*	23.9%	11.6%	11.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	544	100.0%	9,859	5,359,040	549	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.2%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	63	11.6%	6.7%	6.7%	65	11.8%	6.7%	6.7%
Grade 1	114	21.0%	7.2%	7.1%	114	20.8%	7.2%	7.1%
Grade 2	86	15.8%	7.6%	7.1%	88	16.0%	7.7%	7.1%
Grade 3	93	17.1%	6.7%	7.1%	93	16.9%	6.7%	7.1%
Grade 4	96	17.6%	7.1%	7.2%	96	17.5%	7.1%	7.2%
Grade 5	92	16.9%	7.5%	7.4%	92	16.8%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	1	0.2%	0.7%	12.7%	1	0.2%	0.7%	12.7%
Hispanic	534	98.2%	93.7%	52.9%	537	97.8%	93.6%	52.9%
White	6	1.1%	4.9%	26.5%	8	1.5%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	0.6%	0.3%	2.7%	3	0.5%	0.3%	2.7%
Sex:								
Female	261	48.0%	49.6%	48.9%	263	47.9%	49.6%	48.9%
Male	283	52.0%	50.4%	51.1%	286	52.1%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	480	88.2%	71.3%	60.3%	482	87.8%	71.2%	60.2%
Non-Educationally Disadvantaged	64	11.8%	28.7%	39.7%	67	12.2%	28.8%	39.8%
Section 504 Students	35	6.4%	9.3%	7.2%	35	6.4%	9.3%	7.2%
EB Students/EL	210	38.6%	17.3%	20.7%	210	38.3%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	26	4.8%	3.8%	4.5%	26	4.7%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	2	0.4%	0.5%	1.1%	2	0.4%	0.5%	1.1%
Immigrant	18	3.3%	1.8%	2.0%	18	3.3%	1.8%	2.0%
Migrant	9	1.7%	2.0%	0.3%	9	1.6%	2.0%	0.3%
Title I	544	100.0%	98.8%	64.5%	549	100.0%	98.8%	64.5%
Military Connected	6	1.1%	3.5%	2.7%	6	1.1%	3.5%	2.7%
At-Risk	402	73.9%	71.9%	49.2%	402	73.2%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	245	45.0%	19.2%	21.0%	245	44.6%	19.2%	20.9%
Gifted and Talented Education	10	1.8%	8.3%	8.3%	10	1.8%	8.3%	8.3%
Special Education	84	15.4%	13.0%	11.1%	89	16.2%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	84							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	31.0%	45.3%	42.5%				
Students with Physical Disabilities	35	41.7%	23.9%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	**	**	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	58	10.9%	9.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	55	10.3%	8.4%	7.1%				
White	3	0.6%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	10	11.1%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	23	11.0%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	49	10.3%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	50	10.4%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	0.0%	1.3%	4.8%
Grade 1	15.3%	4.7%	1.9%	30.0%	9.8%	3.2%
Grade 2	9.4%	4.7%	1.0%	18.2%	3.5%	1.4%
Grade 3	5.7%	1.5%	0.5%	8.3%	1.1%	0.6%
Grade 4	2.8%	1.3%	0.3%	4.8%	1.6%	0.4%
Grade 5	5.6%	1.6%	0.2%	0.0%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.4	19.1	17.7
Grade 1	19.6	19.9	18.0
Grade 2	17.5	19.3	18.0
Grade 3	19.8	18.3	18.2
Grade 4	19.3	19.3	18.3
Grade 5	14.5	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	57.7	100.0%	100.0%	100.0%
Professional Staff:	41.7	72.3%	53.5%	64.3%
Teachers	34.3	59.5%	42.4%	49.6%
Professional Support	5.4	9.3%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	3.5%	2.3%	3.0%
Educational Aides:	16.0	27.7%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	53.7	93.2%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	30.5	89.0%	81.2%	28.4%
White	3.7	10.7%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.1	0.3%	0.5%	1.2%
Teachers by Sex:				
Males	1.8	5.1%	21.9%	23.8%
Females	32.5	94.9%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.9%	1.9%	1.2%
Bachelors	24.7	71.9%	74.5%	73.0%
Masters	8.6	25.2%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.9%	3.7%	6.7%
1-5 Years Experience	11.2	32.6%	26.5%	27.8%
6-10 Years Experience	5.1	14.8%	20.4%	20.3%
11-20 Years Experience	12.9	37.7%	25.8%	29.1%
21-30 Years Experience	4.1	11.9%	16.4%	13.0%
Over 30 Years Experience	0.0	0.0%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.9	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	4.7	6.4
Average Years Experience of Principals with District	4.0	4.7	5.5
Average Years Experience of Assistant Principals	2.0	4.2	5.5
Average Years Experience of Assistant Principals with District	2.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.9	13.1	11.2
Average Years Experience of Teachers with District:	9.8	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$19,448	\$47,076	\$50,849
1-5 Years Experience	\$48,225	\$49,910	\$53,288
6-10 Years Experience	\$53,080	\$52,874	\$56,282
11-20 Years Experience	\$58,701	\$59,001	\$59,900
21-30 Years Experience	\$64,513	\$63,590	\$64,637
Over 30 Years Experience	-	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,998	\$56,239	\$57,641
Professional Support	\$65,618	\$70,679	\$68,030
Campus Administration (School Leadership)	\$74,434	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	10.0	29.2%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	21.6	63.0%	68.2%	71.0%
Special Education	2.7	7.9%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	27
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 88.2%)	27
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	93%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
GARFIELD EL (233901102)	SAN FELIPE-DEL RIO CISD	KG-05	544	88.2	38.6	10.9	0.0	15.4
1 ORTIZ EL (221901152)	ABILENE ISD	KG-05	561	92.7	33.3	12.7	0.0	13.7
2 GLENWOOD EL (188901108)	AMARILLO ISD	PK-05	433	89.6	40.9	11.2	0.0	14.1
3 SANBORN EL (188901125)	AMARILLO ISD	PK-05	436	91.7	36.2	13.2	0.0	11.2
4 WILLS EL (188901133)	AMARILLO ISD	PK-05	528	90.0	40.0	16.1	0.0	9.8
5 SOUTH ATHENS EL (107901102)	ATHENS ISD	PK-05	441	86.8	37.2	16.9	0.0	16.3
6 EGLY EL (031901123)	BROWNSVILLE ISD	PK-05	619	92.7	41.4	13.0	0.0	17.4
7 MARTIN EL (031901104)	BROWNSVILLE ISD	PK-05	441	93.2	36.1	13.0	0.0	16.1
8 CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	PK-05	674	87.8	41.5	11.5	0.0	12.0
9 SYCAMORE EL (220912102)	CROWLEY ISD	EE-05	559	88.6	34.0	13.9	0.0	11.8
10 DEL VALLE EL (227910110)	DEL VALLE ISD	EE-05	556	87.6	43.2	10.7	0.0	13.5
11 POPHAM EL (227910101)	DEL VALLE ISD	EE-05	583	86.8	38.1	10.0	0.0	15.6
12 WILLIAM C HERRERA EL (071902174)	EL PASO ISD	EE-05	548	81.8	39.8	12.8	0.0	15.3
13 TICE EL (101910111)	GALENA PARK ISD	PK-05	655	89.2	41.1	9.7	0.0	12.4
14 HOBBS WILLIAMS EL (057910131)	GRAND PRAIRIE ISD	KG-05	582	86.1	41.8	10.2	0.0	8.4
15 E B REYNA EL (108912108)	LA JOYA ISD	EE-05	497	88.7	43.7	14.3	0.0	16.9
16 J L EVERHART MAGNET EL (092903122)	LONGVIEW ISD	EE-05	470	90.4	35.3	14.7	0.0	12.1
17 LAGOS EL (227907111)	MANOR ISD	KG-05	570	82.1	40.9	10.5	0.0	11.8
18 JOHN F KENNEDY EL (108907109)	MERCEDES ISD	PK-05	445	92.1	40.2	11.6	0.0	14.2
19 BLACK EL (057914101)	MESQUITE ISD	EE-05	626	84.0	33.9	11.8	0.0	14.2
20 MCKENZIE EL (057914118)	MESQUITE ISD	PK-05	418	86.1	39.5	11.9	0.0	12.0
21 SHANDS EL (057914111)	MESQUITE ISD	EE-05	628	85.0	42.7	12.6	0.0	14.3
22 TOSCH EL (057914113)	MESQUITE ISD	EE-05	617	86.5	42.8	15.6	0.0	13.5
23 LEAL EL (108908109)	MISSION CISD	PK-05	540	90.6	38.9	13.6	0.0	9.1
24 MARCELL EL (108908104)	MISSION CISD	PK-05	420	86.0	36.9	10.8	0.0	12.1
25 EL DORADO EL (015910121)	NORTH EAST ISD	EE-05	551	85.7	36.3	10.7	0.0	15.8
26 JOHN DOEDYNS EL (108909106)	PHARR-SAN JUAN-ALAMO ISD	PK-05	571	92.1	42.4	14.8	0.0	13.7
27 ARNOLD EL (015907101)	SAN ANTONIO ISD	PK-05	567	89.2	43.7	17.0	0.0	14.5
28 NEAL EL (015907155)	SAN ANTONIO ISD	PK-05	481	93.1	36.2	13.2	0.0	16.2
29 GARRETT EL (101924111)	SHELDON ISD	01-05	654	88.7	35.3	13.4	0.0	12.5
30 H M CARROLL EL (101924109)	SHELDON ISD	01-05	587	83.3	42.2	9.8	0.0	11.9
31 L E MONAHAN EL (101924104)	SHELDON ISD	01-05	629	90.3	42.1	12.1	0.0	12.6
32 ROY BENAVIDEZ EL (015908113)	SOUTH SAN ANTONIO ISD	PK-05	561	88.8	33.5	10.5	0.0	12.3
33 BOB HOPE EL (015912104)	SOUTHWEST ISD	EE-05	438	87.2	36.8	12.9	0.0	18.3
34 DIXIE EL (212905107)	TYLER ISD	PK-05	562	89.5	35.2	16.2	0.0	12.3
35 H T JONES EL (237904104)	WALLER ISD	EE-05	643	84.9	42.1	13.6	0.0	17.1
36 DEL VALLE EL (071905145)	YSLETA ISD	EE-05	568	87.0	45.6	8.1	0.0	16.7
37 LANCASTER EL (071905133)	YSLETA ISD	PK-05	607	86.2	36.7	10.3	0.0	15.3
38 MISSION VALLEY EL (071905135)	YSLETA ISD	KG-05	678	87.5	43.4	12.3	0.0	17.4
39 PARKLAND EL (071905113)	YSLETA ISD	KG-05	528	90.5	36.4	11.6	0.0	16.5
40 PEBBLE HILLS EL (071905131)	YSLETA ISD	EE-05	588	85.0	32.8	13.8	0.0	16.7
Comparison Group Average			552	88.1	39.0	12.6	0.0	13.9



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Garfield EI District: SAN FELIPE-DEL RIO CISD
 Campus Number: 233901102 Total Membership: 580

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,042,076	100.00	6,969	5,394,252	100.00	9,300
Operating-Payroll	3,574,159	88.42	6,162	4,696,882	87.07	8,098
Other Operating	467,917	11.58	807	697,370	12.93	1,202
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,042,076	100.00	6,969	5,394,252	100.00	9,300
Instruction (11,95) *	2,638,618	65.28	4,549	3,415,283	63.31	5,888
Instructional Res/Media (12) *	77,225	1.91	133	79,402	1.47	137
Curriculum/Staff Develop (13) *	140,543	3.48	242	242,002	4.49	417
Instructional Leadership (21) *	64,557	1.60	111	64,557	1.20	111
School Leadership (23) *	362,491	8.97	625	362,491	6.72	625
Guidance/Counseling Svcs (31) *	132,094	3.27	228	132,697	2.46	229
Social Work Services (32) *	12,605	0.31	22	12,605	0.23	22
Health Services (33) *	118,637	2.94	205	125,080	2.32	216
Food (35) **	39,273	0.97	68	495,632	9.19	855
Extracurricular (36) ***	5,787	0.14	10	7,975	0.15	14
Plant Maint/Operation (51) ***	395,327	9.78	682	396,869	7.36	684
Security/Monitoring (52) ***	22,447	0.56	39	27,187	0.50	47
Data Processing Svcs (53)***	32,472	0.80	56	32,472	0.60	56
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,546,770	100.00	6,115	4,412,674	100.00	7,608
Regular	2,376,489	67.00	4,097	2,709,410	61.40	4,671
Gifted & Talented	3,518	0.10	6	3,518	0.08	6
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	494,811	13.95	853	588,212	13.33	1,014
Accelerated Education	210,605	5.94	363	650,187	14.73	1,121
Bilingual	80,413	2.27	139	80,413	1.82	139
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	307,163	8.66	530	307,163	6.96	530
Dyslexia or Related Disorder Serv	73,771	2.08	127	73,771	1.67	127
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
GARFIELD EL (233901102)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 544
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about GARFIELD EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.9%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.2%	0.7%	12.7%
Hispanic	97.8%	93.6%	52.9%
White	1.5%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.5%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	88.2%	71.3%	60.3%
Special Education	15.4%	13.0%	11.1%
Emergent Bilingual/EL	38.6%	17.3%	20.7%
Mobility Rate (2019-20)	10.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	16.4	19.1	17.7
Grade 1	19.6	19.9	18.0
Grade 2	17.5	19.3	18.0
Grade 3	19.8	18.3	18.2
Grade 4	19.3	19.3	18.3
Grade 5	14.5	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,300	\$10,349	\$10,406
Instruction	\$5,888	\$5,401	\$5,929
Instructional Leadership	\$111	\$205	\$173
School Leadership	\$625	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	50%	-	50%	*	-	-	-	*	48%
	2019	78%	72%	68%	*	68%	80%	-	-	-	*	66%
ELA/Reading	2021	68%	62%	54%	-	54%	*	-	-	-	*	53%
	2019	75%	69%	67%	*	67%	*	-	-	-	*	65%
Mathematics	2021	66%	54%	48%	-	48%	*	-	-	-	*	45%
	2019	82%	77%	72%	*	73%	*	-	-	-	*	71%
Writing	2021	58%	51%	45%	-	44%	*	-	-	-	-	43%
	2019	68%	58%	54%	-	54%	-	-	-	-	*	52%
Science	2021	71%	60%	47%	-	47%	-	-	-	-	-	46%
	2019	81%	75%	69%	*	69%	*	-	-	-	-	68%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	22%	-	22%	*	-	-	-	*	20%
	2019	50%	40%	35%	*	36%	20%	-	-	-	*	32%
ELA/Reading	2021	45%	36%	25%	-	25%	*	-	-	-	*	23%
	2019	48%	38%	34%	*	34%	*	-	-	-	*	30%
Mathematics	2021	37%	25%	26%	-	27%	*	-	-	-	*	24%
	2019	52%	43%	39%	*	39%	*	-	-	-	*	36%
Writing	2021	30%	21%	16%	-	15%	*	-	-	-	-	15%
	2019	38%	28%	21%	-	22%	-	-	-	-	*	17%
Science	2021	44%	30%	6%	-	6%	-	-	-	-	-	4%
	2019	54%	43%	43%	*	44%	*	-	-	-	-	40%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	8%	-	8%	*	-	-	-	*	8%
	2019	24%	17%	17%	*	17%	0%	-	-	-	*	14%
ELA/Reading	2021	18%	11%	13%	-	13%	*	-	-	-	*	12%
	2019	21%	13%	19%	*	19%	*	-	-	-	*	15%
Mathematics	2021	18%	9%	8%	-	8%	*	-	-	-	*	8%
	2019	26%	20%	18%	*	19%	*	-	-	-	*	16%
Writing	2021	9%	4%	1%	-	1%	*	-	-	-	-	0%
	2019	14%	8%	5%	-	5%	-	-	-	-	*	1%
Science	2021	20%	10%	1%	-	1%	-	-	-	-	-	1%
	2019	25%	16%	19%	*	20%	*	-	-	-	-	15%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	93%	-	93%	80%	-	-	-	*	94%
	2019	99%	99%	100%	*	100%	100%	-	-	-	*	100%
ELA/Reading	2021	89%	94%	94%	-	94%	*	-	-	-	*	94%
	2019	99%	99%	100%	*	100%	*	-	-	-	*	100%
Mathematics	2021	88%	93%	94%	-	94%	*	-	-	-	*	94%
	2019	100%	100%	100%	*	100%	*	-	-	-	*	100%

- Indicates there are no students in the group.

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

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

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: NORTH HEIGHTS EL

Campus Number: 233901103

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	58%	*	58%	*	-	-	-	*	46%	*	57%	80%	51%	62%
	2019	76%	65%	67%	-	66%	83%	-	-	-	-	33%	*	68%	58%	62%	74%
At Meets Grade Level or Above	2021	39%	28%	33%	*	33%	*	-	-	-	*	15%	*	32%	60%	27%	46%
	2019	45%	32%	37%	-	36%	50%	-	-	-	-	33%	*	38%	25%	31%	32%
At Masters Grade Level	2021	19%	11%	12%	*	13%	*	-	-	-	*	8%	*	13%	0%	8%	15%
	2019	27%	18%	21%	-	20%	33%	-	-	-	-	17%	*	23%	0%	18%	26%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	49%	*	47%	*	-	-	-	*	38%	*	51%	20%	43%	54%
	2019	79%	66%	60%	-	62%	17%	-	-	-	-	33%	*	60%	58%	53%	79%
At Meets Grade Level or Above	2021	31%	21%	22%	*	20%	*	-	-	-	*	38%	*	23%	20%	18%	8%
	2019	49%	32%	27%	-	28%	0%	-	-	-	-	33%	*	28%	17%	24%	47%
At Masters Grade Level	2021	14%	7%	9%	*	10%	*	-	-	-	*	15%	*	10%	0%	7%	0%
	2019	25%	12%	8%	-	8%	0%	-	-	-	-	17%	*	8%	8%	4%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	54%	-	52%	*	-	-	-	-	17%	*	54%	*	48%	57%
	2019	75%	70%	60%	-	60%	*	-	-	-	-	36%	*	62%	50%	60%	57%
At Meets Grade Level or Above	2021	36%	28%	27%	-	28%	*	-	-	-	-	6%	*	28%	*	22%	29%
	2019	44%	37%	28%	-	27%	*	-	-	-	-	18%	*	29%	21%	27%	29%
At Masters Grade Level	2021	17%	11%	8%	-	9%	*	-	-	-	-	0%	*	9%	*	6%	7%
	2019	22%	19%	12%	-	12%	*	-	-	-	-	0%	*	12%	14%	11%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	39%	-	40%	*	-	-	-	-	29%	*	38%	*	34%	43%
	2019	75%	65%	52%	-	51%	*	-	-	-	-	27%	*	57%	21%	50%	52%
At Meets Grade Level or Above	2021	36%	21%	19%	-	20%	*	-	-	-	-	18%	*	19%	*	18%	21%
	2019	48%	35%	27%	-	25%	*	-	-	-	-	18%	*	30%	7%	24%	29%
At Masters Grade Level	2021	21%	9%	5%	-	5%	*	-	-	-	-	0%	*	4%	*	3%	0%
	2019	28%	18%	16%	-	16%	*	-	-	-	-	0%	*	18%	0%	12%	10%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	40%	-	40%	*	-	-	-	*	12%	*	40%	*	40%	57%
	2019	67%	56%	51%	-	50%	*	-	-	-	-	18%	*	57%	14%	48%	48%
At Meets Grade Level or Above	2021	27%	19%	11%	-	11%	*	-	-	-	*	12%	*	10%	*	10%	0%
	2019	35%	24%	24%	-	23%	*	-	-	-	-	18%	*	26%	7%	22%	29%
At Masters Grade Level	2021	8%	4%	1%	-	1%	*	-	-	-	*	0%	*	1%	*	0%	0%
	2019	11%	4%	5%	-	4%	*	-	-	-	-	0%	*	4%	7%	6%	14%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	68%	-	68%	60%	-	*	-	-	25%	*	66%	82%	63%	71%
	2019	86%	80%	68%	*	66%	100%	*	-	-	-	23%	-	67%	80%	67%	63%
At Meets Grade Level or Above	2021	46%	33%	29%	-	30%	0%	-	*	-	-	17%	*	26%	55%	23%	24%
	2019	54%	40%	34%	*	37%	0%	*	-	-	-	23%	-	35%	30%	31%	34%
At Masters Grade Level	2021	30%	19%	14%	-	15%	0%	-	*	-	-	0%	*	11%	36%	8%	14%
	2019	29%	19%	13%	*	14%	0%	*	-	-	-	15%	-	12%	20%	13%	11%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	45%	-	45%	40%	-	*	-	-	25%	*	44%	55%	39%	52%
	2019	90%	88%	73%	*	73%	80%	*	-	-	-	54%	-	73%	70%	73%	71%
At Meets Grade Level or Above	2021	44%	33%	21%	-	20%	20%	-	*	-	-	17%	*	19%	36%	16%	24%
	2019	58%	49%	32%	*	34%	0%	*	-	-	-	15%	-	31%	40%	33%	39%
At Masters Grade Level	2021	25%	15%	11%	-	10%	20%	-	*	-	-	0%	*	8%	36%	6%	14%
	2019	36%	27%	17%	*	18%	0%	*	-	-	-	0%	-	17%	20%	18%	26%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	43%	-	43%	40%	-	*	-	-	18%	*	40%	73%	40%	43%
	2019	75%	70%	57%	*	57%	60%	*	-	-	-	23%	-	57%	60%	55%	58%
At Meets Grade Level or Above	2021	31%	17%	13%	-	13%	20%	-	*	-	-	18%	*	10%	36%	8%	10%
	2019	49%	43%	35%	*	37%	20%	*	-	-	-	8%	-	35%	40%	36%	39%
At Masters Grade Level	2021	13%	7%	3%	-	3%	0%	-	*	-	-	0%	*	1%	18%	0%	0%
	2019	24%	20%	15%	*	16%	0%	*	-	-	-	8%	-	15%	20%	15%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	50%	*	49%	62%	-	*	-	*	26%	57%	49%	62%	45%	55%
	2019	78%	72%	61%	67%	61%	69%	*	-	-	-	31%	69%	63%	49%	59%	63%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	41%	31%	22%	*	22%	24%	-	*	-	*	17%	14%	21%	38%	18%	20%	
	2019	50%	40%	31%	0%	31%	28%	*	-	-	-	19%	31%	32%	22%	29%	35%	
At Masters Grade Level	2021	18%	11%	8%	*	8%	3%	-	*	-	*	3%	7%	7%	20%	5%	7%	
	2019	24%	17%	13%	0%	14%	13%	*	-	-	-	6%	8%	14%	10%	12%	15%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	60%	*	60%	82%	-	*	-	*	28%	60%	59%	75%	54%	65%	
	2019	75%	69%	65%	*	64%	87%	*	-	-	-	30%	40%	66%	61%	63%	64%	
At Meets Grade Level or Above	2021	45%	36%	30%	*	30%	18%	-	*	-	*	12%	0%	28%	50%	24%	31%	
	2019	48%	38%	33%	*	34%	33%	*	-	-	-	23%	20%	34%	25%	30%	32%	
At Masters Grade Level	2021	18%	11%	12%	*	12%	0%	-	*	-	*	2%	0%	11%	20%	7%	13%	
	2019	21%	13%	15%	*	15%	20%	*	-	-	-	10%	0%	16%	11%	14%	15%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	45%	*	44%	55%	-	*	-	*	31%	60%	45%	45%	39%	50%	
	2019	82%	77%	62%	*	62%	53%	*	-	-	-	40%	100%	64%	47%	59%	68%	
At Meets Grade Level or Above	2021	37%	25%	21%	*	20%	36%	-	*	-	*	24%	20%	20%	30%	17%	19%	
	2019	52%	43%	29%	*	29%	20%	*	-	-	-	20%	60%	30%	19%	27%	38%	
At Masters Grade Level	2021	18%	9%	9%	*	8%	9%	-	*	-	*	5%	20%	7%	25%	5%	6%	
	2019	26%	20%	14%	*	14%	7%	*	-	-	-	3%	20%	14%	8%	12%	17%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	40%	-	40%	*	-	-	-	*	12%	*	40%	*	40%	57%	
	2019	68%	58%	51%	-	50%	*	-	-	-	-	18%	*	57%	14%	48%	48%	
At Meets Grade Level or Above	2021	30%	21%	11%	-	11%	*	-	-	-	*	12%	*	10%	*	10%	0%	
	2019	38%	28%	24%	-	23%	*	-	-	-	-	18%	*	26%	7%	22%	29%	
At Masters Grade Level	2021	9%	4%	1%	-	1%	*	-	-	-	*	0%	*	1%	*	0%	0%	
	2019	14%	8%	5%	-	4%	*	-	-	-	-	0%	*	4%	7%	6%	14%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	43%	-	43%	40%	-	*	-	-	18%	*	40%	73%	40%	43%	
	2019	81%	75%	57%	*	57%	60%	*	-	-	-	23%	-	57%	60%	55%	58%	
At Meets Grade Level or Above	2021	44%	30%	13%	-	13%	20%	-	*	-	-	18%	*	10%	36%	8%	10%	
	2019	54%	43%	35%	*	37%	20%	*	-	-	-	8%	-	35%	40%	36%	39%	
At Masters Grade Level	2021	20%	10%	3%	-	3%	0%	-	*	-	-	0%	*	1%	18%	0%	0%	
	2019	25%	16%	15%	*	16%	0%	*	-	-	-	8%	-	15%	20%	15%	13%	

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	55	-	53	*	-	-	-	-	55	*	53	67	55	50
	2018	63	62	57	*	58	*	*	-	-	-	50	*	60	39	56	67
Grade 4 Mathematics	2019	65	65	62	-	62	*	-	-	-	-	73	*	65	42	60	60
	2018	65	59	34	*	35	*	*	-	-	-	36	*	35	29	29	29
Grade 5 ELA/Reading	2019	81	79	78	*	77	70	*	-	-	-	69	-	81	50	77	87
	2018	80	77	75	*	75	67	-	*	-	-	73	*	75	70	73	70
Grade 5 Mathematics	2019	83	88	90	*	90	80	*	-	-	-	85	-	91	80	91	94
	2018	81	76	82	*	82	92	-	*	-	-	82	*	83	75	83	84
All Grades Both Subjects	2019	69	70	72	*	71	81	*	-	-	-	71	58	73	59	71	77
	2018	69	67	62	45	62	58	*	*	-	-	62	67	63	51	59	59
All Grades ELA/Reading	2019	68	68	67	*	65	83	*	-	-	-	63	*	68	59	66	73
	2018	69	66	66	50	67	44	*	*	-	-	61	75	67	52	64	68
All Grades Mathematics	2019	70	72	77	*	76	78	*	-	-	-	79	*	79	59	76	81
	2018	70	68	58	40	58	72	*	*	-	-	62	58	59	50	54	50

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	59%	50%	27%	40%	-	-	-	17%	-	-	-	-	38%	49%	21%	67%	
	2019	78%	72%	61%	-	-	-	-	-	-	34%	22%	53%	-	33%	-	34%	-	
At Meets Grade Level or Above	2021	41%	31%	22%	15%	33%	-	-	-	0%	-	-	-	-	13%	23%	6%	25%	
	2019	50%	40%	31%	-	-	-	-	-	-	8%	4%	16%	-	17%	-	9%	-	
At Masters Grade Level	2021	18%	11%	8%	3%	7%	-	-	-	0%	-	-	-	-	0%	8%	0%	9%	
	2019	24%	17%	13%	-	-	-	-	-	-	3%	2%	6%	-	0%	-	3%	-	
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	62%	60%	31%	43%	-	-	-	17%	-	-	-	-	*	59%	23%	80%	
	2019	75%	69%	65%	-	-	-	-	-	-	35%	22%	54%	-	*	-	33%	-	
At Meets Grade Level or Above	2021	45%	36%	30%	23%	43%	-	-	-	0%	-	-	-	-	*	30%	15%	37%	
	2019	48%	38%	33%	-	-	-	-	-	-	3%	0%	8%	-	*	-	3%	-	
At Masters Grade Level	2021	18%	11%	12%	8%	14%	-	-	-	0%	-	-	-	-	*	11%	0%	17%	
	2019	21%	13%	15%	-	-	-	-	-	-	0%	0%	0%	-	*	-	0%	-	
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	54%	45%	23%	29%	-	-	-	17%	-	-	-	-	*	43%	23%	60%	
	2019	82%	77%	62%	-	-	-	-	-	-	42%	28%	62%	-	*	-	42%	-	
At Meets Grade Level or Above	2021	37%	25%	21%	8%	14%	-	-	-	0%	-	-	-	-	*	21%	0%	26%	
	2019	52%	43%	29%	-	-	-	-	-	-	13%	6%	23%	-	*	-	15%	-	
At Masters Grade Level	2021	18%	9%	9%	0%	0%	-	-	-	0%	-	-	-	-	*	9%	0%	9%	
	2019	26%	20%	14%	-	-	-	-	-	-	10%	6%	15%	-	*	-	9%	-	
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	51%	40%	*	-	-	-	-	*	-	-	-	-	*	37%	*	64%	
	2019	68%	58%	51%	-	-	-	-	-	-	0%	0%	-	-	*	-	0%	-	
At Meets Grade Level or Above	2021	30%	21%	11%	*	-	-	-	-	*	-	-	-	-	*	13%	*	0%	
	2019	38%	28%	24%	-	-	-	-	-	-	0%	0%	-	-	*	-	0%	-	
At Masters Grade Level	2021	9%	4%	1%	*	-	-	-	-	*	-	-	-	-	*	1%	*	0%	
	2019	14%	8%	5%	-	-	-	-	-	-	0%	0%	-	-	*	-	0%	-	
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	60%	43%	17%	*	-	-	-	0%	-	-	-	-	-	43%	0%	56%	
	2019	81%	75%	57%	-	-	-	-	-	-	28%	25%	33%	-	*	-	32%	-	
At Meets Grade Level or Above	2021	44%	30%	13%	17%	*	-	-	-	0%	-	-	-	-	-	14%	0%	13%	
	2019	54%	43%	35%	-	-	-	-	-	-	11%	8%	17%	-	*	-	11%	-	
At Masters Grade Level	2021	20%	10%	3%	0%	*	-	-	-	0%	-	-	-	-	-	4%	0%	0%	
	2019	25%	16%	15%	-	-	-	-	-	-	0%	0%	0%	-	*	-	0%	-	

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	96%	*	96%	100%	-	*	-	60%	98%	88%	96%	93%	95%	94%
Included in Accountability	83%	91%	93%	*	93%	94%	-	*	-	60%	95%	88%	95%	72%	93%	90%
Not Included in Accountability: Mobile	3%	2%	2%	*	2%	6%	-	*	-	0%	3%	0%	0%	20%	2%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	12%	6%	4%	*	4%	0%	-	*	-	40%	2%	13%	4%	7%	5%	6%
Absent	2%	2%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	4%	*	4%	0%	-	*	-	40%	2%	13%	4%	7%	5%	6%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	100%	97%	100%	*	-	-	-	86%	100%	98%	89%	97%	96%
Not Included in Accountability: Mobile	4%	3%	3%	0%	3%	0%	*	-	-	-	11%	0%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	-	3%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.0%	*	99.0%	99.1%	-	-	-	*	98.5%	98.9%	99.4%
2018-19	95.4%	94.6%	96.3%	*	96.3%	95.5%	*	-	-	*	95.2%	96.0%	96.5%
Chronic Absenteeism													
2019-20	6.7%	7.9%	5.6%	0.0%	5.8%	0.0%	-	-	-	*	4.7%	6.3%	6.3%
2018-19	11.4%	15.1%	8.9%	*	8.0%	20.0%	*	-	-	*	11.3%	8.6%	8.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	575	100.0%	9,859	5,359,040	575	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	97	16.9%	6.7%	6.7%	97	16.9%	6.7%	6.7%
Grade 1	85	14.8%	7.2%	7.1%	85	14.8%	7.2%	7.1%
Grade 2	97	16.9%	7.6%	7.1%	97	16.9%	7.7%	7.1%
Grade 3	91	15.8%	6.7%	7.1%	91	15.8%	6.7%	7.1%
Grade 4	92	16.0%	7.1%	7.2%	92	16.0%	7.1%	7.2%
Grade 5	113	19.7%	7.5%	7.4%	113	19.7%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	4	0.7%	0.7%	12.7%	4	0.7%	0.7%	12.7%
Hispanic	541	94.1%	93.7%	52.9%	541	94.1%	93.6%	52.9%
White	24	4.2%	4.9%	26.5%	24	4.2%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.3%	0.4%	4.7%	2	0.3%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.7%	0.3%	2.7%	4	0.7%	0.3%	2.7%
Sex:								
Female	292	50.8%	49.6%	48.9%	292	50.8%	49.6%	48.9%
Male	283	49.2%	50.4%	51.1%	283	49.2%	50.4%	51.1%
Economically Disadvantaged	458	79.7%	71.3%	60.3%	458	79.7%	71.2%	60.2%
Non-Educationally Disadvantaged	117	20.3%	28.7%	39.7%	117	20.3%	28.8%	39.8%
Section 504 Students	39	6.8%	9.3%	7.2%	39	6.8%	9.3%	7.2%
EB Students/EL	35	6.1%	17.3%	20.7%	35	6.1%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	22	3.8%	3.8%	4.5%	22	3.8%	3.8%	4.5%
Foster Care	1	0.2%	0.0%	0.3%	1	0.2%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	2	0.3%	0.5%	1.1%	2	0.3%	0.5%	1.1%
Immigrant	4	0.7%	1.8%	2.0%	4	0.7%	1.8%	2.0%
Migrant	13	2.3%	2.0%	0.3%	13	2.3%	2.0%	0.3%
Title I	575	100.0%	98.8%	64.5%	575	100.0%	98.8%	64.5%
Military Connected	10	1.7%	3.5%	2.7%	10	1.7%	3.5%	2.7%
At-Risk	357	62.1%	71.9%	49.2%	357	62.1%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	85	14.8%	19.2%	21.0%	85	14.8%	19.2%	20.9%
Gifted and Talented Education	16	2.8%	8.3%	8.3%	16	2.8%	8.3%	8.3%
Special Education	69	12.0%	13.0%	11.1%	69	12.0%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	69							
By Type of Primary Disability								
Students with Intellectual Disabilities	21	30.4%	45.3%	42.5%				
Students with Physical Disabilities	22	31.9%	23.9%	21.3%				
Students with Autism	5	7.2%	**	14.1%				
Students with Behavioral Disabilities	21	30.4%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	55	9.9%	9.6%	13.8%				
By Ethnicity:								
African American	2	0.4%	0.2%	2.8%				
Hispanic	49	8.9%	8.4%	7.1%				
White	4	0.7%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	14	16.3%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	6.3%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	48	10.6%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	64	12.9%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	0.0%	1.3%	4.8%
Grade 1	4.8%	4.7%	1.9%	0.0%	9.8%	3.2%
Grade 2	1.3%	4.7%	1.0%	0.0%	3.5%	1.4%
Grade 3	4.1%	1.5%	0.5%	0.0%	1.1%	0.6%
Grade 4	2.0%	1.3%	0.3%	0.0%	1.6%	0.4%
Grade 5	1.1%	1.6%	0.2%	0.0%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.2	19.1	17.7
Grade 1	15.8	19.9	18.0
Grade 2	19.2	19.3	18.0
Grade 3	18.0	18.3	18.2
Grade 4	22.3	19.3	18.3
Grade 5	22.0	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	52.4	100.0%	100.0%	100.0%
Professional Staff:	41.0	78.3%	53.5%	64.3%
Teachers	34.1	65.1%	42.4%	49.6%
Professional Support	4.9	9.4%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	3.8%	2.3%	3.0%
Educational Aides:	11.4	21.7%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	46.1	87.9%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	30.6	89.7%	81.2%	28.4%
White	1.4	4.0%	16.4%	56.9%
American Indian	1.0	2.9%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.2	3.4%	0.5%	1.2%
Teachers by Sex:				
Males	3.4	9.9%	21.9%	23.8%
Females	30.7	90.1%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	27.6	81.0%	74.5%	73.0%
Masters	6.5	19.0%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.9%	3.7%	6.7%
1-5 Years Experience	12.4	36.2%	26.5%	27.8%
6-10 Years Experience	7.1	20.7%	20.4%	20.3%
11-20 Years Experience	8.1	23.8%	25.8%	29.1%
21-30 Years Experience	4.6	13.4%	16.4%	13.0%
Over 30 Years Experience	1.0	2.9%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.8	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	4.7	6.4
Average Years Experience of Principals with District	5.0	4.7	5.5
Average Years Experience of Assistant Principals	1.0	4.2	5.5
Average Years Experience of Assistant Principals with District	1.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.9	13.1	11.2
Average Years Experience of Teachers with District:	9.7	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,451	\$47,076	\$50,849
1-5 Years Experience	\$50,253	\$49,910	\$53,288
6-10 Years Experience	\$52,685	\$52,874	\$56,282
11-20 Years Experience	\$57,933	\$59,001	\$59,900
21-30 Years Experience	\$60,241	\$63,590	\$64,637
Over 30 Years Experience	\$49,900	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,894	\$56,239	\$57,641
Professional Support	\$70,694	\$70,679	\$68,030
Campus Administration (School Leadership)	\$76,167	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.9%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	29.7	87.1%	68.2%	71.0%
Special Education	3.4	10.0%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	27
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 79.7%)	27
Closing the Gaps % of Indicators Met	
Academic Achievement Status	17%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
NORTH HEIGHTS EL (233901103)	SAN FELIPE-DEL RIO CISD	KG-05	575	79.7	6.1	9.9	0.0	12.0
1 JOHNSTON EL (221901113)	ABILENE ISD	KG-05	657	80.4	3.7	13.1	0.0	14.2
2 AVONDALE EL (188901101)	AMARILLO ISD	PK-05	532	77.4	5.3	16.7	0.0	18.4
3 OAK DALE EL (188901119)	AMARILLO ISD	PK-05	420	78.8	7.9	12.1	0.0	16.0
4 DISHMAN EL (123910126)	BEAUMONT ISD	EE-05	547	80.6	10.8	13.2	0.0	12.1
5 GALVAN EL (178904150)	CORPUS CHRISTI ISD	EE-05	522	73.6	8.0	11.9	0.0	10.5
6 RAMIREZ-BURKS EL (142901102)	COTULLA ISD	EE-05	513	75.0	5.3	11.4	0.0	12.1
7 BESS RACE EL (220912101)	CROWLEY ISD	PK-05	603	71.3	6.3	13.4	0.0	9.8
8 HARMONY EL (015911102)	EAST CENTRAL ISD	PK-05	551	82.6	3.6	17.3	0.0	15.2
9 HIGHLAND FOREST EL (015911106)	EAST CENTRAL ISD	PK-05	474	80.4	3.8	14.1	0.0	19.0
10 SINCLAIR EL (015911104)	EAST CENTRAL ISD	EE-05	628	81.8	2.7	15.7	0.0	15.1
11 TRADITION EL (015911108)	EAST CENTRAL ISD	EE-05	702	73.9	4.1	14.5	0.0	12.8
12 NORMAN M THOMAS EL (066903102)	FREER ISD	PK-05	390	77.2	4.6	6.9	0.0	12.3
13 WELDON EL (092901105)	GLADEWATER ISD	02-05	514	75.7	8.0	16.9	0.0	16.7
14 H W SCHULZE EL (015904108)	HARLANDALE ISD	PK-05	604	88.4	7.6	13.2	0.0	12.1
15 LONG EL (031903120)	HARLINGEN CISD	PK-05	579	82.0	7.9	14.8	0.0	11.4
16 HEBBRONVILLE EL (124901101)	JIM HOGG COUNTY ISD	PK-05	535	87.5	6.5	10.9	0.0	8.6
17 KIRBYVILLE EL (121905103)	KIRBYVILLE CISD	EE-05	676	72.2	3.7	9.9	0.0	12.6
18 LA PORTE EL (101916103)	LA PORTE ISD	PK-05	478	74.7	6.9	14.8	0.0	11.9
19 WEST MAIN EL (057913103)	LANCASTER ISD	PK-05	673	83.4	6.4	14.9	0.0	6.7
20 HARDWICK EL (152901162)	LUBBOCK ISD	PK-05	612	77.8	2.8	16.0	0.0	12.3
21 PARSONS EL (152901176)	LUBBOCK ISD	EE-05	378	79.4	5.0	11.1	0.0	16.4
22 ROBERTS EL (152901193)	LUBBOCK ISD	PK-05	536	79.5	4.1	15.0	0.0	7.6
23 LYFORD EL (245902106)	LYFORD CISD	EE-05	619	83.5	12.9	9.5	0.0	10.0
24 MARBLE FALLS EL (027904101)	MARBLE FALLS ISD	EE-05	566	71.9	5.8	12.3	0.0	15.0
25 THOMPSON EL (057914127)	MESQUITE ISD	PK-05	572	77.4	7.9	18.2	0.0	12.6
26 CRESTVIEW EL (019905101)	NEW BOSTON ISD	EE-05	573	77.8	4.7	17.2	0.0	14.8
27 NORTHERN HILLS EL (015910127)	NORTH EAST ISD	PK-05	544	81.4	6.4	14.9	0.0	13.6
28 WOODSTONE EL (015910124)	NORTH EAST ISD	EE-05	552	78.3	3.3	13.5	0.0	16.3
29 MICHAEL EL (015915162)	NORTHSIDE ISD	EE-05	642	73.7	2.2	14.8	0.0	15.3
30 PEARSALL INT (082903103)	PEARSALL ISD	03-05	435	80.5	8.5	7.3	0.0	12.4
31 QUITMAN EL (250904101)	QUITMAN ISD	PK-05	542	75.5	8.5	12.3	0.0	14.6
32 PITTMAN EL (245903102)	RAYMONDVILLE ISD	PK-05	597	87.9	7.7	8.6	0.0	15.7
33 DR FERMIN CALDERON EL (233901112)	SAN FELIPE-DEL RIO CISD	EE-05	556	81.5	8.1	10.1	0.0	11.9
34 KRIEWALD RD EL (015912109)	SOUTHWEST ISD	EE-05	530	73.6	1.7	15.0	0.0	10.9
35 JEFFERSON EL (014909107)	TEMPLE ISD	KG-05	524	85.5	5.3	16.7	0.0	13.7
36 SCOTT EL (014909110)	TEMPLE ISD	KG-05	468	80.8	4.7	14.1	0.0	12.8
37 WAKE VILLAGE EL (019907113)	TEXARKANA ISD	EE-05	549	80.3	4.0	16.5	0.0	14.8
38 TULIA EL (219903101)	TULIA ISD	EE-05	455	86.4	9.0	12.1	0.0	13.6
39 UPLIFT GRADUS PREPARATORY (057803103)	UPLIFT EDUCATION	PK-05	594	83.2	10.9	14.5	0.0	7.4
40 UPLIFT HAMPTON PREPARATORY PRI (057803111)	UPLIFT EDUCATION	KG-05	593	82.3	10.6	5.2	0.0	7.3
Comparison Group Average			551	79.4	6.2	13.3	0.0	12.9



**Actual Financial Report
2019-2020**

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: North Heights El District: SAN FELIPE-DEL RIO CISD
 Campus Number: 233901103 Total Membership: 610

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,230,242	100.00	6,935	4,950,432	100.00	8,115
Operating-Payroll	3,688,049	87.18	6,046	4,259,062	86.03	6,982
Other Operating	518,229	12.25	850	667,406	13.48	1,094
Non-Operating(Equip/Supplies)	23,964	0.57	39	23,964	0.48	39
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,206,278	100.00	6,896	4,926,468	100.00	8,076
Instruction (11,95) *	2,892,984	68.78	4,743	3,304,855	67.08	5,418
Instructional Res/Media (12) *	118,253	2.81	194	122,637	2.49	201
Curriculum/Staff Develop (13) *	148,483	3.53	243	166,483	3.38	273
Instructional Leadership (21) *	70,916	1.69	116	70,916	1.44	116
School Leadership (23) *	257,932	6.13	423	257,970	5.24	423
Guidance/Counseling Svcs (31) *	162,971	3.87	267	163,711	3.32	268
Social Work Services (32) *	16,569	0.39	27	16,569	0.34	27
Health Services (33) *	79,215	1.88	130	80,220	1.63	132
Food (35) **	48,997	1.16	80	328,175	6.66	538
Extracurricular (36) ***	4,843	0.12	8	9,211	0.19	15
Plant Maint/Operation (51) ***	381,389	9.07	625	381,389	7.74	625
Security/Monitoring (52) ***	23,726	0.56	39	24,332	0.49	40
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,747,323	100.00	6,143	4,163,672	100.00	6,826
Regular	2,135,266	56.98	3,500	2,421,700	58.16	3,970
Gifted & Talented	13,134	0.35	22	13,134	0.32	22
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	860,970	22.98	1,411	892,929	21.45	1,464
Accelerated Education	303,646	8.10	498	401,602	9.65	658
Bilingual	5,960	0.16	10	5,960	0.14	10
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	360,293	9.61	591	360,293	8.65	591
Dyslexia or Related Disorder Serv	68,054	1.82	112	68,054	1.63	112
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
NORTH HEIGHTS EL (233901103)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 575
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about NORTH HEIGHTS EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.0%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	94.1%	93.6%	52.9%
White	4.2%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.7%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	79.7%	71.3%	60.3%
Special Education	12.0%	13.0%	11.1%
Emergent Bilingual/EL	6.1%	17.3%	20.7%
Mobility Rate (2019-20)	9.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	23.2	19.1	17.7
Grade 1	15.8	19.9	18.0
Grade 2	19.2	19.3	18.0
Grade 3	18.0	18.3	18.2
Grade 4	22.3	19.3	18.3
Grade 5	22.0	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,076	\$10,349	\$10,406
Instruction	\$5,418	\$5,401	\$5,929
Instructional Leadership	\$116	\$205	\$173
School Leadership	\$423	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	50%	*	49%	62%	-	*	-	*	45%
	2019	78%	72%	61%	67%	61%	69%	*	-	-	-	59%
ELA/Reading	2021	68%	62%	60%	*	60%	82%	-	*	-	*	54%
	2019	75%	69%	65%	*	64%	87%	*	-	-	-	63%
Mathematics	2021	66%	54%	45%	*	44%	55%	-	*	-	*	39%
	2019	82%	77%	62%	*	62%	53%	*	-	-	-	59%
Writing	2021	58%	51%	40%	-	40%	*	-	-	-	*	40%
	2019	68%	58%	51%	-	50%	*	-	-	-	-	48%
Science	2021	71%	60%	43%	-	43%	40%	-	*	-	-	40%
	2019	81%	75%	57%	*	57%	60%	*	-	-	-	55%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	22%	*	22%	24%	-	*	-	*	18%
	2019	50%	40%	31%	0%	31%	28%	*	-	-	-	29%
ELA/Reading	2021	45%	36%	30%	*	30%	18%	-	*	-	*	24%
	2019	48%	38%	33%	*	34%	33%	*	-	-	-	30%
Mathematics	2021	37%	25%	21%	*	20%	36%	-	*	-	*	17%
	2019	52%	43%	29%	*	29%	20%	*	-	-	-	27%
Writing	2021	30%	21%	11%	-	11%	*	-	-	-	*	10%
	2019	38%	28%	24%	-	23%	*	-	-	-	-	22%
Science	2021	44%	30%	13%	-	13%	20%	-	*	-	-	8%
	2019	54%	43%	35%	*	37%	20%	*	-	-	-	36%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	8%	*	8%	3%	-	*	-	*	5%
	2019	24%	17%	13%	0%	14%	13%	*	-	-	-	12%
ELA/Reading	2021	18%	11%	12%	*	12%	0%	-	*	-	*	7%
	2019	21%	13%	15%	*	15%	20%	*	-	-	-	14%
Mathematics	2021	18%	9%	9%	*	8%	9%	-	*	-	*	5%
	2019	26%	20%	14%	*	14%	7%	*	-	-	-	12%
Writing	2021	9%	4%	1%	-	1%	*	-	-	-	*	0%
	2019	14%	8%	5%	-	4%	*	-	-	-	-	6%
Science	2021	20%	10%	3%	-	3%	0%	-	*	-	-	0%
	2019	25%	16%	15%	*	16%	0%	*	-	-	-	15%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	96%	*	96%	100%	-	*	-	60%	95%
	2019	99%	99%	100%	100%	100%	100%	*	-	-	-	100%
ELA/Reading	2021	89%	94%	97%	*	97%	100%	-	*	-	*	96%
	2019	99%	99%	100%	*	100%	100%	*	-	-	-	100%
Mathematics	2021	88%	93%	95%	*	96%	100%	-	*	-	*	95%
	2019	100%	100%	100%	*	100%	100%	*	-	-	-	100%

- Indicates there are no students in the group.

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

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

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: SAN FELIPE MEMORIAL MIDDLE

Campus Number: 233901104

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	52%	52%	*	51%	68%	-	*	*	*	11%	67%	52%	53%	46%	32%
	2019	68%	66%	66%	*	65%	78%	*	100%	-	-	13%	75%	66%	63%	60%	54%
At Meets Grade Level or Above	2021	32%	24%	24%	*	23%	42%	-	*	*	*	7%	22%	24%	25%	17%	11%
	2019	37%	33%	33%	*	32%	51%	*	67%	-	-	5%	33%	35%	26%	26%	22%
At Masters Grade Level	2021	15%	9%	9%	*	9%	16%	-	*	*	*	2%	11%	10%	7%	7%	4%
	2019	18%	15%	15%	*	13%	31%	*	50%	-	-	0%	8%	16%	6%	10%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	62%	62%	*	61%	79%	-	*	*	*	29%	89%	61%	69%	57%	48%
	2019	81%	84%	84%	*	84%	87%	*	100%	-	-	43%	83%	84%	88%	81%	83%
At Meets Grade Level or Above	2021	36%	31%	31%	*	30%	42%	-	*	*	*	11%	44%	30%	35%	24%	20%
	2019	47%	51%	51%	*	49%	76%	*	83%	-	-	10%	58%	51%	51%	43%	46%
At Masters Grade Level	2021	15%	12%	12%	*	11%	26%	-	*	*	*	2%	11%	11%	16%	8%	9%
	2019	21%	26%	26%	*	23%	58%	*	67%	-	-	1%	42%	27%	19%	19%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	57%	67%	56%	74%	-	*	*	67%	20%	78%	56%	61%	51%	40%
	2019	78%	72%	75%	33%	75%	82%	*	100%	-	-	28%	79%	75%	76%	70%	68%
At Meets Grade Level or Above	2021	41%	31%	27%	33%	27%	42%	-	*	*	33%	9%	33%	27%	30%	20%	15%
	2019	50%	40%	42%	33%	41%	63%	*	75%	-	-	8%	46%	43%	39%	35%	34%
At Masters Grade Level	2021	18%	11%	10%	0%	10%	21%	-	*	*	17%	2%	11%	10%	11%	8%	6%
	2019	24%	17%	20%	33%	18%	44%	*	58%	-	-	1%	25%	22%	13%	15%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	52%	*	51%	68%	-	*	*	*	11%	67%	52%	53%	46%	32%
	2019	75%	69%	66%	*	65%	78%	*	100%	-	-	13%	75%	66%	63%	60%	54%
At Meets Grade Level or Above	2021	45%	36%	24%	*	23%	42%	-	*	*	*	7%	22%	24%	25%	17%	11%
	2019	48%	38%	33%	*	32%	51%	*	67%	-	-	5%	33%	35%	26%	26%	22%
At Masters Grade Level	2021	18%	11%	9%	*	9%	16%	-	*	*	*	2%	11%	10%	7%	7%	4%
	2019	21%	13%	15%	*	13%	31%	*	50%	-	-	0%	8%	16%	6%	10%	7%
All Grades Mathematics																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	66%	54%	62%	*	61%	79%	-	*	*	*	29%	89%	61%	69%	57%	48%
	2019	82%	77%	84%	*	84%	87%	*	100%	-	-	43%	83%	84%	88%	81%	83%
At Meets Grade Level or Above	2021	37%	25%	31%	*	30%	42%	-	*	*	*	11%	44%	30%	35%	24%	20%
	2019	52%	43%	51%	*	49%	76%	*	83%	-	-	10%	58%	51%	51%	43%	46%
At Masters Grade Level	2021	18%	9%	12%	*	11%	26%	-	*	*	*	2%	11%	11%	16%	8%	9%
	2019	26%	20%	26%	*	23%	58%	*	67%	-	-	1%	42%	27%	19%	19%	17%

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

- Indicates there are no students in the group.

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

Texas Education Agency
2018-19 Progress (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	47	47	*	46	52	*	83	-	-	15	50	48	40	43	41
	2018	47	47	47	*	47	53	-	*	-	-	33	73	47	49	45	41
Grade 6 Mathematics	2019	54	74	74	*	74	81	*	100	-	-	45	83	75	70	71	73
	2018	56	78	78	*	78	80	-	*	-	-	81	91	78	76	74	68
All Grades Both Subjects	2019	69	70	60	50	60	67	*	92	-	-	30	67	61	55	57	57
	2018	69	67	63	75	62	67	-	*	-	-	57	82	63	63	60	55
All Grades ELA/Reading	2019	68	68	47	*	46	52	*	83	-	-	15	50	48	40	43	41
	2018	69	66	47	*	47	53	-	*	-	-	33	73	47	49	45	41
All Grades Mathematics	2019	70	72	74	*	74	81	*	100	-	-	45	83	75	70	71	73
	2018	70	68	78	*	78	80	-	*	-	-	81	91	78	76	74	68

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	57%	-	-	-	-	-	-	22%	-	15%	30%	33%	62%	22%	75%
	2019	78%	72%	75%	-	-	-	-	-	-	49%	*	49%		*		48%	
At Meets Grade Level or Above	2021	41%	31%	27%	-	-	-	-	-	-	5%	-	1%	10%	0%	31%	5%	39%
	2019	50%	40%	42%	-	-	-	-	-	-	22%	*	23%		*		22%	
At Masters Grade Level	2021	18%	11%	10%	-	-	-	-	-	-	2%	-	0%	4%	0%	12%	2%	16%
	2019	24%	17%	20%	-	-	-	-	-	-	5%	*	5%		*		5%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	52%	-	-	-	-	-	-	11%	-	2%	21%	*	58%	11%	73%
	2019	75%	69%	66%	-	-	-	-	-	-	28%	*	29%		*		28%	
At Meets Grade Level or Above	2021	45%	36%	24%	-	-	-	-	-	-	1%	-	0%	2%	*	28%	1%	33%
	2019	48%	38%	33%	-	-	-	-	-	-	12%	*	12%		*		12%	
At Masters Grade Level	2021	18%	11%	9%	-	-	-	-	-	-	0%	-	0%	0%	*	11%	0%	12%
	2019	21%	13%	15%	-	-	-	-	-	-	1%	*	2%		*		1%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	62%	-	-	-	-	-	-	33%	-	27%	39%	*	66%	33%	78%
	2019	82%	77%	84%	-	-	-	-	-	-	69%	*	70%		*		68%	
At Meets Grade Level or Above	2021	37%	25%	31%	-	-	-	-	-	-	10%	-	2%	18%	*	34%	9%	45%
	2019	52%	43%	51%	-	-	-	-	-	-	33%	*	33%		*		33%	
At Masters Grade Level	2021	18%	9%	12%	-	-	-	-	-	-	4%	-	0%	8%	*	12%	4%	19%
	2019	26%	20%	26%	-	-	-	-	-	-	9%	*	9%		*		9%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	94%	100%	94%	82%	-	100%	*	100%	90%	100%	94%	91%	94%	97%
Included in Accountability	83%	91%	89%	100%	90%	68%	-	67%	*	100%	85%	100%	93%	69%	90%	89%
Not Included in Accountability: Mobile	3%	2%	3%	0%	2%	14%	-	33%	*	0%	4%	0%	1%	16%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	*	0%	2%	0%	1%	6%	2%	5%
Not Tested	12%	6%	6%	0%	6%	18%	-	0%	*	0%	10%	0%	6%	9%	6%	3%
Absent	2%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	6%	0%	6%	18%	-	0%	*	0%	10%	0%	6%	9%	6%	3%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	*	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	75%	95%	90%	*	100%	-	*	94%	100%	99%	75%	95%	92%
Not Included in Accountability: Mobile	4%	3%	4%	25%	3%	10%	*	0%	-	*	5%	0%	1%	18%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	-	*	0%	0%	0%	7%	1%	6%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	*	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	*	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.8%	*	98.9%	98.7%	*	*	-	*	98.1%	98.8%	98.7%
2018-19	95.4%	94.6%	95.1%	*	95.0%	96.1%	*	97.5%	-	-	93.7%	94.6%	95.0%
Chronic Absenteeism													
2019-20	6.7%	7.9%	5.3%	33.3%	5.0%	2.7%	*	*	-	*	11.3%	6.1%	4.7%
2018-19	11.4%	15.1%	13.3%	*	13.7%	7.5%	*	0.0%	-	-	20.2%	15.0%	16.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	727	100.0%	9,859	5,359,040	727	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.7%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 6	727	100.0%	7.4%	7.7%	727	100.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	5	0.7%	0.7%	12.7%	5	0.7%	0.7%	12.7%
Hispanic	692	95.2%	93.7%	52.9%	692	95.2%	93.6%	52.9%
White	24	3.3%	4.9%	26.5%	24	3.3%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.3%	0.4%	4.7%	2	0.3%	0.4%	4.7%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	3	0.4%	0.3%	2.7%	3	0.4%	0.3%	2.7%
Sex:								
Female	349	48.0%	49.6%	48.9%	349	48.0%	49.6%	48.9%
Male	378	52.0%	50.4%	51.1%	378	52.0%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	552	75.9%	71.3%	60.3%	552	75.9%	71.2%	60.2%
Non-Educationally Disadvantaged	175	24.1%	28.7%	39.7%	175	24.1%	28.8%	39.8%
Section 504 Students	103	14.2%	9.3%	7.2%	103	14.2%	9.3%	7.2%
EB Students/EL	120	16.5%	17.3%	20.7%	120	16.5%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	10	1.2%	1.3%	1.2%				
Students w/ Dyslexia	55	7.6%	3.8%	4.5%	55	7.6%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)

SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	2	0.3%	0.5%	1.1%	2	0.3%	0.5%	1.1%
Immigrant	14	1.9%	1.8%	2.0%	14	1.9%	1.8%	2.0%
Migrant	20	2.8%	2.0%	0.3%	20	2.8%	2.0%	0.3%
Title I	727	100.0%	98.8%	64.5%	727	100.0%	98.8%	64.5%
Military Connected	20	2.8%	3.5%	2.7%	20	2.8%	3.5%	2.7%
At-Risk	456	62.7%	71.9%	49.2%	456	62.7%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	117	16.1%	19.2%	21.0%	117	16.1%	19.2%	20.9%
Gifted and Talented Education	91	12.5%	8.3%	8.3%	91	12.5%	8.3%	8.3%
Special Education	130	17.9%	13.0%	11.1%	130	17.9%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	130							
By Type of Primary Disability								
Students with Intellectual Disabilities	79	60.8%	45.3%	42.5%				
Students with Physical Disabilities	9	6.9%	23.9%	21.3%				
Students with Autism	6	4.6%	**	14.1%				
Students with Behavioral Disabilities	36	27.7%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	64	7.8%	9.6%	13.8%				
By Ethnicity:								
African American	1	0.1%	0.2%	2.8%				
Hispanic	53	6.4%	8.4%	7.1%				
White	6	0.7%	0.8%	3.1%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	2	0.2%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	12	8.5%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	20	15.6%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	47	7.4%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	0	0.0%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.4%	-	1.3%	4.8%
Grade 1	-	4.7%	1.9%	-	9.8%	3.2%
Grade 2	-	4.7%	1.0%	-	3.5%	1.4%
Grade 3	-	1.5%	0.5%	-	1.1%	0.6%
Grade 4	-	1.3%	0.3%	-	1.6%	0.4%
Grade 5	-	1.6%	0.2%	-	1.5%	0.3%
Grade 6	0.3%	0.3%	0.2%	0.0%	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	19.9	18.0
Grade 2	-	19.3	18.0
Grade 3	-	18.3	18.2
Grade 4	-	19.3	18.3
Grade 5	-	20.3	19.8
Grade 6	23.4	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)

SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	58.4	100.0%	100.0%	100.0%
Professional Staff:	54.4	93.1%	53.5%	64.3%
Teachers	46.9	80.4%	42.4%	49.6%
Professional Support	5.4	9.3%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	3.4%	2.3%	3.0%
Educational Aides:	4.0	6.9%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	48.1	82.4%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	38.7	82.4%	81.2%	28.4%
White	8.2	17.4%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.1	0.1%	0.5%	1.2%
Teachers by Sex:				
Males	12.5	26.7%	21.9%	23.8%
Females	34.4	73.3%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	33.3	70.9%	74.5%	73.0%
Masters	13.7	29.1%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.3	7.0%	3.7%	6.7%
1-5 Years Experience	18.1	38.7%	26.5%	27.8%
6-10 Years Experience	6.7	14.3%	20.4%	20.3%
11-20 Years Experience	12.2	25.9%	25.8%	29.1%
21-30 Years Experience	2.7	5.7%	16.4%	13.0%
Over 30 Years Experience	4.0	8.5%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.5	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	4.7	6.4
Average Years Experience of Principals with District	8.0	4.7	5.5
Average Years Experience of Assistant Principals	5.0	4.2	5.5
Average Years Experience of Assistant Principals with District	5.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.7	13.1	11.2
Average Years Experience of Teachers with District:	10.0	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,453	\$47,076	\$50,849
1-5 Years Experience	\$50,512	\$49,910	\$53,288
6-10 Years Experience	\$53,192	\$52,874	\$56,282
11-20 Years Experience	\$61,273	\$59,001	\$59,900
21-30 Years Experience	\$64,981	\$63,590	\$64,637
Over 30 Years Experience	\$65,356	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$55,693	\$56,239	\$57,641
Professional Support	\$71,001	\$70,679	\$68,030
Campus Administration (School Leadership)	\$82,229	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.4%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.2	0.4%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	43.7	93.2%	68.2%	71.0%
Special Education	2.4	5.0%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)

SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	31
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 75.9%)	31
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	0%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	94%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
SAN FELIPE MEMORIAL MIDDLE (233901104) - SAN FELIPE-DEL RIO CISD
 Campus Type: Middle School
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
SAN FELIPE MEMORIAL MIDDLE (233901104)	SAN FELIPE-DEL RIO CISD	06-06	727	75.9	16.5	7.8	0.0	17.9
1 HOUSTON ACADEMY (101902062)	ALDINE ISD	05-06	427	86.7	18.0	9.3	0.0	6.3
2 MILLER INT (101903144)	ALIEF ISD	05-06	899	81.0	31.1	16.7	0.0	12.0
3 FAIRVIEW J H (020901046)	ALVIN ISD	06-08	822	70.6	18.9	8.3	0.0	13.6
4 BOWIE 6TH GRADE CAMPUS (188901052)	AMARILLO ISD	06-06	399	83.7	25.6	7.1	0.0	13.8
5 BOWIE MIDDLE (188901042)	AMARILLO ISD	06-08	856	81.4	18.3	9.5	0.0	14.7
6 BASTROP INT (011901104)	BASTROP ISD	05-06	800	75.5	29.5	12.5	0.0	10.6
7 SOUTH BELTON MIDDLE (014903044)	BELTON ISD	06-08	624	69.7	14.3	10.9	0.0	18.6
8 BRENHAM MIDDLE (239901041)	BRENHAM ISD	05-06	685	63.4	11.8	8.1	0.0	15.9
9 VELA MIDDLE (031901047)	BROWNSVILLE ISD	06-08	713	79.0	21.0	10.5	0.0	20.9
10 BOZMAN INT (170902078)	CONROE ISD	05-06	940	63.2	28.4	11.4	0.0	11.8
11 B MCDANIEL INT (091903045)	DENISON ISD	05-06	698	64.8	12.3	12.0	0.0	17.9
12 DUNBAR MIDDLE (084901042)	DICKINSON ISD	05-06	636	77.7	28.9	14.3	0.0	18.2
13 JOHN AND SHAMARION BARBER MIDDLE (084901043)	DICKINSON ISD	05-06	710	63.2	16.5	6.5	0.0	11.4
14 GRACE R BRANDENBURG INT (057907110)	DUNCANVILLE ISD	05-06	440	85.7	21.4	16.5	0.0	17.3
15 H BOB DANIEL SR INT (057907108)	DUNCANVILLE ISD	05-06	556	86.2	22.1	11.4	0.0	14.2
16 HEREFORD J H (059901042)	HEREFORD ISD	06-07	619	76.9	21.6	8.9	0.0	10.3
17 HUNTSVILLE INT (236902041)	HUNTSVILLE ISD	05-06	891	65.1	19.6	11.3	0.0	14.3
18 BLASCHKE/SHELDON EL (205903103)	INGLESIDE ISD	05-06	298	75.2	13.4	11.7	0.0	16.8
19 NOEMI DOMINGUEZ EL (031905105)	LA FERIA ISD	05-06	473	83.7	16.3	8.2	0.0	16.7
20 G W CARVER 6TH GRADE STEM LEARNING (057913042)	LANCASTER ISD	06-06	535	84.9	10.8	12.3	0.0	12.5
21 MABANK INT (129905106)	MABANK ISD	05-06	528	64.4	7.4	9.7	0.0	17.4
22 CROSS TIMBERS INT (220908202)	MANSFIELD ISD	05-06	698	66.6	10.5	12.9	0.0	14.8
23 CROCKETT INT (139909112)	PARIS ISD	05-06	541	77.3	14.6	11.3	0.0	16.3
24 CARTER LOMAX MIDDLE (101917139)	PASADENA ISD	05-06	627	70.0	24.9	8.1	0.0	11.5
25 FRED ROBERTS MIDDLE (101917147)	PASADENA ISD	05-06	599	84.5	30.1	10.6	0.0	14.5
26 MARSHALL KENDRICK MIDDLE (101917145)	PASADENA ISD	05-06	762	87.3	31.5	13.0	0.0	12.5
27 MELILLO MIDDLE (101917140)	PASADENA ISD	05-06	630	69.0	14.4	7.7	0.0	14.1
28 MORRIS MIDDLE (101917135)	PASADENA ISD	05-06	773	80.9	20.7	9.0	0.0	13.3
29 PINE TREE MIDDLE (092904043)	PINE TREE ISD	05-06	653	69.2	19.6	13.1	0.0	14.7
30 PITTSBURG INT (032902105)	PITTSBURG ISD	05-06	349	78.5	12.9	9.1	0.0	10.9
31 DEL RIO MIDDLE 7TH GRADE CAMPUS (233901044)	SAN FELIPE-DEL RIO CISD	07-07	781	73.9	14.6	5.1	0.0	16.4
32 BRIESEMEISTER MIDDLE (094901042)	SEGUIN ISD	06-08	727	74.0	12.0	14.7	0.0	16.8
33 DILLINGHAM INT (091906102)	SHERMAN ISD	05-06	1,095	74.3	27.1	11.4	0.0	16.3
34 MONTWOOD MIDDLE (071909045)	SOCORRO ISD	06-08	732	76.6	22.3	7.5	0.0	13.1
35 WILLIAM D SLIDER MIDDLE (071909043)	SOCORRO ISD	06-08	803	76.1	19.3	8.8	0.0	12.5
36 SAVANNAH HEIGHTS INT (015909105)	SOMERSET ISD	05-06	581	93.1	26.2	10.4	0.0	15.1
37 RONALD E MCNAIR MIDDLE (015912041)	SOUTHWEST ISD	06-08	754	80.4	20.6	10.8	0.0	19.4
38 FRY INT (084906101)	TEXAS CITY ISD	05-06	893	86.2	14.6	12.2	0.0	18.1
39 FLORES EL (232903110)	UVALDE CISD	05-06	615	81.3	5.2	8.7	0.0	9.8
40 TANNAHILL INT (220920105)	WHITE SETTLEMENT ISD	05-06	863	62.3	18.4	12.9	0.0	13.2
Comparison Group Average			676	76.1	19.2	10.6	0.0	14.5



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: San Felipe Memorial Middle District: SAN FELIPE-DEL RIO CISD
Campus Number: 233901104 Total Membership: 784

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,508,837	100.00	5,751	5,560,442	100.00	7,092
Operating-Payroll	3,844,283	85.26	4,903	4,680,551	84.18	5,970
Other Operating	657,769	14.59	839	838,106	15.07	1,069
Non-Operating(Equipt/Supplies)	6,785	0.15	9	41,785	0.75	53
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,502,052	100.00	5,742	5,518,657	100.00	7,039
Instruction (11,95) *	2,691,137	59.78	3,433	3,305,506	59.90	4,216
Instructional Res/Media (12) *	155,974	3.46	199	155,974	2.83	199
Curriculum/Staff Develop (13) *	105,407	2.34	134	195,880	3.55	250
Instructional Leadership (21) *	40,628	0.90	52	40,628	0.74	52
School Leadership (23) *	250,313	5.56	319	250,313	4.54	319
Guidance/Counseling Svcs (31) *	265,142	5.89	338	273,122	4.95	348
Social Work Services (32) *	19,643	0.44	25	19,643	0.36	25
Health Services (33) *	86,256	1.92	110	86,355	1.56	110
Food (35) **	43,439	0.96	55	339,098	6.14	433
Extracurricular (36) ***	107,552	2.39	137	108,961	1.97	139
Plant Maint/Operation (51) ***	560,510	12.45	715	560,510	10.16	715
Security/Monitoring (52) ***	151,498	3.37	193	158,114	2.87	202
Data Processing Svcs (53)***	24,553	0.55	31	24,553	0.44	31
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,614,500	100.00	4,610	4,327,283	100.00	5,519
Regular	2,959,555	81.88	3,775	3,304,217	76.36	4,215
Gifted & Talented	1,919	0.05	2	1,919	0.04	2
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	267,476	7.40	341	431,058	9.96	550
Accelerated Education	324,917	8.99	414	438,983	10.14	560
Bilingual	685	0.02	1	91,158	2.11	116
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	0	0.00	0	0	0.00	0
Dyslexia or Related Disorder Serv	59,948	1.66	76	59,948	1.39	76
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

Texas Education Agency
2020-21 School Report Card
SAN FELIPE MEMORIAL MIDDLE (233901104)

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Middle School
Total Students: 727
Grade Span: 06 - 06

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about SAN FELIPE MEMORIAL MIDDLE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.8%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	95.2%	93.6%	52.9%
White	3.3%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.1%	0.0%	0.2%
Two or More Races	0.4%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	75.9%	71.3%	60.3%
Special Education	17.9%	13.0%	11.1%
Emergent Bilingual/EL	16.5%	17.3%	20.7%
Mobility Rate (2019-20)	7.8%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	23.4	23.4	19.4

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,039	\$10,349	\$10,406
Instruction	\$4,216	\$5,401	\$5,929
Instructional Leadership	\$52	\$205	\$173
School Leadership	\$319	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	57%	67%	56%	74%	-	*	*	67%	51%
	2019	78%	72%	75%	33%	75%	82%	*	100%	-	-	70%
ELA/Reading	2021	68%	62%	52%	*	51%	68%	-	*	*	*	46%
	2019	75%	69%	66%	*	65%	78%	*	100%	-	-	60%
Mathematics	2021	66%	54%	62%	*	61%	79%	-	*	*	*	57%
	2019	82%	77%	84%	*	84%	87%	*	100%	-	-	81%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	27%	33%	27%	42%	-	*	*	33%	20%
	2019	50%	40%	42%	33%	41%	63%	*	75%	-	-	35%
ELA/Reading	2021	45%	36%	24%	*	23%	42%	-	*	*	*	17%
	2019	48%	38%	33%	*	32%	51%	*	67%	-	-	26%
Mathematics	2021	37%	25%	31%	*	30%	42%	-	*	*	*	24%
	2019	52%	43%	51%	*	49%	76%	*	83%	-	-	43%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	10%	0%	10%	21%	-	*	*	17%	8%
	2019	24%	17%	20%	33%	18%	44%	*	58%	-	-	15%
ELA/Reading	2021	18%	11%	9%	*	9%	16%	-	*	*	*	7%
	2019	21%	13%	15%	*	13%	31%	*	50%	-	-	10%
Mathematics	2021	18%	9%	12%	*	11%	26%	-	*	*	*	8%
	2019	26%	20%	26%	*	23%	58%	*	67%	-	-	19%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	94%	100%	94%	82%	-	100%	*	100%	94%
	2019	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%
ELA/Reading	2021	89%	94%	94%	*	94%	82%	-	*	*	*	94%
	2019	99%	99%	100%	*	100%	100%	*	100%	-	*	100%
Mathematics	2021	88%	93%	94%	*	94%	82%	-	*	*	*	94%
	2019	100%	100%	100%	*	100%	100%	*	100%	-	*	100%

- Indicates there are no students in the group.

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

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

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19-20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: LAMAR EL

Campus Number: 233901106

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	56%	*	56%	*	-	-	-	-	36%	*	55%	*	56%	56%
	2019	76%	65%	72%	-	72%	*	-	*	-	-	38%	*	73%	64%	69%	63%
At Meets Grade Level or Above	2021	39%	28%	20%	*	19%	*	-	-	-	-	0%	*	21%	*	19%	25%
	2019	45%	32%	30%	-	32%	*	-	*	-	-	25%	*	34%	9%	26%	25%
At Masters Grade Level	2021	19%	11%	5%	*	5%	*	-	-	-	-	0%	*	5%	*	3%	0%
	2019	27%	18%	18%	-	19%	*	-	*	-	-	0%	*	20%	9%	15%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	39%	*	39%	*	-	-	-	-	18%	*	37%	*	37%	38%
	2019	79%	66%	68%	-	68%	*	-	*	-	-	25%	*	69%	64%	66%	67%
At Meets Grade Level or Above	2021	31%	21%	9%	*	10%	*	-	-	-	-	9%	*	10%	*	8%	13%
	2019	49%	32%	30%	-	29%	*	-	*	-	-	13%	*	31%	27%	26%	21%
At Masters Grade Level	2021	14%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	*	0%	0%
	2019	25%	12%	11%	-	11%	*	-	*	-	-	0%	*	13%	0%	9%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	48%	*	45%	*	-	-	-	-	25%	*	49%	40%	43%	44%
	2019	75%	70%	74%	-	73%	*	-	*	-	-	20%	*	71%	100%	70%	75%
At Meets Grade Level or Above	2021	36%	28%	22%	*	19%	*	-	-	-	-	8%	*	22%	20%	17%	17%
	2019	44%	37%	39%	-	38%	*	-	*	-	-	10%	*	41%	20%	31%	30%
At Masters Grade Level	2021	17%	11%	8%	*	4%	*	-	-	-	-	0%	*	9%	0%	3%	0%
	2019	22%	19%	17%	-	18%	*	-	*	-	-	0%	*	17%	20%	11%	25%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	38%	*	35%	*	-	-	-	-	17%	*	38%	40%	33%	28%
	2019	75%	65%	72%	-	70%	*	-	*	-	-	30%	*	69%	90%	68%	60%
At Meets Grade Level or Above	2021	36%	21%	18%	*	14%	*	-	-	-	-	8%	*	18%	20%	11%	17%
	2019	48%	35%	41%	-	40%	*	-	*	-	-	0%	*	41%	40%	35%	45%
At Masters Grade Level	2021	21%	9%	10%	*	7%	*	-	-	-	-	0%	*	9%	20%	5%	11%
	2019	28%	18%	23%	-	23%	*	-	*	-	-	0%	*	21%	40%	19%	35%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	33%	*	29%	*	-	-	-	-	13%	*	32%	40%	29%	20%
	2019	67%	56%	52%	-	52%	*	-	*	-	-	20%	*	55%	30%	49%	55%
At Meets Grade Level or Above	2021	27%	19%	18%	*	15%	*	-	-	-	-	7%	*	19%	0%	13%	5%
	2019	35%	24%	20%	-	21%	*	-	*	-	-	0%	*	22%	10%	14%	30%
At Masters Grade Level	2021	8%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	11%	4%	1%	-	1%	*	-	*	-	-	0%	*	1%	0%	0%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	71%	-	71%	63%	-	*	-	-	43%	-	66%	100%	67%	56%
	2019	86%	80%	85%	-	84%	*	-	-	-	*	47%	*	85%	88%	83%	80%
At Meets Grade Level or Above	2021	46%	33%	29%	-	32%	0%	-	*	-	-	29%	-	30%	25%	25%	28%
	2019	54%	40%	42%	-	43%	*	-	-	-	*	11%	*	42%	50%	39%	32%
At Masters Grade Level	2021	30%	19%	15%	-	17%	0%	-	*	-	-	14%	-	15%	17%	12%	20%
	2019	29%	19%	19%	-	19%	*	-	-	-	*	5%	*	19%	25%	17%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	70%	-	71%	50%	-	*	-	-	57%	-	69%	75%	67%	76%
	2019	90%	88%	92%	-	92%	*	-	-	-	*	53%	*	91%	100%	91%	98%
At Meets Grade Level or Above	2021	44%	33%	38%	-	40%	13%	-	*	-	-	29%	-	38%	42%	36%	44%
	2019	58%	49%	65%	-	65%	*	-	-	-	*	26%	*	65%	75%	65%	61%
At Masters Grade Level	2021	25%	15%	14%	-	14%	13%	-	*	-	-	7%	-	14%	17%	10%	20%
	2019	36%	27%	40%	-	39%	*	-	-	-	*	5%	*	40%	38%	41%	39%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	54%	-	57%	29%	-	*	-	-	38%	-	52%	67%	52%	56%
	2019	75%	70%	87%	-	87%	*	-	-	-	*	47%	*	86%	100%	86%	85%
At Meets Grade Level or Above	2021	31%	17%	20%	-	23%	0%	-	*	-	-	23%	-	20%	25%	15%	28%
	2019	49%	43%	64%	-	65%	*	-	-	-	*	21%	*	63%	75%	63%	56%
At Masters Grade Level	2021	13%	7%	13%	-	15%	0%	-	*	-	-	8%	-	11%	25%	10%	24%
	2019	24%	20%	34%	-	34%	*	-	-	-	*	5%	*	35%	25%	31%	32%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	52%	100%	51%	59%	-	*	-	-	31%	50%	50%	71%	49%	48%
	2019	78%	72%	77%	-	77%	84%	-	80%	-	*	39%	88%	77%	78%	75%	77%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	23%	80%	22%	21%	-	*	-	-	15%	17%	22%	24%	19%	23%
	2019	50%	40%	44%	-	44%	42%	-	40%	-	*	15%	41%	44%	36%	40%	40%
At Masters Grade Level	2021	18%	11%	9%	40%	8%	12%	-	*	-	-	4%	8%	8%	15%	6%	11%
	2019	24%	17%	22%	-	22%	21%	-	20%	-	*	3%	18%	22%	18%	20%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	59%	*	58%	67%	-	*	-	-	35%	40%	57%	84%	56%	53%
	2019	75%	69%	78%	-	77%	86%	-	*	-	*	38%	83%	77%	83%	76%	74%
At Meets Grade Level or Above	2021	45%	36%	24%	*	24%	17%	-	*	-	-	14%	20%	25%	21%	21%	24%
	2019	48%	38%	38%	-	38%	43%	-	*	-	*	14%	50%	39%	24%	33%	29%
At Masters Grade Level	2021	18%	11%	10%	*	9%	17%	-	*	-	-	5%	20%	10%	11%	7%	8%
	2019	21%	13%	18%	-	19%	14%	-	*	-	*	3%	17%	19%	17%	14%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	51%	*	50%	58%	-	*	-	-	32%	60%	49%	68%	47%	51%
	2019	82%	77%	79%	-	79%	86%	-	*	-	*	41%	100%	78%	83%	77%	80%
At Meets Grade Level or Above	2021	37%	25%	23%	*	23%	25%	-	*	-	-	16%	0%	23%	32%	19%	27%
	2019	52%	43%	48%	-	47%	57%	-	*	-	*	16%	33%	48%	45%	45%	46%
At Masters Grade Level	2021	18%	9%	9%	*	8%	17%	-	*	-	-	3%	0%	8%	16%	5%	12%
	2019	26%	20%	26%	-	26%	29%	-	*	-	*	3%	17%	27%	24%	26%	31%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	33%	*	29%	*	-	-	-	-	13%	*	32%	40%	29%	20%
	2019	68%	58%	52%	-	52%	*	-	*	-	-	20%	*	55%	30%	49%	55%
At Meets Grade Level or Above	2021	30%	21%	18%	*	15%	*	-	-	-	-	7%	*	19%	0%	13%	5%
	2019	38%	28%	20%	-	21%	*	-	*	-	-	0%	*	22%	10%	14%	30%
At Masters Grade Level	2021	9%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	14%	8%	1%	-	1%	*	-	*	-	-	0%	*	1%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	54%	-	57%	29%	-	*	-	-	38%	-	52%	67%	52%	56%
	2019	81%	75%	87%	-	87%	*	-	-	-	*	47%	*	86%	100%	86%	85%
At Meets Grade Level or Above	2021	44%	30%	20%	-	23%	0%	-	*	-	-	23%	-	20%	25%	15%	28%
	2019	54%	43%	64%	-	65%	*	-	-	-	*	21%	*	63%	75%	63%	56%
At Masters Grade Level	2021	20%	10%	13%	-	15%	0%	-	*	-	-	8%	-	11%	25%	10%	24%
	2019	25%	16%	34%	-	34%	*	-	-	-	*	5%	*	35%	25%	31%	32%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	64	-	66	*	-	*	-	-	35	*	63	78	60	74
	2018	63	62	56	*	57	*	-	-	-	-	50	-	56	56	52	47
Grade 4 Mathematics	2019	65	65	63	-	62	*	-	*	-	-	40	*	62	78	60	45
	2018	65	59	67	*	66	*	-	-	-	-	44	-	67	61	64	60
Grade 5 ELA/Reading	2019	81	79	80	-	80	*	-	-	-	*	75	*	81	75	81	87
	2018	80	77	84	*	84	*	-	-	-	-	71	-	83	85	84	79
Grade 5 Mathematics	2019	83	88	94	-	94	*	-	-	-	*	84	*	93	100	96	96
	2018	81	76	90	*	90	*	-	-	-	-	94	-	90	90	91	89
All Grades Both Subjects	2019	69	70	76	-	76	69	-	*	-	*	63	60	76	82	75	80
	2018	69	67	74	*	74	67	-	-	-	-	65	-	74	74	72	67
All Grades ELA/Reading	2019	68	68	73	-	74	*	-	*	-	*	60	60	73	76	71	82
	2018	69	66	70	*	70	*	-	-	-	-	60	-	69	71	67	61
All Grades Mathematics	2019	70	72	80	-	79	*	-	*	-	*	67	60	79	88	80	78
	2018	70	68	78	*	77	*	-	-	-	-	69	-	78	76	77	73

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	59%	52%	39%	43%	-	-	-	38%	-	-	-	-	19%	53%	33%	69%	
	2019	78%	72%	77%	55%	55%	-	-	-	62%	*	61%	-	-	56%		60%		
At Meets Grade Level or Above	2021	41%	31%	23%	19%	9%	-	-	-	23%	-	-	-	-	0%	22%	15%	34%	
	2019	50%	40%	44%	10%	10%	-	-	-	16%	*	16%	-	-	22%		15%		
At Masters Grade Level	2021	18%	11%	9%	7%	0%	-	-	-	10%	-	-	-	-	0%	8%	6%	17%	
	2019	24%	17%	22%	0%	0%	-	-	-	6%	*	6%	-	-	22%		6%		
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	62%	59%	45%	64%	-	-	-	35%	-	-	-	-	33%	62%	38%	72%	
	2019	75%	69%	78%	50%	50%	-	-	-	60%	*	59%	-	-	*		57%		
At Meets Grade Level or Above	2021	45%	36%	24%	19%	18%	-	-	-	20%	-	-	-	-	0%	24%	12%	40%	
	2019	48%	38%	38%	10%	10%	-	-	-	0%	*	0%	-	-	*		5%		
At Masters Grade Level	2021	18%	11%	10%	3%	0%	-	-	-	5%	-	-	-	-	0%	10%	3%	16%	
	2019	21%	13%	18%	0%	0%	-	-	-	0%	*	0%	-	-	*		2%		
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	54%	51%	39%	27%	-	-	-	45%	-	-	-	-	17%	51%	32%	76%	
	2019	82%	77%	79%	60%	60%	-	-	-	73%	*	72%	-	-	*		68%		
At Meets Grade Level or Above	2021	37%	25%	23%	23%	0%	-	-	-	35%	-	-	-	-	0%	22%	21%	36%	
	2019	52%	43%	48%	10%	10%	-	-	-	33%	*	34%	-	-	*		27%		
At Masters Grade Level	2021	18%	9%	9%	10%	0%	-	-	-	15%	-	-	-	-	0%	7%	9%	16%	
	2019	26%	20%	26%	0%	0%	-	-	-	10%	*	10%	-	-	*		9%		
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	51%	33%	10%	*	-	-	-	11%	-	-	-	-	*	37%	8%	43%	
	2019	68%	58%	52%	-	-	-	-	-	20%	-	20%	-	-	-		20%		
At Meets Grade Level or Above	2021	30%	21%	18%	0%	*	-	-	-	0%	-	-	-	-	*	22%	0%	14%	
	2019	38%	28%	20%	-	-	-	-	-	0%	-	0%	-	-	-		0%		
At Masters Grade Level	2021	9%	4%	0%	0%	*	-	-	-	0%	-	-	-	-	*	0%	0%	0%	
	2019	14%	8%	1%	-	-	-	-	-	0%	-	0%	-	-	-		0%		
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	60%	54%	50%	-	-	-	-	50%	-	-	-	-	-	53%	50%	62%	
	2019	81%	75%	87%	-	-	-	-	-	68%	-	68%	-	-	*		70%		
At Meets Grade Level or Above	2021	44%	30%	20%	25%	-	-	-	-	25%	-	-	-	-	-	17%	25%	31%	
	2019	54%	43%	64%	-	-	-	-	-	21%	-	21%	-	-	*		20%		
At Masters Grade Level	2021	20%	10%	13%	17%	-	-	-	-	17%	-	-	-	-	-	9%	17%	31%	
	2019	25%	16%	34%	-	-	-	-	-	11%	-	11%	-	-	*		10%		

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	94%	100%	94%	97%	-	*	-	-	89%	100%	93%	97%	93%	98%
Included in Accountability	83%	91%	90%	100%	89%	97%	-	*	-	-	79%	100%	91%	79%	91%	93%
Not Included in Accountability: Mobile	3%	2%	4%	0%	4%	0%	-	*	-	-	10%	0%	2%	19%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	6%	0%	6%	3%	-	*	-	-	11%	0%	7%	3%	7%	2%
Absent	2%	2%	2%	0%	2%	3%	-	*	-	-	3%	0%	2%	0%	2%	0%
Other	10%	4%	5%	0%	5%	0%	-	*	-	-	8%	0%	5%	3%	5%	2%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	-	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	-	94%	100%	-	100%	-	*	93%	100%	98%	68%	95%	97%
Not Included in Accountability: Mobile	4%	3%	6%	-	6%	0%	-	0%	-	*	7%	0%	2%	32%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.8%	*	98.8%	98.5%	-	*	-	*	98.6%	98.7%	98.6%
2018-19	95.4%	94.6%	95.5%	*	95.6%	91.2%	-	*	-	-	94.2%	95.4%	95.9%
Chronic Absenteeism													
2019-20	6.7%	7.9%	6.9%	*	6.5%	23.1%	-	*	-	*	9.8%	7.8%	13.3%
2018-19	11.4%	15.1%	11.8%	*	11.0%	31.3%	-	*	-	-	14.5%	11.7%	9.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	477	100.0%	9,859	5,359,040	478	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	61	12.8%	6.7%	6.7%	61	12.8%	6.7%	6.7%
Grade 1	79	16.6%	7.2%	7.1%	79	16.5%	7.2%	7.1%
Grade 2	89	18.7%	7.6%	7.1%	90	18.8%	7.7%	7.1%
Grade 3	70	14.7%	6.7%	7.1%	70	14.6%	6.7%	7.1%
Grade 4	89	18.7%	7.1%	7.2%	89	18.6%	7.1%	7.2%
Grade 5	89	18.7%	7.5%	7.4%	89	18.6%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	3	0.6%	0.7%	12.7%	3	0.6%	0.7%	12.7%
Hispanic	456	95.6%	93.7%	52.9%	456	95.4%	93.6%	52.9%
White	15	3.1%	4.9%	26.5%	16	3.3%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.4%	0.3%	2.7%	2	0.4%	0.3%	2.7%
Sex:								
Female	224	47.0%	49.6%	48.9%	225	47.1%	49.6%	48.9%
Male	253	53.0%	50.4%	51.1%	253	52.9%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	409	85.7%	71.3%	60.3%	409	85.6%	71.2%	60.2%
Non-Educationally Disadvantaged	68	14.3%	28.7%	39.7%	69	14.4%	28.8%	39.8%
Section 504 Students	49	10.3%	9.3%	7.2%	49	10.3%	9.3%	7.2%
EB Students/EL	61	12.8%	17.3%	20.7%	61	12.8%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	1	0.2%	1.3%	1.2%				
Students w/ Dyslexia	18	3.8%	3.8%	4.5%	18	3.8%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	4	0.8%	0.5%	1.1%	4	0.8%	0.5%	1.1%
Immigrant	3	0.6%	1.8%	2.0%	3	0.6%	1.8%	2.0%
Migrant	17	3.6%	2.0%	0.3%	17	3.6%	2.0%	0.3%
Title I	477	100.0%	98.8%	64.5%	478	100.0%	98.8%	64.5%
Military Connected	8	1.7%	3.5%	2.7%	8	1.7%	3.5%	2.7%
At-Risk	298	62.5%	71.9%	49.2%	298	62.3%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	105	22.0%	19.2%	21.0%	105	22.0%	19.2%	20.9%
Gifted and Talented Education	18	3.8%	8.3%	8.3%	18	3.8%	8.3%	8.3%
Special Education	75	15.7%	13.0%	11.1%	76	15.9%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	32.0%	45.3%	42.5%				
Students with Physical Disabilities	25	33.3%	23.9%	21.3%				
Students with Autism	5	6.7%	**	14.1%				
Students with Behavioral Disabilities	21	28.0%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	52	11.0%	9.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	51	10.8%	8.4%	7.1%				
White	1	0.2%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	10	11.9%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	16.7%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	43	10.2%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	48	11.3%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	0.0%	1.3%	4.8%
Grade 1	4.2%	4.7%	1.9%	12.5%	9.8%	3.2%
Grade 2	14.8%	4.7%	1.0%	0.0%	3.5%	1.4%
Grade 3	0.0%	1.5%	0.5%	0.0%	1.1%	0.6%
Grade 4	0.0%	1.3%	0.3%	0.0%	1.6%	0.4%
Grade 5	0.0%	1.6%	0.2%	0.0%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.0	19.1	17.7
Grade 1	21.5	19.9	18.0
Grade 2	19.9	19.3	18.0
Grade 3	18.8	18.3	18.2
Grade 4	22.7	19.3	18.3
Grade 5	26.2	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	45.9	100.0%	100.0%	100.0%
Professional Staff:	36.9	80.4%	53.5%	64.3%
Teachers	33.3	72.4%	42.4%	49.6%
Professional Support	1.7	3.7%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	4.4%	2.3%	3.0%
Educational Aides:	9.0	19.6%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	44.6	97.0%	88.5%	51.5%
Teachers by Ethnicity:				
African American	1.0	3.0%	1.1%	11.1%
Hispanic	31.9	95.9%	81.2%	28.4%
White	0.2	0.7%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.2	0.5%	0.5%	1.2%
Teachers by Sex:				
Males	2.2	6.5%	21.9%	23.8%
Females	31.1	93.5%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	30.8	92.6%	74.5%	73.0%
Masters	2.5	7.4%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.7%	6.7%
1-5 Years Experience	7.2	21.7%	26.5%	27.8%
6-10 Years Experience	12.5	37.4%	20.4%	20.3%
11-20 Years Experience	5.4	16.4%	25.8%	29.1%
21-30 Years Experience	7.1	21.5%	16.4%	13.0%
Over 30 Years Experience	1.0	3.0%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.3	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.7	6.4
Average Years Experience of Principals with District	1.0	4.7	5.5
Average Years Experience of Assistant Principals	4.0	4.2	5.5
Average Years Experience of Assistant Principals with District	4.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.1	13.1	11.2
Average Years Experience of Teachers with District:	11.4	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,076	\$50,849
1-5 Years Experience	\$50,038	\$49,910	\$53,288
6-10 Years Experience	\$52,679	\$52,874	\$56,282
11-20 Years Experience	\$59,402	\$59,001	\$59,900
21-30 Years Experience	\$63,630	\$63,590	\$64,637
Over 30 Years Experience	\$67,480	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,001	\$56,239	\$57,641
Professional Support	\$60,289	\$70,679	\$68,030
Campus Administration (School Leadership)	\$80,901	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	6.0%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	27.5	82.6%	68.2%	71.0%
Special Education	3.8	11.4%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	28
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 85.7%)	28
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	94%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
LAMAR EL (233901106)	SAN FELIPE-DEL RIO CISD	KG-05	477	85.7	12.8	11.0	0.0	15.7
1 LAWNSDALE EL (188901114)	AMARILLO ISD	EE-05	349	84.2	9.2	11.8	0.0	21.2
2 OAK DALE EL (188901119)	AMARILLO ISD	PK-05	420	78.8	7.9	12.1	0.0	16.0
3 SOUTH LAWN EL (188901128)	AMARILLO ISD	PK-05	365	82.2	6.0	12.4	0.0	17.5
4 CHARLIE MARSHALL EL (205901104)	ARANSAS PASS ISD	03-05	346	82.9	9.8	13.4	0.0	11.6
5 DISHMAN EL (123910126)	BEAUMONT ISD	EE-05	547	80.6	10.8	13.2	0.0	12.1
6 HICKS EL (178904106)	CORPUS CHRISTI ISD	PK-05	560	90.2	11.8	15.0	0.0	13.6
7 MARY HELEN BERLANGA EL (178904104)	CORPUS CHRISTI ISD	PK-05	509	87.8	10.6	17.4	0.0	11.0
8 MEADOWBROOK EL (178904123)	CORPUS CHRISTI ISD	EE-05	357	84.3	6.7	13.5	0.0	14.8
9 JACKIE CARDEN EL (220912105)	CROWLEY ISD	EE-05	517	82.4	16.4	14.9	0.0	10.8
10 DILLEY EL (082902101)	DILLEY ISD	EE-05	427	85.9	4.0	12.1	0.0	14.8
11 SAN JACINTO EL (068901121)	ECTOR COUNTY ISD	PK-05	451	81.2	15.5	9.5	0.0	11.5
12 EDGAR GLOVER JR EL (079907131)	FORT BEND ISD	KG-05	393	83.5	7.1	15.2	0.0	16.5
13 NETTIE BACCUS EL (111901105)	GRANBURY ISD	EE-05	502	80.9	14.5	16.1	0.0	17.5
14 H W SCHULZE EL (015904108)	HARLANDALE ISD	PK-05	604	88.4	7.6	13.2	0.0	12.1
15 RAYBURN EL (015904110)	HARLANDALE ISD	PK-05	365	91.8	15.1	14.7	0.0	15.1
16 WRIGHT EL (015904114)	HARLANDALE ISD	PK-05	393	91.1	13.2	13.9	0.0	13.0
17 BONHAM EL (031903103)	HARLINGEN CISD	EE-05	605	86.3	12.6	15.0	0.0	9.9
18 HOUSTON EL (031903107)	HARLINGEN CISD	EE-05	482	87.3	16.2	12.5	0.0	14.7
19 WILSON EL (031903116)	HARLINGEN CISD	PK-05	461	87.9	16.1	12.3	0.0	10.4
20 LOPEZ-RIGGINS EL (031906104)	LOS FRESNOS CISD	PK-05	525	88.2	18.7	12.2	0.0	12.6
21 LEONARD SHANKLIN EL (028903101)	LULING ISD	02-05	386	81.3	12.7	12.2	0.0	15.8
22 LYFORD EL (245902106)	LYFORD CISD	EE-05	619	83.5	12.9	9.5	0.0	10.0
23 RUGEL EL (057914109)	MESQUITE ISD	KG-05	323	83.0	11.5	14.2	0.0	14.6
24 RAGUET EL (174904105)	NACOGDOCHES ISD	KG-05	507	81.1	13.6	16.1	0.0	17.9
25 DELLVIEW EL (015910104)	NORTH EAST ISD	KG-05	431	88.6	6.0	12.5	0.0	11.6
26 NORTHERN HILLS EL (015910127)	NORTH EAST ISD	PK-05	544	81.4	6.4	14.9	0.0	13.6
27 CARLOS COON EL (015915128)	NORTHSIDE ISD	EE-05	579	79.3	14.0	15.1	0.0	16.1
28 CODY EL (015915135)	NORTHSIDE ISD	EE-05	542	80.6	13.1	10.0	0.0	19.7
29 PEARSALL INT (082903103)	PEARSALL ISD	03-05	435	80.5	8.5	7.3	0.0	12.4
30 HIGHLAND EL (095905105)	PLAINVIEW ISD	PK-05	352	85.8	6.8	9.5	0.0	11.4
31 PORT ACRES EL (123907113)	PORT ARTHUR ISD	PK-05	455	86.4	13.4	13.3	0.0	12.5
32 PITTMAN EL (245903102)	RAYMONDVILLE ISD	PK-05	597	87.9	7.7	8.6	0.0	15.7
33 FANNIN EL (226903110)	SAN ANGELO ISD	PK-05	331	82.2	9.1	11.4	0.0	11.5
34 SAN AUGUSTINE EL (203901102)	SAN AUGUSTINE ISD	PK-05	326	85.3	15.6	11.2	0.0	17.5
35 SULLIVAN ENVIRONMENTAL SCIENCE ACA (031912110)	SAN BENITO CISD	PK-05	410	91.7	13.7	10.5	0.0	11.0
36 DR FERMIN CALDERON EL (233901112)	SAN FELIPE-DEL RIO CISD	EE-05	556	81.5	8.1	10.1	0.0	11.9
37 TRAVIS EL (105902105)	SAN MARCOS CISD	KG-05	547	86.1	9.0	18.3	0.0	14.1
38 TULIA EL (219903101)	TULIA ISD	EE-05	455	86.4	9.0	12.1	0.0	13.6
39 O'CONNOR EL (235902108)	VICTORIA ISD	PK-05	432	89.4	7.4	14.4	0.0	11.6
40 WHARTON EL (241904106)	WHARTON ISD	03-05	400	82.8	19.3	12.5	0.0	13.3
Comparison Group Average			460	84.8	11.2	12.9	0.0	13.8



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Lamar El District: SAN FELIPE-DEL RIO CISD
 Campus Number: 233901106 Total Membership: 515

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,279,923	100.00	6,369	3,995,086	100.00	7,757
Operating-Payroll	2,932,127	89.40	5,693	3,512,427	87.92	6,820
Other Operating	347,796	10.60	675	482,659	12.08	937
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,279,923	100.00	6,369	3,995,086	100.00	7,757
Instruction (11,95) *	2,249,688	68.59	4,368	2,671,623	66.87	5,188
Instructional Res/Media (12) *	60,788	1.85	118	62,282	1.56	121
Curriculum/Staff Develop (13) *	144,530	4.41	281	155,030	3.88	301
Instructional Leadership (21) *	50,499	1.54	98	50,499	1.26	98
School Leadership (23) *	207,812	6.34	404	207,812	5.20	404
Guidance/Counseling Svcs (31) *	109,101	3.33	212	117,360	2.94	228
Social Work Services (32) *	21,465	0.65	42	21,465	0.54	42
Health Services (33) *	47,164	1.44	92	48,058	1.20	93
Food (35) **	34,004	1.04	66	304,636	7.63	592
Extracurricular (36) ***	5,217	0.16	10	6,666	0.17	13
Plant Maint/Operation (51) ***	326,489	9.95	634	326,489	8.17	634
Security/Monitoring (52) ***	23,166	0.71	45	23,166	0.58	45
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,891,047	100.00	5,614	3,322,735	100.00	6,452
Regular	1,732,695	59.93	3,364	1,954,068	58.81	3,794
Gifted & Talented	3,053	0.11	6	3,053	0.09	6
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	239,035	8.27	464	340,107	10.24	660
Accelerated Education	506,898	17.53	984	616,141	18.54	1,196
Bilingual	14,029	0.49	27	14,029	0.42	27
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	320,469	11.08	622	320,469	9.64	622
Dyslexia or Related Disorder Serv	74,868	2.59	145	74,868	2.25	145
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
LAMAR EL (233901106)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 477
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about LAMAR EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.8%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.6%	0.7%	12.7%
Hispanic	95.4%	93.6%	52.9%
White	3.3%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.4%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	85.7%	71.3%	60.3%
Special Education	15.7%	13.0%	11.1%
Emergent Bilingual/EL	12.8%	17.3%	20.7%
Mobility Rate (2019-20)	11.0%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	17.0	19.1	17.7
Grade 1	21.5	19.9	18.0
Grade 2	19.9	19.3	18.0
Grade 3	18.8	18.3	18.2
Grade 4	22.7	19.3	18.3
Grade 5	26.2	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,757	\$10,349	\$10,406
Instruction	\$5,188	\$5,401	\$5,929
Instructional Leadership	\$98	\$205	\$173
School Leadership	\$404	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	52%	100%	51%	59%	-	*	-	-	49%
	2019	78%	72%	77%	-	77%	84%	-	80%	-	*	75%
ELA/Reading	2021	68%	62%	59%	*	58%	67%	-	*	-	-	56%
	2019	75%	69%	78%	-	77%	86%	-	*	-	*	76%
Mathematics	2021	66%	54%	51%	*	50%	58%	-	*	-	-	47%
	2019	82%	77%	79%	-	79%	86%	-	*	-	*	77%
Writing	2021	58%	51%	33%	*	29%	*	-	-	-	-	29%
	2019	68%	58%	52%	-	52%	*	-	*	-	-	49%
Science	2021	71%	60%	54%	-	57%	29%	-	*	-	-	52%
	2019	81%	75%	87%	-	87%	*	-	-	-	*	86%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	23%	80%	22%	21%	-	*	-	-	19%
	2019	50%	40%	44%	-	44%	42%	-	40%	-	*	40%
ELA/Reading	2021	45%	36%	24%	*	24%	17%	-	*	-	-	21%
	2019	48%	38%	38%	-	38%	43%	-	*	-	*	33%
Mathematics	2021	37%	25%	23%	*	23%	25%	-	*	-	-	19%
	2019	52%	43%	48%	-	47%	57%	-	*	-	*	45%
Writing	2021	30%	21%	18%	*	15%	*	-	-	-	-	13%
	2019	38%	28%	20%	-	21%	*	-	*	-	-	14%
Science	2021	44%	30%	20%	-	23%	0%	-	*	-	-	15%
	2019	54%	43%	64%	-	65%	*	-	-	-	*	63%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	9%	40%	8%	12%	-	*	-	-	6%
	2019	24%	17%	22%	-	22%	21%	-	20%	-	*	20%
ELA/Reading	2021	18%	11%	10%	*	9%	17%	-	*	-	-	7%
	2019	21%	13%	18%	-	19%	14%	-	*	-	*	14%
Mathematics	2021	18%	9%	9%	*	8%	17%	-	*	-	-	5%
	2019	26%	20%	26%	-	26%	29%	-	*	-	*	26%
Writing	2021	9%	4%	0%	*	0%	*	-	-	-	-	0%
	2019	14%	8%	1%	-	1%	*	-	*	-	-	0%
Science	2021	20%	10%	13%	-	15%	0%	-	*	-	-	10%
	2019	25%	16%	34%	-	34%	*	-	-	-	*	31%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	94%	100%	94%	97%	-	*	-	-	93%
	2019	99%	99%	100%	-	100%	100%	-	100%	-	*	100%
ELA/Reading	2021	89%	94%	94%	*	93%	100%	-	*	-	-	93%
	2019	99%	99%	100%	-	100%	100%	-	*	-	*	100%
Mathematics	2021	88%	93%	94%	*	93%	100%	-	*	-	-	93%
	2019	100%	100%	100%	-	100%	100%	-	*	-	*	100%

- Indicates there are no students in the group.

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

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

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: IRENE C CARDWELL EL

Campus Number: 233901108

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

This campus is not rated on STAAR Performance (TAPR).

Texas Education Agency
2020-21 Progress (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

Texas Education Agency
2020-21 STAAR Participation (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

This campus is not rated on STAAR Participation (TAPR).

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Graduation Profile (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	377	100.0%	9,859	5,359,040	378	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	19	5.0%	0.2%	0.3%	20	5.3%	0.2%	0.4%
Pre-Kindergarten	358	95.0%	3.8%	3.7%	358	94.7%	3.8%	3.7%
Kindergarten	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.7%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 5	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	2	0.5%	0.7%	12.7%	2	0.5%	0.7%	12.7%
Hispanic	360	95.5%	93.7%	52.9%	361	95.5%	93.6%	52.9%
White	11	2.9%	4.9%	26.5%	11	2.9%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	3	0.8%	0.4%	4.7%	3	0.8%	0.4%	4.7%
Pacific Islander	1	0.3%	0.0%	0.2%	1	0.3%	0.0%	0.2%
Two or More Races	0	0.0%	0.3%	2.7%	0	0.0%	0.3%	2.7%
Sex:								
Female	201	53.3%	49.6%	48.9%	202	53.4%	49.6%	48.9%
Male	176	46.7%	50.4%	51.1%	176	46.6%	50.4%	51.1%
Economically Disadvantaged	355	94.2%	71.3%	60.3%	356	94.2%	71.2%	60.2%
Non-Educationally Disadvantaged	22	5.8%	28.7%	39.7%	22	5.8%	28.8%	39.8%
Section 504 Students	0	0.0%	9.3%	7.2%	0	0.0%	9.3%	7.2%
EB Students/EL	88	23.3%	17.3%	20.7%	88	23.3%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	0	0.0%	3.8%	4.5%	0	0.0%	3.8%	4.5%
Foster Care	1	0.3%	0.0%	0.3%	1	0.3%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	8	2.1%	0.5%	1.1%	8	2.1%	0.5%	1.1%
Immigrant	9	2.4%	1.8%	2.0%	9	2.4%	1.8%	2.0%
Migrant	8	2.1%	2.0%	0.3%	8	2.1%	2.0%	0.3%
Title I	377	100.0%	98.8%	64.5%	378	100.0%	98.8%	64.5%
Military Connected	12	3.2%	3.5%	2.7%	12	3.2%	3.5%	2.7%
At-Risk	360	95.5%	71.9%	49.2%	360	95.2%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	86	22.8%	19.2%	21.0%	86	22.8%	19.2%	20.9%
Gifted and Talented Education	0	0.0%	8.3%	8.3%	0	0.0%	8.3%	8.3%
Special Education	70	18.6%	13.0%	11.1%	71	18.8%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	45.3%	42.5%				
Students with Physical Disabilities	54	77.1%	23.9%	21.3%				
Students with Autism	8	11.4%	**	14.1%				
Students with Behavioral Disabilities	**	**	23.3%	20.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	0	0.0%	9.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	0	0.0%	8.4%	7.1%				
White	0	0.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	0	0.0%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	20	14.7%	13.1%	16.6%				

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

Texas Education Agency
2020-21 Student Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.1	17.7
Grade 1	-	19.9	18.0
Grade 2	-	19.3	18.0
Grade 3	-	18.3	18.2
Grade 4	-	19.3	18.3
Grade 5	-	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	52.9	100.0%	100.0%	100.0%
Professional Staff:	28.9	54.6%	53.5%	64.3%
Teachers	22.8	43.1%	42.4%	49.6%
Professional Support	5.1	9.7%	7.7%	10.6%
Campus Administration (School Leadership)	1.0	1.9%	2.3%	3.0%
Educational Aides:	24.0	45.4%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	48.1	90.9%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	19.1	83.9%	81.2%	28.4%
White	3.7	16.1%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	2.0	8.8%	21.9%	23.8%
Females	20.8	91.2%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	16.1	70.7%	74.5%	73.0%
Masters	6.7	29.3%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.7%	6.7%
1-5 Years Experience	2.0	8.8%	26.5%	27.8%
6-10 Years Experience	6.0	26.3%	20.4%	20.3%
11-20 Years Experience	12.0	52.7%	25.8%	29.1%
21-30 Years Experience	2.8	12.2%	16.4%	13.0%
Over 30 Years Experience	0.0	0.0%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.5	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	4.7	6.4
Average Years Experience of Principals with District	2.0	4.7	5.5
Average Years Experience of Assistant Principals	0.0	4.2	5.5
Average Years Experience of Assistant Principals with District	0.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.4	13.1	11.2
Average Years Experience of Teachers with District:	12.6	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,076	\$50,849
1-5 Years Experience	\$50,526	\$49,910	\$53,288
6-10 Years Experience	\$52,501	\$52,874	\$56,282
11-20 Years Experience	\$58,607	\$59,001	\$59,900
21-30 Years Experience	\$63,347	\$63,590	\$64,637
Over 30 Years Experience	-	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,870	\$56,239	\$57,641
Professional Support	\$65,675	\$70,679	\$68,030
Campus Administration (School Leadership)	\$96,402	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	5.0	21.9%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	16.0	70.2%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	0.0	0.0%	68.2%	71.0%
Special Education	1.8	7.9%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
IRENE C CARDWELL EL (233901108) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	N/A
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 94.2%)	N/A
Closing the Gaps % of Indicators Met	
Academic Achievement Status	N/A
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	N/A
School Quality Status	N/A
% Participation (All Tests)	
2018-19	N/A
2020-21	N/A

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

Campus Comparison Group is not available for Irene C. Cardwell Elementary.



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Irene C Cardwell El District: SAN FELIPE-DEL RIO CISD
Campus Number: 233901108 Total Membership: 508

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,129,169	100.00	4,191	4,663,252	100.00	9,180
Operating-Payroll	1,837,456	86.30	3,617	4,109,367	88.12	8,089
Other Operating	291,713	13.70	574	553,885	11.88	1,090
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,129,169	100.00	4,191	4,663,252	100.00	9,180
Instruction (11,95) *	1,269,516	59.62	2,499	3,038,312	65.15	5,981
Instructional Res/Media (12) *	37,972	1.78	75	102,903	2.21	203
Curriculum/Staff Develop (13) *	36,896	1.73	73	73,306	1.57	144
Instructional Leadership (21) *	186,095	8.74	366	270,253	5.80	532
School Leadership (23) *	184,831	8.68	364	186,133	3.99	366
Guidance/Counseling Svcs (31) *	81,070	3.81	160	177,969	3.82	350
Social Work Services (32) *	4,151	0.19	8	4,151	0.09	8
Health Services (33) *	43,050	2.02	85	120,187	2.58	237
Food (35) **	32,040	1.50	63	310,130	6.65	610
Extracurricular (36) ***	0	0.00	0	3,544	0.08	7
Plant Maint/Operation (51) ***	215,795	10.14	425	338,611	7.26	667
Security/Monitoring (52) ***	1,331	0.06	3	1,331	0.03	3
Data Processing Svcs (53)***	36,422	1.71	72	36,422	0.78	72
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,843,581	100.00	3,629	3,972,611	100.00	7,820
Regular	54,204	2.94	107	56,007	1.41	110
Gifted & Talented	145	0.01	0	145	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	230,499	12.50	454	307,148	7.73	605
Accelerated Education	85,526	4.64	168	2,136,104	53.77	4,205
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	1,473,207	79.91	2,900	1,473,207	37.08	2,900
Early Education Allotment	0	0.00	0	0	0.00	0
Dyslexia or Related Disorder Serv	0	0.00	0	0	0.00	0
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
IRENE C CARDWELL EL (233901108)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 377
Grade Span: EE - PK

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about IRENE C CARDWELL EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	-	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.5%	0.7%	12.7%
Hispanic	95.5%	93.6%	52.9%
White	2.9%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.8%	0.4%	4.7%
Pacific Islander	0.3%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	94.2%	71.3%	60.3%
Special Education	18.6%	13.0%	11.1%
Emergent Bilingual/EL	23.3%	17.3%	20.7%
Mobility Rate (2019-20)	0.0%	9.6%	13.8%

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,180	\$10,349	\$10,406
Instruction	\$5,981	\$5,401	\$5,929
Instructional Leadership	\$532	\$205	\$173
School Leadership	\$366	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

There is no STAAR performance data for this campus.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: BUENA VISTA EL

Campus Number: 233901110

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	69%	*	66%	100%	-	*	-	-	43%	*	68%	76%	50%	50%
	2019	76%	65%	65%	*	62%	100%	-	*	-	*	33%	*	65%	67%	44%	22%
At Meets Grade Level or Above	2021	39%	28%	40%	*	36%	75%	-	*	-	-	29%	*	37%	59%	16%	18%
	2019	45%	32%	38%	*	34%	63%	-	*	-	*	25%	*	35%	48%	18%	7%
At Masters Grade Level	2021	19%	11%	12%	*	11%	17%	-	*	-	-	0%	*	12%	12%	7%	8%
	2019	27%	18%	21%	*	19%	38%	-	*	-	*	0%	*	19%	29%	9%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	60%	*	58%	75%	-	*	-	-	71%	*	62%	47%	45%	42%
	2019	79%	66%	80%	*	79%	88%	-	*	-	*	33%	*	78%	90%	76%	74%
At Meets Grade Level or Above	2021	31%	21%	29%	*	26%	50%	-	*	-	-	29%	*	29%	29%	16%	16%
	2019	49%	32%	44%	*	42%	63%	-	*	-	*	17%	*	44%	43%	33%	26%
At Masters Grade Level	2021	14%	7%	9%	*	5%	33%	-	*	-	-	0%	*	7%	18%	2%	3%
	2019	25%	12%	17%	*	13%	50%	-	*	-	*	0%	*	16%	19%	7%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	62%	-	59%	83%	-	-	-	-	33%	*	60%	74%	40%	23%
	2019	75%	70%	77%	*	76%	88%	-	-	-	-	69%	*	74%	86%	67%	46%
At Meets Grade Level or Above	2021	36%	28%	35%	-	31%	67%	-	-	-	-	25%	*	34%	42%	14%	12%
	2019	44%	37%	53%	*	50%	75%	-	-	-	-	54%	*	53%	52%	42%	23%
At Masters Grade Level	2021	17%	11%	18%	-	15%	42%	-	-	-	-	0%	*	18%	16%	5%	0%
	2019	22%	19%	27%	*	25%	38%	-	-	-	-	23%	*	24%	38%	18%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	54%	-	51%	75%	-	-	-	-	42%	*	53%	58%	37%	23%
	2019	75%	65%	67%	*	66%	75%	-	-	-	-	69%	*	64%	76%	55%	35%
At Meets Grade Level or Above	2021	36%	21%	26%	-	21%	67%	-	-	-	-	17%	*	26%	26%	9%	4%
	2019	48%	35%	42%	*	42%	50%	-	-	-	-	46%	*	43%	41%	32%	23%
At Masters Grade Level	2021	21%	9%	14%	-	9%	50%	-	-	-	-	8%	*	15%	11%	2%	0%
	2019	28%	18%	24%	*	24%	25%	-	-	-	-	31%	*	22%	28%	20%	15%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	57%	-	54%	75%	-	-	-	*	17%	*	55%	65%	32%	22%
	2019	67%	56%	75%	*	75%	88%	-	-	-	-	69%	*	75%	76%	63%	42%
At Meets Grade Level or Above	2021	27%	19%	25%	-	22%	50%	-	-	-	*	0%	*	23%	35%	8%	7%
	2019	35%	24%	44%	*	42%	63%	-	-	-	-	54%	*	42%	52%	32%	15%
At Masters Grade Level	2021	8%	4%	10%	-	7%	33%	-	-	-	*	0%	*	10%	10%	2%	0%
	2019	11%	4%	10%	*	9%	13%	-	-	-	-	15%	*	8%	17%	8%	8%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	70%	*	68%	100%	-	*	-	*	44%	*	73%	59%	53%	39%
	2019	86%	80%	83%	-	80%	100%	-	*	-	-	50%	*	82%	85%	67%	38%
At Meets Grade Level or Above	2021	46%	33%	42%	*	40%	57%	-	*	-	*	22%	*	46%	27%	21%	11%
	2019	54%	40%	46%	-	47%	38%	-	*	-	-	33%	*	46%	46%	29%	13%
At Masters Grade Level	2021	30%	19%	25%	*	20%	57%	-	*	-	*	11%	*	24%	27%	9%	7%
	2019	29%	19%	22%	-	23%	8%	-	*	-	-	8%	*	21%	23%	12%	6%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	69%	*	66%	100%	-	*	-	*	33%	*	66%	82%	60%	57%
	2019	90%	88%	93%	-	93%	92%	-	*	-	-	75%	*	97%	81%	92%	75%
At Meets Grade Level or Above	2021	44%	33%	39%	*	33%	100%	-	*	-	*	11%	*	39%	41%	21%	18%
	2019	58%	49%	60%	-	58%	69%	-	*	-	-	42%	*	61%	58%	49%	13%
At Masters Grade Level	2021	25%	15%	21%	*	15%	86%	-	*	-	*	0%	*	18%	32%	6%	14%
	2019	36%	27%	36%	-	35%	38%	-	*	-	-	17%	*	36%	35%	24%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	59%	*	56%	100%	-	*	-	*	22%	*	59%	62%	37%	33%
	2019	75%	70%	74%	-	72%	85%	-	*	-	-	42%	*	76%	65%	65%	38%
At Meets Grade Level or Above	2021	31%	17%	28%	*	21%	86%	-	*	-	*	11%	*	26%	38%	13%	19%
	2019	49%	43%	51%	-	49%	69%	-	*	-	-	33%	*	55%	38%	41%	6%
At Masters Grade Level	2021	13%	7%	11%	*	7%	57%	-	*	-	*	0%	*	9%	19%	4%	7%
	2019	24%	20%	29%	-	26%	46%	-	*	-	-	8%	*	29%	27%	12%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	62%	80%	60%	86%	-	72%	-	*	36%	61%	62%	66%	44%	37%
	2019	78%	72%	77%	64%	75%	90%	-	100%	-	*	56%	85%	76%	78%	66%	46%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	33%	80%	29%	67%	-	67%	-	*	17%	39%	32%	37%	15%	13%
	2019	50%	40%	47%	57%	45%	61%	-	82%	-	*	38%	35%	47%	47%	34%	17%
At Masters Grade Level	2021	18%	11%	15%	20%	11%	43%	-	44%	-	*	3%	22%	14%	18%	4%	5%
	2019	24%	17%	23%	29%	22%	32%	-	64%	-	*	13%	10%	22%	27%	14%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	67%	*	65%	94%	-	57%	-	*	39%	67%	67%	69%	48%	39%
	2019	75%	69%	75%	60%	73%	97%	-	100%	-	*	51%	88%	74%	80%	59%	35%
At Meets Grade Level or Above	2021	45%	36%	39%	*	35%	68%	-	57%	-	*	25%	44%	39%	41%	17%	14%
	2019	48%	38%	46%	60%	44%	55%	-	80%	-	*	38%	38%	45%	49%	30%	14%
At Masters Grade Level	2021	18%	11%	18%	*	15%	35%	-	57%	-	*	4%	22%	18%	19%	7%	5%
	2019	21%	13%	23%	40%	22%	24%	-	60%	-	*	11%	13%	21%	30%	13%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	61%	*	58%	81%	-	86%	-	*	46%	67%	60%	64%	46%	41%
	2019	82%	77%	80%	60%	79%	86%	-	100%	-	*	59%	75%	80%	82%	73%	59%
At Meets Grade Level or Above	2021	37%	25%	31%	*	26%	68%	-	71%	-	*	18%	33%	31%	33%	15%	13%
	2019	52%	43%	49%	40%	47%	62%	-	80%	-	*	35%	25%	49%	47%	37%	22%
At Masters Grade Level	2021	18%	9%	14%	*	10%	52%	-	43%	-	*	4%	22%	13%	21%	3%	5%
	2019	26%	20%	26%	20%	24%	38%	-	60%	-	*	16%	13%	25%	28%	17%	10%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	57%	-	54%	75%	-	-	-	*	17%	*	55%	65%	32%	22%
	2019	68%	58%	75%	*	75%	88%	-	-	-	-	69%	*	75%	76%	63%	42%
At Meets Grade Level or Above	2021	30%	21%	25%	-	22%	50%	-	-	-	*	0%	*	23%	35%	8%	7%
	2019	38%	28%	44%	*	42%	63%	-	-	-	-	54%	*	42%	52%	32%	15%
At Masters Grade Level	2021	9%	4%	10%	-	7%	33%	-	-	-	*	0%	*	10%	10%	2%	0%
	2019	14%	8%	10%	*	9%	13%	-	-	-	-	15%	*	8%	17%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	59%	*	56%	100%	-	*	-	*	22%	*	59%	62%	37%	33%
	2019	81%	75%	74%	-	72%	85%	-	*	-	-	42%	*	76%	65%	65%	38%
At Meets Grade Level or Above	2021	44%	30%	28%	*	21%	86%	-	*	-	*	11%	*	26%	38%	13%	19%
	2019	54%	43%	51%	-	49%	69%	-	*	-	-	33%	*	55%	38%	41%	6%
At Masters Grade Level	2021	20%	10%	11%	*	7%	57%	-	*	-	*	0%	*	9%	19%	4%	7%
	2019	25%	16%	29%	-	26%	46%	-	*	-	-	8%	*	29%	27%	12%	0%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	64	*	65	50	-	-	-	-	54	*	60	83	59	52
	2018	63	62	71	*	72	67	-	*	-	-	93	*	73	64	75	*
Grade 4 Mathematics	2019	65	65	65	*	66	60	-	-	-	-	58	*	65	63	64	48
	2018	65	59	48	*	47	55	-	*	-	-	60	*	47	53	53	61
Grade 5 ELA/Reading	2019	81	79	69	-	68	75	-	*	-	-	64	*	67	79	64	79
	2018	80	77	79	*	80	80	-	*	-	*	*	*	81	71	76	88
Grade 5 Mathematics	2019	83	88	92	-	91	96	-	*	-	-	86	*	95	80	95	83
	2018	81	76	77	*	78	79	-	*	-	*	91	*	75	82	79	95
All Grades Both Subjects	2019	69	70	72	56	72	76	-	*	-	-	65	83	72	76	70	61
	2018	69	67	68	*	69	70	-	50	-	*	77	75	68	69	70	80
All Grades ELA/Reading	2019	68	68	67	*	67	68	-	*	-	-	59	*	63	81	62	62
	2018	69	66	75	*	76	74	-	*	-	*	77	*	77	69	76	80
All Grades Mathematics	2019	70	72	78	*	78	85	-	*	-	-	72	*	80	71	78	61
	2018	70	68	62	*	62	67	-	*	-	*	76	*	60	70	65	80

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	62%	26%	27%	-	-	-	25%	-	-	-	-	-	72%	26%	82%
	2019	78%	72%	77%	35%	35%	-	-	-		22%	22%	-	-	*		36%	
At Meets Grade Level or Above	2021	41%	31%	33%	6%	7%	-	-	-	5%	-	-	-	-	-	41%	6%	41%
	2019	50%	40%	47%	8%	8%	-	-	-		0%	0%	-	-	*		8%	
At Masters Grade Level	2021	18%	11%	15%	3%	4%	-	-	-	1%	-	-	-	-	-	18%	3%	14%
	2019	24%	17%	23%	2%	2%	-	-	-		0%	0%	-	-	*		2%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	67%	27%	20%	-	-	-	38%	-	-	-	-	-	78%	27%	84%
	2019	75%	69%	75%	20%	20%	-	-	-		*	*	-	-	*		22%	
At Meets Grade Level or Above	2021	45%	36%	39%	8%	7%	-	-	-	9%	-	-	-	-	-	49%	8%	37%
	2019	48%	38%	46%	4%	4%	-	-	-		*	*	-	-	*		4%	
At Masters Grade Level	2021	18%	11%	18%	3%	2%	-	-	-	3%	-	-	-	-	-	23%	3%	16%
	2019	21%	13%	23%	2%	2%	-	-	-		*	*	-	-	*		2%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	61%	34%	44%	-	-	-	22%	-	-	-	-	-	68%	34%	68%
	2019	82%	77%	80%	57%	57%	-	-	-		*	*	-	-	*		55%	
At Meets Grade Level or Above	2021	37%	25%	31%	7%	10%	-	-	-	3%	-	-	-	-	-	38%	7%	37%
	2019	52%	43%	49%	12%	12%	-	-	-		*	*	-	-	*		13%	
At Masters Grade Level	2021	18%	9%	14%	3%	5%	-	-	-	0%	-	-	-	-	-	18%	3%	16%
	2019	26%	20%	26%	2%	2%	-	-	-		*	*	-	-	*		2%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	57%	5%	8%	-	-	-	0%	-	-	-	-	-	68%	5%	100%
	2019	68%	58%	75%	14%	14%	-	-	-		*	*	-	-	*		22%	
At Meets Grade Level or Above	2021	30%	21%	25%	0%	0%	-	-	-	0%	-	-	-	-	-	31%	0%	40%
	2019	38%	28%	44%	14%	14%	-	-	-		*	*	-	-	*		11%	
At Masters Grade Level	2021	9%	4%	10%	0%	0%	-	-	-	0%	-	-	-	-	-	13%	0%	0%
	2019	14%	8%	10%	7%	7%	-	-	-		*	*	-	-	*		6%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	59%	14%	17%	-	-	-	*	-	-	-	-	-	68%	14%	100%
	2019	81%	75%	74%	33%	33%	-	-	-		-	-	-	-	-		33%	
At Meets Grade Level or Above	2021	44%	30%	28%	5%	6%	-	-	-	*	-	-	-	-	-	32%	5%	67%
	2019	54%	43%	51%	0%	0%	-	-	-		-	-	-	-	-		0%	
At Masters Grade Level	2021	20%	10%	11%	5%	6%	-	-	-	*	-	-	-	-	-	12%	5%	17%
	2019	25%	16%	29%	0%	0%	-	-	-		-	-	-	-	-		0%	

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	96%	100%	97%	91%	-	100%	-	*	91%	88%	97%	96%	98%	98%
Included in Accountability	83%	91%	93%	100%	94%	84%	-	86%	-	*	91%	88%	95%	83%	94%	90%
Not Included in Accountability: Mobile	3%	2%	3%	0%	3%	6%	-	0%	-	*	0%	0%	1%	9%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	14%	-	*	0%	0%	0%	4%	2%	4%
Not Tested	12%	6%	4%	0%	3%	9%	-	0%	-	*	9%	12%	3%	4%	2%	2%
Absent	2%	2%	4%	0%	3%	9%	-	0%	-	*	9%	12%	3%	4%	2%	2%
Other	10%	4%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	93%	100%	93%	100%	-	100%	-	44%	95%	100%	99%	78%	92%	84%
Not Included in Accountability: Mobile	4%	3%	5%	0%	5%	0%	-	0%	-	56%	5%	0%	1%	15%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	2%	0%	-	0%	-	0%	0%	0%	0%	7%	3%	8%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.2%	*	99.2%	99.3%	-	99.5%	-	*	98.9%	98.9%	99.2%
2018-19	95.4%	94.6%	96.3%	97.6%	96.3%	96.2%	-	97.1%	-	*	95.5%	95.6%	95.1%
Chronic Absenteeism													
2019-20	6.7%	7.9%	2.1%	0.0%	2.4%	0.0%	-	0.0%	-	0.0%	2.9%	3.0%	3.1%
2018-19	11.4%	15.1%	9.1%	6.7%	9.2%	9.7%	-	0.0%	-	0.0%	13.0%	11.2%	15.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	738	100.0%	9,859	5,359,040	739	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	113	15.3%	6.7%	6.7%	113	15.3%	6.7%	6.7%
Grade 1	125	16.9%	7.2%	7.1%	125	16.9%	7.2%	7.1%
Grade 2	144	19.5%	7.6%	7.1%	144	19.5%	7.7%	7.1%
Grade 3	119	16.1%	6.7%	7.1%	120	16.2%	6.7%	7.1%
Grade 4	120	16.3%	7.1%	7.2%	120	16.2%	7.1%	7.2%
Grade 5	117	15.9%	7.5%	7.4%	117	15.8%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	6	0.8%	0.7%	12.7%	6	0.8%	0.7%	12.7%
Hispanic	643	87.1%	93.7%	52.9%	643	87.0%	93.6%	52.9%
White	72	9.8%	4.9%	26.5%	72	9.7%	5.0%	26.5%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	10	1.4%	0.4%	4.7%	10	1.4%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	6	0.8%	0.3%	2.7%	7	0.9%	0.3%	2.7%
Sex:								
Female	357	48.4%	49.6%	48.9%	357	48.3%	49.6%	48.9%
Male	381	51.6%	50.4%	51.1%	382	51.7%	50.4%	51.1%
Economically Disadvantaged	378	51.2%	71.3%	60.3%	378	51.2%	71.2%	60.2%
Non-Educationally Disadvantaged	360	48.8%	28.7%	39.7%	361	48.8%	28.8%	39.8%
Section 504 Students	37	5.0%	9.3%	7.2%	37	5.0%	9.3%	7.2%
EB Students/EL	186	25.2%	17.3%	20.7%	186	25.2%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	8	1.1%	3.8%	4.5%	8	1.1%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	0	0.0%	0.5%	1.1%	0	0.0%	0.5%	1.1%
Immigrant	21	2.8%	1.8%	2.0%	21	2.8%	1.8%	2.0%
Migrant	3	0.4%	2.0%	0.3%	3	0.4%	2.0%	0.3%
Title I	738	100.0%	98.8%	64.5%	739	100.0%	98.8%	64.5%
Military Connected	55	7.5%	3.5%	2.7%	55	7.4%	3.5%	2.7%
At-Risk	397	53.8%	71.9%	49.2%	397	53.7%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	201	27.2%	19.2%	21.0%	201	27.2%	19.2%	20.9%
Gifted and Talented Education	28	3.8%	8.3%	8.3%	28	3.8%	8.3%	8.3%
Special Education	79	10.7%	13.0%	11.1%	80	10.8%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	21.5%	45.3%	42.5%				
Students with Physical Disabilities	40	50.6%	23.9%	21.3%				
Students with Autism	10	12.7%	**	14.1%				
Students with Behavioral Disabilities	12	15.2%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	47	6.9%	9.6%	13.8%				
By Ethnicity:								
African American	4	0.6%	0.2%	2.8%				
Hispanic	34	5.0%	8.4%	7.1%				
White	8	1.2%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	7	9.9%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	12	7.4%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	34	9.3%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	85	13.4%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	0.0%	1.3%	4.8%
Grade 1	0.9%	4.7%	1.9%	5.9%	9.8%	3.2%
Grade 2	1.8%	4.7%	1.0%	0.0%	3.5%	1.4%
Grade 3	0.9%	1.5%	0.5%	0.0%	1.1%	0.6%
Grade 4	0.0%	1.3%	0.3%	0.0%	1.6%	0.4%
Grade 5	1.8%	1.6%	0.2%	7.1%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.2	19.1	17.7
Grade 1	20.1	19.9	18.0
Grade 2	19.3	19.3	18.0
Grade 3	18.9	18.3	18.2
Grade 4	18.3	19.3	18.3
Grade 5	19.8	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	66.6	100.0%	100.0%	100.0%
Professional Staff:	54.6	82.0%	53.5%	64.3%
Teachers	47.1	70.8%	42.4%	49.6%
Professional Support	5.5	8.2%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	3.0%	2.3%	3.0%
Educational Aides:	12.0	18.0%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	53.3	80.1%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	36.2	76.7%	81.2%	28.4%
White	10.9	23.1%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.1	0.3%	0.5%	1.2%
Teachers by Sex:				
Males	3.3	7.1%	21.9%	23.8%
Females	43.8	92.9%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	36.2	76.8%	74.5%	73.0%
Masters	11.0	23.2%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.9	2.0%	3.7%	6.7%
1-5 Years Experience	15.1	32.0%	26.5%	27.8%
6-10 Years Experience	6.9	14.7%	20.4%	20.3%
11-20 Years Experience	10.9	23.0%	25.8%	29.1%
21-30 Years Experience	9.3	19.8%	16.4%	13.0%
Over 30 Years Experience	4.0	8.5%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.7	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	4.7	6.4
Average Years Experience of Principals with District	7.0	4.7	5.5
Average Years Experience of Assistant Principals	2.0	4.2	5.5
Average Years Experience of Assistant Principals with District	2.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.0	13.1	11.2
Average Years Experience of Teachers with District:	11.4	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,518	\$47,076	\$50,849
1-5 Years Experience	\$49,943	\$49,910	\$53,288
6-10 Years Experience	\$53,070	\$52,874	\$56,282
11-20 Years Experience	\$56,982	\$59,001	\$59,900
21-30 Years Experience	\$62,986	\$63,590	\$64,637
Over 30 Years Experience	\$66,880	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,036	\$56,239	\$57,641
Professional Support	\$61,293	\$70,679	\$68,030
Campus Administration (School Leadership)	\$74,962	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	12.0	25.5%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	32.9	69.8%	68.2%	71.0%
Special Education	2.2	4.8%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	37
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 51.2%)	37
Closing the Gaps % of Indicators Met	
Academic Achievement Status	19%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	13%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
BUENA VISTA EL (233901110)	SAN FELIPE-DEL RIO CISD	KG-05	738	51.2	25.2	6.9	0.0	10.7
1 SAVANNAH LAKES EL (020901113)	ALVIN ISD	EE-05	771	57.3	22.7	11.3	0.0	12.8
2 JUDITH L HARLOW EL (043902105)	ANNA ISD	PK-05	664	55.3	28.6	11.5	0.0	14.3
3 MENCHACA EL (227901147)	AUSTIN ISD	EE-05	678	42.8	21.5	10.3	0.0	13.9
4 CLEAR SPRING EL (046902119)	COMAL ISD	PK-05	703	51.4	21.3	10.7	0.0	8.1
5 NEWPORT EL (101906101)	CROSBY ISD	01-05	650	48.6	18.3	9.6	0.0	14.8
6 ANDRE EL (101907146)	CYPRESS-FAIRBANKS ISD	EE-05	861	54.2	23.5	10.0	0.0	12.0
7 GLEASON EL (101907136)	CYPRESS-FAIRBANKS ISD	PK-05	887	56.9	27.5	10.0	0.0	10.1
8 MILLSAP EL (101907110)	CYPRESS-FAIRBANKS ISD	PK-05	792	58.8	22.0	10.9	0.0	10.5
9 MCNAIR EL (061901106)	DENTON ISD	EE-05	531	54.8	26.6	9.2	0.0	14.3
10 NEWTON RAYZOR EL (061901107)	DENTON ISD	PK-05	614	55.7	28.0	10.5	0.0	11.2
11 EL MAGNET AT MILAM EL (068901116)	ECTOR COUNTY ISD	PK-05	616	51.3	22.7	2.2	0.0	7.1
12 DULLES EL (079907112)	FORT BEND ISD	KG-05	646	49.7	20.9	13.5	0.0	10.7
13 JAMES PATTERSON EL (079907155)	FORT BEND ISD	EE-05	762	52.1	26.6	12.3	0.0	11.0
14 JUAN SEGUIN EL (079907149)	FORT BEND ISD	PK-05	640	49.5	30.3	12.6	0.0	10.5
15 OYSTER CREEK EL (079907138)	FORT BEND ISD	KG-05	852	48.1	30.9	13.0	0.0	10.0
16 NORMA DORSEY EL (057909148)	GARLAND ISD	KG-05	612	57.4	29.4	6.3	0.0	9.6
17 ROBERT B SEWELL EL (057909145)	GARLAND ISD	EE-05	709	51.6	17.9	10.7	0.0	14.0
18 JAMES E MITCHELL EL (246904110)	GEORGETOWN ISD	PK-05	632	50.6	25.8	11.6	0.0	11.2
19 VICTORIA WALKER EL (101911122)	GOOSE CREEK CISD	PK-05	698	58.2	25.2	11.0	0.0	11.3
20 HARMONY SCIENCE ACADEMY-KATY (101862003)	HARMONY SCHOOL OF SCIENCE - HOUSTO	KG-05	683	49.6	25.6	14.0	0.0	5.0
21 HEROD EL (101912173)	HOUSTON ISD	PK-05	810	53.3	25.4	9.7	0.0	6.7
22 OAK FOREST EL (101913118)	HUMBLE ISD	KG-05	732	55.6	29.2	14.1	0.0	13.4
23 RAY EL (246906104)	HUTTO ISD	PK-05	566	46.8	27.0	9.4	0.0	12.5
24 IGO EL (246907102)	JARRELL ISD	PK-05	719	49.8	32.0	14.2	0.0	13.4
25 BLACKSHEAR EL (101915127)	KLEIN ISD	EE-05	817	51.4	26.1	7.6	0.0	11.5
26 BRILL EL (101915109)	KLEIN ISD	EE-05	827	43.8	25.3	10.2	0.0	10.9
27 FOX EL (101915133)	KLEIN ISD	EE-05	656	51.5	24.7	12.5	0.0	12.5
28 NORTHAMPTON EL (101915102)	KLEIN ISD	EE-05	619	45.7	26.3	11.9	0.0	12.4
29 ROTH EL (101915114)	KLEIN ISD	PK-05	764	55.6	32.3	7.7	0.0	12.4
30 ZWINK EL (101915128)	KLEIN ISD	EE-05	828	50.0	25.5	10.9	0.0	14.4
31 CORA THOMAS EL (079901125)	LAMAR CISD	EE-05	640	53.3	20.6	11.5	0.0	16.4
32 IRMA DRU HUTCHISON EL (079901121)	LAMAR CISD	EE-05	774	53.5	22.9	9.3	0.0	9.6
33 HACKBERRY EL (061914105)	LITTLE ELM ISD	EE-05	676	49.0	31.8	8.5	0.0	10.8
34 VOSS FARMS EL (046901110)	NEW BRAUNFELS ISD	KG-05	709	43.7	25.8	6.6	0.0	9.3
35 VALLEY RANCH EL (170908109)	NEW CANEY ISD	PK-05	767	56.2	25.9	13.5	0.0	12.8
36 COKER EL (015910102)	NORTH EAST ISD	PK-05	783	47.1	28.1	15.1	0.0	11.2
37 STEUBING RANCH EL (015910141)	NORTH EAST ISD	KG-05	889	51.0	22.0	11.6	0.0	11.9
38 PONDER EL (061906101)	PONDER ISD	EE-05	711	45.6	16.9	6.8	0.0	12.0
39 SABINE EL (092906102)	SABINE ISD	EE-05	716	55.9	17.0	9.3	0.0	14.0
40 TRAUTMANN EL (240903110)	UNITED ISD	EE-05	714	51.5	22.5	5.1	0.0	10.2
Comparison Group Average			718	51.6	25.1	10.4	0.0	11.5



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Buena Vista El District: SAN FELIPE-DEL RIO CISD
 Campus Number: 233901110 Total Membership: 765

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,387,482	100.00	5,735	5,650,466	100.00	7,386
Operating-Payroll	3,897,287	88.83	5,094	4,953,736	87.67	6,475
Other Operating	404,339	9.22	529	568,630	10.06	743
Non-Operating(Equip/Supplies)	85,856	1.96	112	128,100	2.27	167
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,301,626	100.00	5,623	5,522,366	100.00	7,219
Instruction (11,95) *	3,101,341	72.10	4,054	3,935,165	71.26	5,144
Instructional Res/Media (12) *	84,490	1.96	110	87,292	1.58	114
Curriculum/Staff Develop (13) *	145,621	3.39	190	241,774	4.38	316
Instructional Leadership (21) *	47,951	1.11	63	47,951	0.87	63
School Leadership (23) *	280,500	6.52	367	280,500	5.08	367
Guidance/Counseling Svcs (31) *	139,239	3.24	182	145,559	2.64	190
Social Work Services (32) *	13,653	0.32	18	13,653	0.25	18
Health Services (33) *	79,568	1.85	104	80,808	1.46	106
Food (35) **	41,059	0.95	54	315,375	5.71	412
Extracurricular (36) ***	7,447	0.17	10	12,874	0.23	17
Plant Maint/Operation (51) ***	341,497	7.94	446	341,497	6.18	446
Security/Monitoring (52) ***	19,260	0.45	25	19,918	0.36	26
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,892,363	100.00	5,088	4,820,962	100.00	6,302
Regular	2,940,420	75.54	3,844	3,346,097	69.41	4,374
Gifted & Talented	4,711	0.12	6	4,711	0.10	6
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	163,649	4.20	214	246,708	5.12	322
Accelerated Education	231,791	5.96	303	671,654	13.93	878
Bilingual	73,668	1.89	96	73,668	1.53	96
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	409,423	10.52	535	409,423	8.49	535
Dyslexia or Related Disorder Serv	68,701	1.77	90	68,701	1.43	90
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
BUENA VISTA EL (233901110)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 738
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about BUENA VISTA EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.8%	0.7%	12.7%
Hispanic	87.0%	93.6%	52.9%
White	9.7%	5.0%	26.5%
American Indian	0.1%	0.1%	0.3%
Asian	1.4%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.9%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	51.2%	71.3%	60.3%
Special Education	10.7%	13.0%	11.1%
Emergent Bilingual/EL	25.2%	17.3%	20.7%
Mobility Rate (2019-20)	6.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.2	19.1	17.7
Grade 1	20.1	19.9	18.0
Grade 2	19.3	19.3	18.0
Grade 3	18.9	18.3	18.2
Grade 4	18.3	19.3	18.3
Grade 5	19.8	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,219	\$10,349	\$10,406
Instruction	\$5,144	\$5,401	\$5,929
Instructional Leadership	\$63	\$205	\$173
School Leadership	\$367	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	62%	80%	60%	86%	-	72%	-	*	44%
	2019	78%	72%	77%	64%	75%	90%	-	100%	-	*	66%
ELA/Reading	2021	68%	62%	67%	*	65%	94%	-	57%	-	*	48%
	2019	75%	69%	75%	60%	73%	97%	-	100%	-	*	59%
Mathematics	2021	66%	54%	61%	*	58%	81%	-	86%	-	*	46%
	2019	82%	77%	80%	60%	79%	86%	-	100%	-	*	73%
Writing	2021	58%	51%	57%	-	54%	75%	-	-	-	*	32%
	2019	68%	58%	75%	*	75%	88%	-	-	-	-	63%
Science	2021	71%	60%	59%	*	56%	100%	-	*	-	*	37%
	2019	81%	75%	74%	-	72%	85%	-	*	-	-	65%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	33%	80%	29%	67%	-	67%	-	*	15%
	2019	50%	40%	47%	57%	45%	61%	-	82%	-	*	34%
ELA/Reading	2021	45%	36%	39%	*	35%	68%	-	57%	-	*	17%
	2019	48%	38%	46%	60%	44%	55%	-	80%	-	*	30%
Mathematics	2021	37%	25%	31%	*	26%	68%	-	71%	-	*	15%
	2019	52%	43%	49%	40%	47%	62%	-	80%	-	*	37%
Writing	2021	30%	21%	25%	-	22%	50%	-	-	-	*	8%
	2019	38%	28%	44%	*	42%	63%	-	-	-	-	32%
Science	2021	44%	30%	28%	*	21%	86%	-	*	-	*	13%
	2019	54%	43%	51%	-	49%	69%	-	*	-	-	41%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	15%	20%	11%	43%	-	44%	-	*	4%
	2019	24%	17%	23%	29%	22%	32%	-	64%	-	*	14%
ELA/Reading	2021	18%	11%	18%	*	15%	35%	-	57%	-	*	7%
	2019	21%	13%	23%	40%	22%	24%	-	60%	-	*	13%
Mathematics	2021	18%	9%	14%	*	10%	52%	-	43%	-	*	3%
	2019	26%	20%	26%	20%	24%	38%	-	60%	-	*	17%
Writing	2021	9%	4%	10%	-	7%	33%	-	-	-	*	2%
	2019	14%	8%	10%	*	9%	13%	-	-	-	-	8%
Science	2021	20%	10%	11%	*	7%	57%	-	*	-	*	4%
	2019	25%	16%	29%	-	26%	46%	-	*	-	-	12%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	96%	100%	97%	91%	-	100%	-	*	98%
	2019	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%
ELA/Reading	2021	89%	94%	97%	*	97%	92%	-	100%	-	*	98%
	2019	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%
Mathematics	2021	88%	93%	96%	*	97%	92%	-	100%	-	*	97%
	2019	100%	100%	100%	100%	100%	100%	-	100%	-	*	99%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: RUBEN CHAVIRA EL

Campus Number: 233901111

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	59%	-	59%	-	-	-	-	-	50%	*	63%	20%	52%	46%
	2019	76%	65%	50%	-	50%	-	-	-	-	-	29%	-	52%	*	48%	41%
At Meets Grade Level or Above	2021	39%	28%	16%	-	16%	-	-	-	-	-	33%	*	17%	0%	9%	7%
	2019	45%	32%	21%	-	21%	-	-	-	-	-	14%	-	22%	*	18%	11%
At Masters Grade Level	2021	19%	11%	8%	-	8%	-	-	-	-	-	0%	*	9%	0%	2%	0%
	2019	27%	18%	13%	-	13%	-	-	-	-	-	0%	-	14%	*	11%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	45%	-	45%	-	-	-	-	-	50%	*	50%	0%	39%	32%
	2019	79%	66%	58%	-	58%	-	-	-	-	-	29%	-	60%	*	55%	43%
At Meets Grade Level or Above	2021	31%	21%	10%	-	10%	-	-	-	-	-	17%	*	11%	0%	7%	0%
	2019	49%	32%	28%	-	28%	-	-	-	-	-	21%	-	29%	*	28%	16%
At Masters Grade Level	2021	14%	7%	6%	-	6%	-	-	-	-	-	17%	*	7%	0%	5%	0%
	2019	25%	12%	7%	-	7%	-	-	-	-	-	0%	-	7%	*	8%	5%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	54%	-	55%	*	-	-	-	-	25%	*	59%	31%	48%	35%
	2019	75%	70%	71%	-	71%	*	-	-	-	-	56%	*	74%	50%	68%	56%
At Meets Grade Level or Above	2021	36%	28%	25%	-	25%	*	-	-	-	-	8%	*	25%	23%	16%	11%
	2019	44%	37%	38%	-	39%	*	-	-	-	-	33%	*	40%	25%	35%	30%
At Masters Grade Level	2021	17%	11%	10%	-	10%	*	-	-	-	-	0%	*	10%	8%	6%	3%
	2019	22%	19%	15%	-	15%	*	-	-	-	-	11%	*	17%	0%	12%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	56%	-	55%	*	-	-	-	-	0%	*	56%	54%	48%	51%
	2019	75%	65%	82%	-	82%	*	-	-	-	-	56%	*	83%	75%	80%	82%
At Meets Grade Level or Above	2021	36%	21%	26%	-	27%	*	-	-	-	-	0%	*	27%	23%	23%	24%
	2019	48%	35%	49%	-	49%	*	-	-	-	-	33%	*	47%	63%	41%	50%
At Masters Grade Level	2021	21%	9%	10%	-	10%	*	-	-	-	-	0%	*	8%	15%	6%	8%
	2019	28%	18%	22%	-	22%	*	-	-	-	-	11%	*	21%	25%	16%	21%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	38%	-	38%	*	-	-	-	-	8%	*	42%	15%	31%	26%
	2019	67%	56%	61%	-	60%	*	-	-	-	-	33%	*	62%	50%	56%	50%
At Meets Grade Level or Above	2021	27%	19%	17%	-	17%	*	-	-	-	-	8%	*	19%	8%	11%	8%
	2019	35%	24%	20%	-	21%	*	-	-	-	-	22%	*	23%	0%	18%	11%
At Masters Grade Level	2021	8%	4%	1%	-	1%	*	-	-	-	-	0%	*	2%	0%	0%	0%
	2019	11%	4%	1%	-	1%	*	-	-	-	-	0%	*	2%	0%	2%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	49%	-	49%	-	-	-	-	-	41%	-	51%	38%	46%	37%
	2019	86%	80%	82%	-	81%	*	-	-	-	-	53%	*	83%	73%	78%	68%
At Meets Grade Level or Above	2021	46%	33%	17%	-	17%	-	-	-	-	-	6%	-	16%	25%	14%	11%
	2019	54%	40%	38%	-	37%	*	-	-	-	-	24%	*	38%	36%	34%	20%
At Masters Grade Level	2021	30%	19%	10%	-	10%	-	-	-	-	-	0%	-	9%	13%	9%	7%
	2019	29%	19%	17%	-	18%	*	-	-	-	-	6%	*	20%	0%	13%	8%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	60%	-	60%	-	-	-	-	-	59%	-	58%	75%	59%	44%
	2019	90%	88%	97%	-	97%	*	-	-	-	-	82%	*	96%	100%	96%	95%
At Meets Grade Level or Above	2021	44%	33%	27%	-	27%	-	-	-	-	-	6%	-	27%	25%	25%	19%
	2019	58%	49%	51%	-	50%	*	-	-	-	-	41%	*	51%	50%	47%	41%
At Masters Grade Level	2021	25%	15%	13%	-	13%	-	-	-	-	-	0%	-	13%	13%	14%	11%
	2019	36%	27%	17%	-	16%	*	-	-	-	-	6%	*	18%	8%	15%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	45%	-	45%	-	-	-	-	-	44%	-	44%	50%	44%	31%
	2019	75%	70%	67%	-	67%	*	-	-	-	-	31%	*	65%	82%	63%	59%
At Meets Grade Level or Above	2021	31%	17%	19%	-	19%	-	-	-	-	-	13%	-	19%	25%	20%	12%
	2019	49%	43%	37%	-	37%	*	-	-	-	-	31%	*	38%	36%	29%	23%
At Masters Grade Level	2021	13%	7%	6%	-	6%	-	-	-	-	-	0%	-	4%	25%	5%	8%
	2019	24%	20%	15%	-	15%	*	-	-	-	-	13%	*	15%	18%	13%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	51%	-	51%	*	-	-	-	-	35%	40%	53%	37%	46%	38%
	2019	78%	72%	72%	-	72%	89%	-	-	-	-	47%	100%	72%	67%	69%	62%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	20%	-	20%	*	-	-	-	-	9%	0%	21%	18%	16%	12%
	2019	50%	40%	36%	-	36%	44%	-	-	-	-	28%	100%	36%	33%	32%	25%
At Masters Grade Level	2021	18%	11%	8%	-	8%	*	-	-	-	-	1%	0%	8%	10%	6%	4%
	2019	24%	17%	14%	-	14%	22%	-	-	-	-	6%	33%	14%	8%	11%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	54%	-	54%	*	-	-	-	-	37%	*	58%	31%	49%	39%
	2019	75%	69%	69%	-	68%	*	-	-	-	-	45%	*	70%	55%	65%	55%
At Meets Grade Level or Above	2021	45%	36%	20%	-	20%	*	-	-	-	-	11%	*	20%	19%	14%	10%
	2019	48%	38%	33%	-	33%	*	-	-	-	-	23%	*	33%	27%	29%	19%
At Masters Grade Level	2021	18%	11%	9%	-	9%	*	-	-	-	-	0%	*	9%	8%	6%	3%
	2019	21%	13%	15%	-	15%	*	-	-	-	-	5%	*	17%	0%	12%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	54%	-	54%	*	-	-	-	-	37%	*	55%	50%	49%	43%
	2019	82%	77%	80%	-	80%	*	-	-	-	-	58%	*	81%	78%	78%	74%
At Meets Grade Level or Above	2021	37%	25%	22%	-	22%	*	-	-	-	-	6%	*	23%	19%	19%	15%
	2019	52%	43%	43%	-	43%	*	-	-	-	-	33%	*	43%	48%	39%	35%
At Masters Grade Level	2021	18%	9%	10%	-	10%	*	-	-	-	-	3%	*	9%	12%	9%	7%
	2019	26%	20%	15%	-	15%	*	-	-	-	-	5%	*	15%	13%	13%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	38%	-	38%	*	-	-	-	-	8%	*	42%	15%	31%	26%
	2019	68%	58%	61%	-	60%	*	-	-	-	-	33%	*	62%	50%	56%	50%
At Meets Grade Level or Above	2021	30%	21%	17%	-	17%	*	-	-	-	-	8%	*	19%	8%	11%	8%
	2019	38%	28%	20%	-	21%	*	-	-	-	-	22%	*	23%	0%	18%	11%
At Masters Grade Level	2021	9%	4%	1%	-	1%	*	-	-	-	-	0%	*	2%	0%	0%	0%
	2019	14%	8%	1%	-	1%	*	-	-	-	-	0%	*	2%	0%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	45%	-	45%	-	-	-	-	-	44%	-	44%	50%	44%	31%
	2019	81%	75%	67%	-	67%	*	-	-	-	-	31%	*	65%	82%	63%	59%
At Meets Grade Level or Above	2021	44%	30%	19%	-	19%	-	-	-	-	-	13%	-	19%	25%	20%	12%
	2019	54%	43%	37%	-	37%	*	-	-	-	-	31%	*	38%	36%	29%	23%
At Masters Grade Level	2021	20%	10%	6%	-	6%	-	-	-	-	-	0%	-	4%	25%	5%	8%
	2019	25%	16%	15%	-	15%	*	-	-	-	-	13%	*	15%	18%	13%	8%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	58	-	58	*	-	-	-	-	50	*	59	56	57	52
	2018	63	62	61	*	63	*	-	-	-	-	45	*	62	58	60	70
Grade 4 Mathematics	2019	65	65	84	-	84	*	-	-	-	-	89	*	83	88	80	89
	2018	65	59	74	*	76	*	-	-	-	-	91	*	74	75	74	87
Grade 5 ELA/Reading	2019	81	79	80	-	79	*	-	-	-	-	76	*	81	65	79	71
	2018	80	77	81	*	81	67	-	-	-	*	88	-	80	85	84	61
Grade 5 Mathematics	2019	83	88	90	-	90	*	-	-	-	-	88	*	90	91	91	86
	2018	81	76	87	*	87	83	-	-	-	*	96	-	85	93	89	89
All Grades Both Subjects	2019	69	70	79	-	79	*	-	-	-	-	78	*	79	76	78	75
	2018	69	67	75	44	75	76	-	-	-	*	82	*	74	78	75	78
All Grades ELA/Reading	2019	68	68	70	-	70	*	-	-	-	-	67	*	71	61	69	63
	2018	69	66	69	*	70	69	-	-	-	*	68	*	69	71	69	67
All Grades Mathematics	2019	70	72	87	-	87	*	-	-	-	-	88	*	87	89	86	87
	2018	70	68	80	*	80	83	-	-	-	*	94	*	79	84	80	88

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	51%	27%	25%	-	-	-	27%	-	-	-	-	*	63%	26%	73%
	2019	78%	72%	72%	43%	43%	-	-	-		67%	-	67%	-	-		49%	
At Meets Grade Level or Above	2021	41%	31%	20%	3%	3%	-	-	-	5%	-	-	-	-	*	28%	3%	37%
	2019	50%	40%	36%	11%	11%	-	-	-		22%	-	22%	-	-		14%	
At Masters Grade Level	2021	18%	11%	8%	1%	0%	-	-	-	1%	-	-	-	-	*	11%	1%	16%
	2019	24%	17%	14%	2%	2%	-	-	-		2%	-	2%	-	-		2%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	54%	29%	24%	-	-	-	36%	-	-	-	-	*	68%	29%	73%
	2019	75%	69%	69%	35%	35%	-	-	-		53%	-	53%	-	-		39%	
At Meets Grade Level or Above	2021	45%	36%	20%	3%	0%	-	-	-	6%	-	-	-	-	*	30%	3%	32%
	2019	48%	38%	33%	7%	7%	-	-	-		20%	-	20%	-	-		10%	
At Masters Grade Level	2021	18%	11%	9%	0%	0%	-	-	-	0%	-	-	-	-	*	15%	0%	14%
	2019	21%	13%	15%	2%	2%	-	-	-		0%	-	0%	-	-		1%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	54%	36%	40%	-	-	-	27%	-	-	-	-	*	65%	36%	68%
	2019	82%	77%	80%	54%	54%	-	-	-		88%	-	88%	-	-		62%	
At Meets Grade Level or Above	2021	37%	25%	22%	6%	7%	-	-	-	6%	-	-	-	-	*	29%	6%	45%
	2019	52%	43%	43%	18%	18%	-	-	-		31%	-	31%	-	-		21%	
At Masters Grade Level	2021	18%	9%	10%	1%	0%	-	-	-	3%	-	-	-	-	*	13%	1%	23%
	2019	26%	20%	15%	4%	4%	-	-	-		0%	-	0%	-	-		3%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	38%	11%	5%	-	-	-	17%	-	-	-	-	-	50%	11%	70%
	2019	68%	58%	61%	31%	31%	-	-	-		-	-	-	-	-		31%	
At Meets Grade Level or Above	2021	30%	21%	17%	0%	0%	-	-	-	0%	-	-	-	-	-	26%	0%	30%
	2019	38%	28%	20%	0%	0%	-	-	-		-	-	-	-	-		0%	
At Masters Grade Level	2021	9%	4%	1%	0%	0%	-	-	-	0%	-	-	-	-	-	3%	0%	0%
	2019	14%	8%	1%	0%	0%	-	-	-		-	-	-	-	-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	45%	6%	8%	-	-	-	0%	-	-	-	-	-	56%	6%	88%
	2019	81%	75%	67%	40%	40%	-	-	-		57%	-	57%	-	-		50%	
At Meets Grade Level or Above	2021	44%	30%	19%	0%	0%	-	-	-	0%	-	-	-	-	-	25%	0%	38%
	2019	54%	43%	37%	20%	20%	-	-	-		14%	-	14%	-	-		17%	
At Masters Grade Level	2021	20%	10%	6%	0%	0%	-	-	-	0%	-	-	-	-	-	6%	0%	25%
	2019	25%	16%	15%	0%	0%	-	-	-		7%	-	7%	-	-		4%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	93%	-	93%	*	-	-	-	-	95%	100%	93%	96%	95%	97%
Included in Accountability	83%	91%	90%	-	90%	*	-	-	-	-	88%	100%	92%	78%	92%	93%
Not Included in Accountability: Mobile	3%	2%	3%	-	3%	*	-	-	-	-	6%	0%	0%	16%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	*	-	-	-	-	0%	0%	0%	1%	1%	1%
Not Tested	12%	6%	7%	-	7%	*	-	-	-	-	5%	0%	7%	4%	5%	3%
Absent	2%	2%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	4%	7%	-	7%	*	-	-	-	-	5%	0%	7%	4%	5%	3%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	93%	-	93%	82%	-	-	-	-	100%	100%	98%	60%	93%	89%
Not Included in Accountability: Mobile	4%	3%	5%	-	5%	18%	-	-	-	-	0%	0%	2%	26%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	-	2%	0%	-	-	-	-	0%	0%	0%	13%	2%	5%
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.1%	*	99.1%	*	-	-	-	-	99.1%	99.0%	98.8%
2018-19	95.4%	94.6%	96.4%	-	96.3%	97.3%	-	-	-	-	95.0%	96.1%	95.6%
Chronic Absenteeism													
2019-20	6.7%	7.9%	3.5%	*	3.5%	*	-	-	-	-	1.2%	3.6%	4.6%
2018-19	11.4%	15.1%	9.6%	-	9.7%	0.0%	-	-	-	-	13.2%	10.0%	13.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	458	100.0%	9,859	5,359,040	458	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	83	18.1%	6.7%	6.7%	83	18.1%	6.7%	6.7%
Grade 1	77	16.8%	7.2%	7.1%	77	16.8%	7.2%	7.1%
Grade 2	90	19.7%	7.6%	7.1%	90	19.7%	7.7%	7.1%
Grade 3	59	12.9%	6.7%	7.1%	59	12.9%	6.7%	7.1%
Grade 4	79	17.2%	7.1%	7.2%	79	17.2%	7.1%	7.2%
Grade 5	70	15.3%	7.5%	7.4%	70	15.3%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.7%	12.7%	0	0.0%	0.7%	12.7%
Hispanic	454	99.1%	93.7%	52.9%	454	99.1%	93.6%	52.9%
White	4	0.9%	4.9%	26.5%	4	0.9%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.4%	4.7%	0	0.0%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.3%	2.7%	0	0.0%	0.3%	2.7%
Sex:								
Female	223	48.7%	49.6%	48.9%	223	48.7%	49.6%	48.9%
Male	235	51.3%	50.4%	51.1%	235	51.3%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	407	88.9%	71.3%	60.3%	407	88.9%	71.2%	60.2%
Non-Educationally Disadvantaged	51	11.1%	28.7%	39.7%	51	11.1%	28.8%	39.8%
Section 504 Students	42	9.2%	9.3%	7.2%	42	9.2%	9.3%	7.2%
EB Students/EL	211	46.1%	17.3%	20.7%	211	46.1%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	15	3.3%	3.8%	4.5%	15	3.3%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	2	0.4%	0.5%	1.1%	2	0.4%	0.5%	1.1%
Immigrant	33	7.2%	1.8%	2.0%	33	7.2%	1.8%	2.0%
Migrant	4	0.9%	2.0%	0.3%	4	0.9%	2.0%	0.3%
Title I	458	100.0%	98.8%	64.5%	458	100.0%	98.8%	64.5%
Military Connected	8	1.7%	3.5%	2.7%	8	1.7%	3.5%	2.7%
At-Risk	299	65.3%	71.9%	49.2%	299	65.3%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	209	45.6%	19.2%	21.0%	209	45.6%	19.2%	20.9%
Gifted and Talented Education	9	2.0%	8.3%	8.3%	9	2.0%	8.3%	8.3%
Special Education	66	14.4%	13.0%	11.1%	66	14.4%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	66							
By Type of Primary Disability								
Students with Intellectual Disabilities	26	39.4%	45.3%	42.5%				
Students with Physical Disabilities	29	43.9%	23.9%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	**	**	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	51	11.8%	9.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	50	11.5%	8.4%	7.1%				
White	1	0.2%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	10.8%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	20	11.4%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	48	12.5%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	63	15.9%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	0.0%	1.3%	4.8%
Grade 1	5.2%	4.7%	1.9%	10.0%	9.8%	3.2%
Grade 2	5.4%	4.7%	1.0%	8.3%	3.5%	1.4%
Grade 3	0.0%	1.5%	0.5%	0.0%	1.1%	0.6%
Grade 4	0.0%	1.3%	0.3%	0.0%	1.6%	0.4%
Grade 5	0.0%	1.6%	0.2%	0.0%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.5	19.1	17.7
Grade 1	22.0	19.9	18.0
Grade 2	15.0	19.3	18.0
Grade 3	15.1	18.3	18.2
Grade 4	19.0	19.3	18.3
Grade 5	22.0	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	51.1	100.0%	100.0%	100.0%
Professional Staff:	39.1	76.5%	53.5%	64.3%
Teachers	32.0	62.6%	42.4%	49.6%
Professional Support	5.1	10.0%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	3.9%	2.3%	3.0%
Educational Aides:	12.0	23.5%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	43.8	85.8%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	26.7	83.6%	81.2%	28.4%
White	5.2	16.3%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.2%	0.5%	1.2%
Teachers by Sex:				
Males	2.3	7.1%	21.9%	23.8%
Females	29.7	92.9%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	22.8	71.2%	74.5%	73.0%
Masters	9.2	28.8%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.3%	3.7%	6.7%
1-5 Years Experience	3.2	10.0%	26.5%	27.8%
6-10 Years Experience	8.4	26.1%	20.4%	20.3%
11-20 Years Experience	7.2	22.5%	25.8%	29.1%
21-30 Years Experience	8.2	25.7%	16.4%	13.0%
Over 30 Years Experience	3.0	9.4%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.3	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.7	6.4
Average Years Experience of Principals with District	1.0	4.7	5.5
Average Years Experience of Assistant Principals	1.0	4.2	5.5
Average Years Experience of Assistant Principals with District	1.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.2	13.1	11.2
Average Years Experience of Teachers with District:	12.5	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,451	\$47,076	\$50,849
1-5 Years Experience	\$49,692	\$49,910	\$53,288
6-10 Years Experience	\$53,105	\$52,874	\$56,282
11-20 Years Experience	\$59,765	\$59,001	\$59,900
21-30 Years Experience	\$63,543	\$63,590	\$64,637
Over 30 Years Experience	\$64,714	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,807	\$56,239	\$57,641
Professional Support	\$65,427	\$70,679	\$68,030
Campus Administration (School Leadership)	\$72,106	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.3	41.6%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	16.1	50.4%	68.2%	71.0%
Special Education	2.6	8.0%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	26
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 88.9%)	26
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	93%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
RUBEN CHAVIRA EL (233901111) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
RUBEN CHAVIRA EL (233901111)	SAN FELIPE-DEL RIO CISD	KG-05	458	88.9	46.1	11.8	0.0	14.4
1 FOREST HILL EL (188901107)	AMARILLO ISD	PK-05	477	92.5	45.5	13.8	0.0	17.6
2 GLENWOOD EL (188901108)	AMARILLO ISD	PK-05	433	89.6	40.9	11.2	0.0	14.1
3 WHITTIER EL (188901132)	AMARILLO ISD	EE-05	480	91.9	45.8	12.9	0.0	15.4
4 PALM EL (227901171)	AUSTIN ISD	EE-05	382	85.9	50.5	9.8	0.0	13.1
5 DAVID E SMITH EL (220902102)	BIRDVILLE ISD	PK-05	406	85.5	42.9	10.1	0.0	12.3
6 PENA EL (031901141)	BROWNSVILLE ISD	PK-05	464	83.6	44.4	10.9	0.0	10.8
7 VILLA NUEVA EL (031901117)	BROWNSVILLE ISD	EE-05	424	92.9	47.9	12.1	0.0	13.4
8 SCHOCHLER EL (101905103)	CHANNELVIEW ISD	KG-05	434	87.8	50.7	13.4	0.0	12.7
9 FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	PK-05	561	86.3	48.0	11.8	0.0	12.1
10 LIDA HOOE EL (057905158)	DALLAS ISD	PK-05	377	87.5	46.9	7.2	0.0	11.9
11 DEL VALLE EL (227910110)	DEL VALLE ISD	EE-05	556	87.6	43.2	10.7	0.0	13.5
12 ELOY GARZA SALAZAR EL (108902117)	DONNA ISD	PK-05	457	93.0	47.0	15.2	0.0	10.3
13 R C FLORES-MARK A ZAPATA EL (108904130)	EDINBURG CISD	PK-05	454	87.2	49.8	13.9	0.0	10.4
14 CROCKETT EL (071902112)	EL PASO ISD	PK-05	459	92.4	46.8	15.1	0.0	10.9
15 BISHOP EL (220904101)	EVERMAN ISD	01-05	399	91.5	47.1	15.4	0.0	13.0
16 LUCY MAE MCDONALD EL (070905105)	FERRIS ISD	01-05	512	85.0	48.0	9.1	0.0	14.5
17 DR LYNN ARMSTRONG EL (079907144)	FORT BEND ISD	PK-05	457	87.1	51.4	12.4	0.0	12.3
18 GREENBRIAR EL (220905134)	FORT WORTH ISD	EE-05	490	91.8	48.8	13.7	0.0	12.4
19 JAMES BOWIE FINE ARTS ACADEMY (057910102)	GRAND PRAIRIE ISD	PK-05	576	87.7	48.4	11.7	0.0	12.8
20 E B REYNA EL (108912108)	LA JOYA ISD	EE-05	497	88.7	43.7	14.3	0.0	16.9
21 BEASLEY EL (079901101)	LAMAR CISD	PK-05	409	88.8	46.9	11.4	0.0	13.2
22 PLUM CREEK EL (028902104)	LOCKHART ISD	KG-05	513	89.1	49.3	11.1	0.0	10.5
23 HARWELL EL (152901163)	LUBBOCK ISD	PK-05	433	86.1	44.6	14.2	0.0	10.4
24 MCAULIFFE EL (108906123)	MCALLEN ISD	EE-05	424	84.2	46.0	15.2	0.0	15.8
25 WILSON EL (108906112)	MCALLEN ISD	PK-05	445	93.3	48.5	12.7	0.0	12.4
26 JOHN F KENNEDY EL (108907109)	MERCEDES ISD	PK-05	445	92.1	40.2	11.6	0.0	14.2
27 GALLOWAY EL (057914103)	MESQUITE ISD	PK-05	422	84.1	44.5	13.0	0.0	17.8
28 GRAY EL (057914128)	MESQUITE ISD	EE-05	429	90.7	43.6	14.3	0.0	16.3
29 HODGES EL (057914105)	MESQUITE ISD	PK-05	520	90.6	50.4	12.7	0.0	11.9
30 MCWHORTER EL (057914106)	MESQUITE ISD	EE-05	552	91.5	49.1	11.7	0.0	11.6
31 HILDA C ESCOBAR/ALICIA C RIOS EL (108908116)	MISSION CISD	PK-05	426	87.8	46.5	15.2	0.0	11.3
32 PEARSON EL (108908105)	MISSION CISD	PK-05	412	93.9	44.9	15.2	0.0	13.1
33 DERRY EL (031909101)	POINT ISABEL ISD	PK-05	495	90.5	47.1	9.5	0.0	10.3
34 GARRIGA EL (031909102)	POINT ISABEL ISD	PK-05	468	94.4	44.4	11.4	0.0	12.4
35 LA PALOMA EL (031912114)	SAN BENITO CISD	PK-05	479	93.3	44.3	11.4	0.0	11.3
36 CAMPESTRE EL (071909104)	SOCORRO ISD	PK-05	452	89.6	48.9	10.1	0.0	12.8
37 ESCONTRIAS EL (071909111)	SOCORRO ISD	02-05	509	87.0	47.7	12.0	0.0	8.6
38 HUECO EL (071909107)	SOCORRO ISD	PK-05	499	89.4	46.3	9.9	0.0	12.6
39 CLARK EL (240903105)	UNITED ISD	EE-05	405	90.4	45.7	14.7	0.0	17.3
40 DEL VALLE EL (071905145)	YSLETA ISD	EE-05	568	87.0	45.6	8.1	0.0	16.7
Comparison Group Average			465	89.2	46.6	12.2	0.0	13.0



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Ruben Chavira El District: SAN FELIPE-DEL RIO CISD
Campus Number: 233901111 Total Membership: 471

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,189,624	100.00	6,772	4,479,563	100.00	9,511
Operating-Payroll	2,861,584	89.72	6,076	3,961,058	88.43	8,410
Other Operating	316,000	9.91	671	471,466	10.52	1,001
Non-Operating(Equipt/Supplies)	12,040	0.38	26	47,039	1.05	100
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,177,584	100.00	6,746	4,432,524	100.00	9,411
Instruction (11,95) *	2,095,616	65.95	4,449	2,908,559	65.62	6,175
Instructional Res/Media (12) *	81,405	2.56	173	83,079	1.87	176
Curriculum/Staff Develop (13) *	132,519	4.17	281	217,730	4.91	462
Instructional Leadership (21) *	33,130	1.04	70	33,130	0.75	70
School Leadership (23) *	317,796	10.00	675	317,796	7.17	675
Guidance/Counseling Svcs (31) *	94,943	2.99	202	101,453	2.29	215
Social Work Services (32) *	7,078	0.22	15	7,078	0.16	15
Health Services (33) *	85,637	2.70	182	85,839	1.94	182
Food (35) **	33,494	1.05	71	377,875	8.53	802
Extracurricular (36) ***	5,264	0.17	11	9,283	0.21	20
Plant Maint/Operation (51) ***	265,663	8.36	564	265,663	5.99	564
Security/Monitoring (52) ***	1,208	0.04	3	1,208	0.03	3
Data Processing Svcs (53)***	23,831	0.75	51	23,831	0.54	51
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,848,124	100.00	6,047	3,744,962	100.00	7,951
Regular	2,295,141	80.58	4,873	2,666,813	71.21	5,662
Gifted & Talented	3,289	0.12	7	3,289	0.09	7
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	78,876	2.77	167	170,001	4.54	361
Accelerated Education	195,993	6.88	416	630,034	16.82	1,338
Bilingual	79,777	2.80	169	79,777	2.13	169
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	124,978	4.39	265	124,978	3.34	265
Dyslexia or Related Disorder Serv	70,070	2.46	149	70,070	1.87	149
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
RUBEN CHAVIRA EL (233901111)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 458
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about RUBEN CHAVIRA EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.1%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.0%	0.7%	12.7%
Hispanic	99.1%	93.6%	52.9%
White	0.9%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.0%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	88.9%	71.3%	60.3%
Special Education	14.4%	13.0%	11.1%
Emergent Bilingual/EL	46.1%	17.3%	20.7%
Mobility Rate (2019-20)	11.8%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.5	19.1	17.7
Grade 1	22.0	19.9	18.0
Grade 2	15.0	19.3	18.0
Grade 3	15.1	18.3	18.2
Grade 4	19.0	19.3	18.3
Grade 5	22.0	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,411	\$10,349	\$10,406
Instruction	\$6,175	\$5,401	\$5,929
Instructional Leadership	\$70	\$205	\$173
School Leadership	\$675	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	51%	-	51%	*	-	-	-	-	46%
	2019	78%	72%	72%	-	72%	89%	-	-	-	-	69%
ELA/Reading	2021	68%	62%	54%	-	54%	*	-	-	-	-	49%
	2019	75%	69%	69%	-	68%	*	-	-	-	-	65%
Mathematics	2021	66%	54%	54%	-	54%	*	-	-	-	-	49%
	2019	82%	77%	80%	-	80%	*	-	-	-	-	78%
Writing	2021	58%	51%	38%	-	38%	*	-	-	-	-	31%
	2019	68%	58%	61%	-	60%	*	-	-	-	-	56%
Science	2021	71%	60%	45%	-	45%	-	-	-	-	-	44%
	2019	81%	75%	67%	-	67%	*	-	-	-	-	63%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	20%	-	20%	*	-	-	-	-	16%
	2019	50%	40%	36%	-	36%	44%	-	-	-	-	32%
ELA/Reading	2021	45%	36%	20%	-	20%	*	-	-	-	-	14%
	2019	48%	38%	33%	-	33%	*	-	-	-	-	29%
Mathematics	2021	37%	25%	22%	-	22%	*	-	-	-	-	19%
	2019	52%	43%	43%	-	43%	*	-	-	-	-	39%
Writing	2021	30%	21%	17%	-	17%	*	-	-	-	-	11%
	2019	38%	28%	20%	-	21%	*	-	-	-	-	18%
Science	2021	44%	30%	19%	-	19%	-	-	-	-	-	20%
	2019	54%	43%	37%	-	37%	*	-	-	-	-	29%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	8%	-	8%	*	-	-	-	-	6%
	2019	24%	17%	14%	-	14%	22%	-	-	-	-	11%
ELA/Reading	2021	18%	11%	9%	-	9%	*	-	-	-	-	6%
	2019	21%	13%	15%	-	15%	*	-	-	-	-	12%
Mathematics	2021	18%	9%	10%	-	10%	*	-	-	-	-	9%
	2019	26%	20%	15%	-	15%	*	-	-	-	-	13%
Writing	2021	9%	4%	1%	-	1%	*	-	-	-	-	0%
	2019	14%	8%	1%	-	1%	*	-	-	-	-	2%
Science	2021	20%	10%	6%	-	6%	-	-	-	-	-	5%
	2019	25%	16%	15%	-	15%	*	-	-	-	-	13%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	93%	-	93%	*	-	-	-	-	95%
	2019	99%	99%	100%	-	100%	100%	-	-	-	-	100%
ELA/Reading	2021	89%	94%	93%	-	93%	*	-	-	-	-	94%
	2019	99%	99%	100%	-	100%	*	-	-	-	-	100%
Mathematics	2021	88%	93%	92%	-	92%	*	-	-	-	-	93%
	2019	100%	100%	100%	-	100%	*	-	-	-	-	100%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DR FERMIN CALDERON EL

Campus Number: 233901112

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	50%	*	49%	*	-	-	-	-	40%	*	47%	83%	51%	42%
	2019	76%	65%	64%	*	63%	*	-	-	-	-	33%	*	65%	50%	64%	81%
At Meets Grade Level or Above	2021	39%	28%	21%	*	21%	*	-	-	-	-	10%	*	20%	33%	20%	5%
	2019	45%	32%	23%	*	20%	*	-	-	-	-	8%	*	24%	13%	22%	31%
At Masters Grade Level	2021	19%	11%	10%	*	9%	*	-	-	-	-	0%	*	8%	33%	9%	5%
	2019	27%	18%	10%	*	9%	*	-	-	-	-	0%	*	11%	0%	10%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	26%	*	24%	*	-	-	-	-	10%	*	24%	50%	25%	32%
	2019	79%	66%	57%	*	55%	*	-	-	-	-	33%	*	56%	63%	54%	69%
At Meets Grade Level or Above	2021	31%	21%	12%	*	12%	*	-	-	-	-	10%	*	11%	33%	12%	11%
	2019	49%	32%	15%	*	15%	*	-	-	-	-	0%	*	17%	0%	15%	19%
At Masters Grade Level	2021	14%	7%	5%	*	4%	*	-	-	-	-	0%	*	3%	33%	3%	5%
	2019	25%	12%	3%	*	3%	*	-	-	-	-	0%	*	3%	0%	4%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	43%	*	44%	*	-	-	-	-	30%	*	41%	63%	40%	47%
	2019	75%	70%	61%	*	60%	*	-	-	*	-	20%	*	61%	60%	58%	75%
At Meets Grade Level or Above	2021	36%	28%	23%	*	23%	*	-	-	-	-	20%	*	23%	25%	20%	20%
	2019	44%	37%	25%	*	25%	*	-	-	*	-	7%	*	26%	20%	22%	29%
At Masters Grade Level	2021	17%	11%	6%	*	6%	*	-	-	-	-	0%	*	7%	0%	5%	0%
	2019	22%	19%	17%	*	16%	*	-	-	*	-	0%	*	17%	13%	15%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	32%	*	32%	*	-	-	-	-	20%	*	31%	38%	26%	33%
	2019	75%	65%	55%	*	54%	*	-	-	*	-	7%	*	54%	60%	54%	79%
At Meets Grade Level or Above	2021	36%	21%	13%	*	13%	*	-	-	-	-	20%	*	14%	0%	9%	13%
	2019	48%	35%	22%	*	22%	*	-	-	*	-	7%	*	20%	33%	20%	29%
At Masters Grade Level	2021	21%	9%	5%	*	5%	*	-	-	-	-	0%	*	6%	0%	5%	13%
	2019	28%	18%	10%	*	10%	*	-	-	*	-	0%	*	11%	7%	7%	13%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	28%	*	29%	*	-	-	-	-	20%	*	31%	0%	24%	27%
	2019	67%	56%	43%	*	42%	*	-	-	*	-	13%	*	44%	40%	42%	54%
At Meets Grade Level or Above	2021	27%	19%	13%	*	14%	*	-	-	-	-	10%	*	15%	0%	12%	7%
	2019	35%	24%	15%	*	13%	*	-	-	*	-	7%	*	14%	20%	14%	8%
At Masters Grade Level	2021	8%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	11%	4%	1%	*	1%	*	-	-	*	-	0%	*	1%	0%	1%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	60%	*	59%	*	-	-	-	-	17%	*	59%	60%	56%	35%
	2019	86%	80%	87%	*	86%	*	-	-	-	-	43%	*	85%	100%	85%	86%
At Meets Grade Level or Above	2021	46%	33%	29%	*	30%	*	-	-	-	-	8%	*	29%	27%	26%	10%
	2019	54%	40%	31%	*	31%	*	-	-	-	-	7%	*	30%	36%	30%	28%
At Masters Grade Level	2021	30%	19%	15%	*	15%	*	-	-	-	-	0%	*	15%	13%	14%	5%
	2019	29%	19%	13%	*	13%	*	-	-	-	-	0%	*	10%	36%	13%	8%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	43%	-	42%	*	-	-	-	-	17%	*	42%	47%	40%	30%
	2019	90%	88%	92%	*	91%	*	-	-	-	-	64%	*	91%	100%	91%	89%
At Meets Grade Level or Above	2021	44%	33%	20%	-	20%	*	-	-	-	-	8%	*	21%	20%	19%	10%
	2019	58%	49%	47%	*	46%	*	-	-	-	-	14%	*	45%	67%	44%	47%
At Masters Grade Level	2021	25%	15%	8%	-	8%	*	-	-	-	-	8%	*	6%	13%	7%	0%
	2019	36%	27%	31%	*	32%	*	-	-	-	-	7%	*	31%	33%	29%	39%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	30%	*	29%	*	-	-	-	-	8%	*	29%	33%	25%	10%
	2019	75%	70%	69%	*	68%	*	-	-	-	-	36%	*	67%	83%	65%	72%
At Meets Grade Level or Above	2021	31%	17%	3%	*	3%	*	-	-	-	-	8%	*	3%	7%	4%	0%
	2019	49%	43%	35%	*	36%	*	-	-	-	-	14%	*	31%	67%	36%	50%
At Masters Grade Level	2021	13%	7%	1%	*	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
	2019	24%	20%	16%	*	16%	*	-	-	-	-	0%	*	15%	25%	14%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	39%	43%	39%	53%	-	-	-	-	20%	73%	38%	46%	36%	31%
	2019	78%	72%	66%	50%	65%	95%	-	-	*	-	31%	65%	66%	69%	64%	77%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	17%	29%	17%	7%	-	-	-	-	12%	45%	17%	17%	15%	9%
	2019	50%	40%	27%	25%	26%	38%	-	-	*	-	8%	12%	26%	33%	26%	33%
At Masters Grade Level	2021	18%	11%	6%	29%	6%	0%	-	-	-	-	1%	27%	6%	10%	6%	3%
	2019	24%	17%	13%	25%	13%	10%	-	-	*	-	1%	6%	13%	15%	12%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	51%	*	51%	67%	-	-	-	-	28%	*	50%	66%	49%	41%
	2019	75%	69%	71%	*	70%	100%	-	-	*	-	32%	86%	71%	71%	70%	82%
At Meets Grade Level or Above	2021	45%	36%	24%	*	25%	0%	-	-	-	-	13%	*	24%	28%	22%	11%
	2019	48%	38%	26%	*	26%	38%	-	-	*	-	7%	14%	27%	24%	25%	29%
At Masters Grade Level	2021	18%	11%	11%	*	11%	0%	-	-	-	-	0%	*	10%	14%	9%	4%
	2019	21%	13%	13%	*	13%	25%	-	-	*	-	0%	14%	13%	18%	12%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	34%	*	33%	50%	-	-	-	-	16%	*	32%	45%	31%	31%
	2019	82%	77%	68%	*	67%	100%	-	-	*	-	34%	71%	67%	74%	67%	82%
At Meets Grade Level or Above	2021	37%	25%	15%	*	15%	17%	-	-	-	-	13%	*	15%	17%	13%	11%
	2019	52%	43%	29%	*	28%	38%	-	-	*	-	7%	14%	28%	37%	27%	36%
At Masters Grade Level	2021	18%	9%	6%	*	6%	0%	-	-	-	-	3%	*	5%	14%	5%	6%
	2019	26%	20%	15%	*	15%	0%	-	-	*	-	2%	0%	15%	14%	14%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	28%	*	29%	*	-	-	-	-	20%	*	31%	0%	24%	27%
	2019	68%	58%	43%	*	42%	*	-	-	*	-	13%	*	44%	40%	42%	54%
At Meets Grade Level or Above	2021	30%	21%	13%	*	14%	*	-	-	-	-	10%	*	15%	0%	12%	7%
	2019	38%	28%	15%	*	13%	*	-	-	*	-	7%	*	14%	20%	14%	8%
At Masters Grade Level	2021	9%	4%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	14%	8%	1%	*	1%	*	-	-	*	-	0%	*	1%	0%	1%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	30%	*	29%	*	-	-	-	-	8%	*	29%	33%	25%	10%
	2019	81%	75%	69%	*	68%	*	-	-	-	-	36%	*	67%	83%	65%	72%
At Meets Grade Level or Above	2021	44%	30%	3%	*	3%	*	-	-	-	-	8%	*	3%	7%	4%	0%
	2019	54%	43%	35%	*	36%	*	-	-	-	-	14%	*	31%	67%	36%	50%
At Masters Grade Level	2021	20%	10%	1%	*	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
	2019	25%	16%	16%	*	16%	*	-	-	-	-	0%	*	15%	25%	14%	22%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	65	*	64	*	-	-	*	-	71	*	65	64	63	75
	2018	63	62	67	*	67	*	-	-	-	-	67	*	67	64	69	61
Grade 4 Mathematics	2019	65	65	66	*	67	*	-	-	*	-	71	*	63	89	67	77
	2018	65	59	83	*	83	*	-	-	-	-	83	*	84	75	85	69
Grade 5 ELA/Reading	2019	81	79	78	*	78	*	-	-	-	-	62	*	77	91	77	74
	2018	80	77	69	-	67	80	-	*	-	-	23	*	68	71	66	72
Grade 5 Mathematics	2019	83	88	84	*	83	*	-	-	-	-	62	*	83	92	84	81
	2018	81	76	46	-	46	30	-	*	-	-	73	*	45	50	47	36
All Grades Both Subjects	2019	69	70	73	*	73	80	-	-	*	-	67	67	72	83	73	77
	2018	69	67	66	*	66	54	-	*	-	-	60	85	66	64	67	60
All Grades ELA/Reading	2019	68	68	72	*	71	80	-	-	*	-	67	*	71	76	70	74
	2018	69	66	68	*	67	67	-	*	-	-	43	90	68	69	68	66
All Grades Mathematics	2019	70	72	75	*	75	80	-	-	*	-	67	*	73	90	76	79
	2018	70	68	65	*	65	42	-	*	-	-	78	80	65	59	67	55

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	59%	39%	12%	9%	-	-	-	13%	-	-	-	-	21%	41%	14%	55%	
	2019	78%	72%	66%	53%	53%	-	-	-	64%	33%	70%	-	-	68%	-	61%	-	
At Meets Grade Level or Above	2021	41%	31%	17%	1%	0%	-	-	-	3%	-	-	-	-	0%	19%	1%	19%	
	2019	50%	40%	27%	8%	8%	-	-	-	18%	11%	19%	-	-	16%	-	14%	-	
At Masters Grade Level	2021	18%	11%	6%	0%	0%	-	-	-	0%	-	-	-	-	0%	7%	0%	8%	
	2019	24%	17%	13%	3%	3%	-	-	-	7%	0%	9%	-	-	11%	-	6%	-	
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	62%	51%	12%	8%	-	-	-	13%	-	-	-	-	40%	54%	17%	71%	
	2019	75%	69%	71%	57%	57%	-	-	-	68%	*	75%	-	-	71%	-	65%	-	
At Meets Grade Level or Above	2021	45%	36%	24%	4%	0%	-	-	-	7%	-	-	-	-	0%	28%	3%	21%	
	2019	48%	38%	26%	0%	0%	-	-	-	11%	*	13%	-	-	29%	-	10%	-	
At Masters Grade Level	2021	18%	11%	11%	0%	0%	-	-	-	0%	-	-	-	-	0%	12%	0%	8%	
	2019	21%	13%	13%	0%	0%	-	-	-	5%	*	6%	-	-	14%	-	5%	-	
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	54%	34%	20%	15%	-	-	-	20%	-	-	-	-	20%	35%	20%	46%	
	2019	82%	77%	68%	64%	64%	-	-	-	79%	*	81%	-	-	71%	-	73%	-	
At Meets Grade Level or Above	2021	37%	25%	15%	0%	0%	-	-	-	0%	-	-	-	-	0%	17%	0%	25%	
	2019	52%	43%	29%	21%	21%	-	-	-	21%	*	19%	-	-	14%	-	20%	-	
At Masters Grade Level	2021	18%	9%	6%	0%	0%	-	-	-	0%	-	-	-	-	0%	6%	0%	13%	
	2019	26%	20%	15%	7%	7%	-	-	-	11%	*	13%	-	-	14%	-	10%	-	
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	51%	28%	0%	*	-	-	-	*	-	-	-	-	*	28%	0%	57%	
	2019	68%	58%	43%	25%	25%	-	-	-	*	*	-	-	-	*	-	23%	-	
At Meets Grade Level or Above	2021	30%	21%	13%	0%	*	-	-	-	*	-	-	-	-	*	15%	0%	14%	
	2019	38%	28%	15%	0%	0%	-	-	-	*	*	-	-	-	*	-	0%	-	
At Masters Grade Level	2021	9%	4%	0%	0%	*	-	-	-	*	-	-	-	-	*	0%	0%	0%	
	2019	14%	8%	1%	0%	0%	-	-	-	*	*	-	-	-	*	-	0%	-	
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	60%	30%	0%	0%	-	-	-	0%	-	-	-	-	*	35%	0%	29%	
	2019	81%	75%	69%	-	-	-	-	-	53%	-	53%	-	-	*	-	56%	-	
At Meets Grade Level or Above	2021	44%	30%	3%	0%	0%	-	-	-	0%	-	-	-	-	*	4%	0%	0%	
	2019	54%	43%	35%	-	-	-	-	-	27%	-	27%	-	-	*	-	22%	-	
At Masters Grade Level	2021	20%	10%	1%	0%	0%	-	-	-	0%	-	-	-	-	*	1%	0%	0%	
	2019	25%	16%	16%	-	-	-	-	-	7%	-	7%	-	-	*	-	6%	-	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	96%	88%	97%	75%	-	-	-	-	92%	100%	96%	94%	97%	100%
Included in Accountability	83%	91%	94%	88%	95%	63%	-	-	-	-	86%	100%	96%	83%	95%	97%
Not Included in Accountability: Mobile	3%	2%	2%	0%	2%	13%	-	-	-	-	6%	0%	0%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	4%	13%	3%	25%	-	-	-	-	8%	0%	4%	6%	3%	0%
Absent	2%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	4%	4%	13%	3%	25%	-	-	-	-	8%	0%	4%	6%	3%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	100%	96%	100%	-	-	*	-	91%	89%	98%	86%	97%	98%
Not Included in Accountability: Mobile	4%	3%	3%	0%	4%	0%	-	-	*	-	9%	11%	2%	14%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	98.8%	*	98.9%	97.1%	-	*	*	-	97.7%	98.7%	99.2%
2018-19	95.4%	94.6%	95.7%	*	95.7%	94.4%	-	*	*	-	94.5%	95.5%	96.5%
Chronic Absenteeism													
2019-20	6.7%	7.9%	6.4%	*	6.0%	20.0%	-	*	*	-	17.5%	7.3%	4.2%
2018-19	11.4%	15.1%	12.2%	*	12.2%	14.3%	-	*	*	-	14.5%	12.3%	6.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	556	100.0%	9,859	5,359,040	556	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	91	16.4%	6.7%	6.7%	91	16.4%	6.7%	6.7%
Grade 1	84	15.1%	7.2%	7.1%	84	15.1%	7.2%	7.1%
Grade 2	101	18.2%	7.6%	7.1%	101	18.2%	7.7%	7.1%
Grade 3	91	16.4%	6.7%	7.1%	91	16.4%	6.7%	7.1%
Grade 4	86	15.5%	7.1%	7.2%	86	15.5%	7.1%	7.2%
Grade 5	101	18.2%	7.5%	7.4%	101	18.2%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	4	0.7%	0.7%	12.7%	4	0.7%	0.7%	12.7%
Hispanic	532	95.7%	93.7%	52.9%	532	95.7%	93.6%	52.9%
White	16	2.9%	4.9%	26.5%	16	2.9%	5.0%	26.5%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	3	0.5%	0.4%	4.7%	3	0.5%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.3%	2.7%	0	0.0%	0.3%	2.7%
Sex:								
Female	273	49.1%	49.6%	48.9%	273	49.1%	49.6%	48.9%
Male	283	50.9%	50.4%	51.1%	283	50.9%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	453	81.5%	71.3%	60.3%	453	81.5%	71.2%	60.2%
Non-Educationally Disadvantaged	103	18.5%	28.7%	39.7%	103	18.5%	28.8%	39.8%
Section 504 Students	40	7.2%	9.3%	7.2%	40	7.2%	9.3%	7.2%
EB Students/EL	45	8.1%	17.3%	20.7%	45	8.1%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	16	2.9%	3.8%	4.5%	16	2.9%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	3	0.5%	0.5%	1.1%	3	0.5%	0.5%	1.1%
Immigrant	8	1.4%	1.8%	2.0%	8	1.4%	1.8%	2.0%
Migrant	8	1.4%	2.0%	0.3%	8	1.4%	2.0%	0.3%
Title I	556	100.0%	98.8%	64.5%	556	100.0%	98.8%	64.5%
Military Connected	15	2.7%	3.5%	2.7%	15	2.7%	3.5%	2.7%
At-Risk	288	51.8%	71.9%	49.2%	288	51.8%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	41	7.4%	19.2%	21.0%	41	7.4%	19.2%	20.9%
Gifted and Talented Education	29	5.2%	8.3%	8.3%	29	5.2%	8.3%	8.3%
Special Education	66	11.9%	13.0%	11.1%	66	11.9%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	66							
By Type of Primary Disability								
Students with Intellectual Disabilities	28	42.4%	45.3%	42.5%				
Students with Physical Disabilities	20	30.3%	23.9%	21.3%				
Students with Autism	**	**	**	14.1%				
Students with Behavioral Disabilities	11	16.7%	23.3%	20.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	53	10.1%	9.6%	13.8%				
By Ethnicity:								
African American	1	0.2%	0.2%	2.8%				
Hispanic	50	9.5%	8.4%	7.1%				
White	2	0.4%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	11	16.4%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	16.0%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	50	11.2%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	54	11.7%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	0.0%	1.3%	4.8%
Grade 1	4.0%	4.7%	1.9%	0.0%	9.8%	3.2%
Grade 2	6.1%	4.7%	1.0%	0.0%	3.5%	1.4%
Grade 3	0.0%	1.5%	0.5%	0.0%	1.1%	0.6%
Grade 4	4.7%	1.3%	0.3%	0.0%	1.6%	0.4%
Grade 5	1.1%	1.6%	0.2%	0.0%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.3	19.1	17.7
Grade 1	18.0	19.9	18.0
Grade 2	20.0	19.3	18.0
Grade 3	17.7	18.3	18.2
Grade 4	20.7	19.3	18.3
Grade 5	20.1	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	50.4	100.0%	100.0%	100.0%
Professional Staff:	39.7	78.7%	53.5%	64.3%
Teachers	34.0	67.4%	42.4%	49.6%
Professional Support	3.7	7.4%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	4.0%	2.3%	3.0%
Educational Aides:	10.7	21.3%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	44.7	88.6%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	27.6	81.2%	81.2%	28.4%
White	5.2	15.2%	16.4%	56.9%
American Indian	1.0	2.9%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.2	0.7%	0.5%	1.2%
Teachers by Sex:				
Males	2.2	6.5%	21.9%	23.8%
Females	31.8	93.5%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	27.7	81.4%	74.5%	73.0%
Masters	6.3	18.6%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.9%	3.7%	6.7%
1-5 Years Experience	9.9	29.1%	26.5%	27.8%
6-10 Years Experience	8.3	24.4%	20.4%	20.3%
11-20 Years Experience	6.4	18.8%	25.8%	29.1%
21-30 Years Experience	6.4	18.8%	16.4%	13.0%
Over 30 Years Experience	2.0	5.9%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.4	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	4.7	6.4
Average Years Experience of Principals with District	12.0	4.7	5.5
Average Years Experience of Assistant Principals	5.0	4.2	5.5
Average Years Experience of Assistant Principals with District	5.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	12.3	13.1	11.2
Average Years Experience of Teachers with District:	11.3	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,450	\$47,076	\$50,849
1-5 Years Experience	\$48,016	\$49,910	\$53,288
6-10 Years Experience	\$52,448	\$52,874	\$56,282
11-20 Years Experience	\$58,326	\$59,001	\$59,900
21-30 Years Experience	\$61,802	\$63,590	\$64,637
Over 30 Years Experience	\$69,031	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$54,909	\$56,239	\$57,641
Professional Support	\$63,034	\$70,679	\$68,030
Campus Administration (School Leadership)	\$84,189	\$83,458	\$83,424
Instructional Staff Percent:			
	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
	0.0	0.0	5,731.4

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	5.9%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	28.0	82.4%	68.2%	71.0%
Special Education	4.0	11.7%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	21
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 81.5%)	21
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	0%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	96%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
DR FERMIN CALDERON EL (233901112)	SAN FELIPE-DEL RIO CISD	EE-05	556	81.5	8.1	10.1	0.0	11.9
1 JOHNSTON EL (221901113)	ABILENE ISD	KG-05	657	80.4	3.7	13.1	0.0	14.2
2 OAK DALE EL (188901119)	AMARILLO ISD	PK-05	420	78.8	7.9	12.1	0.0	16.0
3 DISHMAN EL (123910126)	BEAUMONT ISD	EE-05	547	80.6	10.8	13.2	0.0	12.1
4 R A HALL EL (013901101)	BEEVILLE ISD	01-05	465	86.9	1.9	12.6	0.0	13.8
5 GALVAN EL (178904150)	CORPUS CHRISTI ISD	EE-05	522	73.6	8.0	11.9	0.0	10.5
6 RAMIREZ-BURKS EL (142901102)	COTULLA ISD	EE-05	513	75.0	5.3	11.4	0.0	12.1
7 DILLEY EL (082902101)	DILLEY ISD	EE-05	427	85.9	4.0	12.1	0.0	14.8
8 HARMONY EL (015911102)	EAST CENTRAL ISD	PK-05	551	82.6	3.6	17.3	0.0	15.2
9 SINCLAIR EL (015911104)	EAST CENTRAL ISD	EE-05	628	81.8	2.7	15.7	0.0	15.1
10 SAN JACINTO EL (068901121)	ECTOR COUNTY ISD	PK-05	451	81.2	15.5	9.5	0.0	11.5
11 NORMAN M THOMAS EL (066903102)	FREER ISD	PK-05	390	77.2	4.6	6.9	0.0	12.3
12 H W SCHULZE EL (015904108)	HARLANDALE ISD	PK-05	604	88.4	7.6	13.2	0.0	12.1
13 BONHAM EL (031903103)	HARLINGEN CISD	EE-05	605	86.3	12.6	15.0	0.0	9.9
14 LONG EL (031903120)	HARLINGEN CISD	PK-05	579	82.0	7.9	14.8	0.0	11.4
15 HEBBRONVILLE EL (124901101)	JIM HOGG COUNTY ISD	PK-05	535	87.5	6.5	10.9	0.0	8.6
16 LA PORTE EL (101916103)	LA PORTE ISD	PK-05	478	74.7	6.9	14.8	0.0	11.9
17 WEST MAIN EL (057913103)	LANCASTER ISD	PK-05	673	83.4	6.4	14.9	0.0	6.7
18 HARDWICK EL (152901162)	LUBBOCK ISD	PK-05	612	77.8	2.8	16.0	0.0	12.3
19 ROBERTS EL (152901193)	LUBBOCK ISD	PK-05	536	79.5	4.1	15.0	0.0	7.6
20 LYFORD EL (245902106)	LYFORD CISD	EE-05	619	83.5	12.9	9.5	0.0	10.0
21 THOMPSON EL (057914127)	MESQUITE ISD	PK-05	572	77.4	7.9	18.2	0.0	12.6
22 CRESTVIEW EL (019905101)	NEW BOSTON ISD	EE-05	573	77.8	4.7	17.2	0.0	14.8
23 DELLVIEW EL (015910104)	NORTH EAST ISD	KG-05	431	88.6	6.0	12.5	0.0	11.6
24 NORTHERN HILLS EL (015910127)	NORTH EAST ISD	PK-05	544	81.4	6.4	14.9	0.0	13.6
25 WOODSTONE EL (015910124)	NORTH EAST ISD	EE-05	552	78.3	3.3	13.5	0.0	16.3
26 CARLOS COON EL (015915128)	NORTHSIDE ISD	EE-05	579	79.3	14.0	15.1	0.0	16.1
27 CODY EL (015915135)	NORTHSIDE ISD	EE-05	542	80.6	13.1	10.0	0.0	19.7
28 PEARSALL INT (082903103)	PEARSALL ISD	03-05	435	80.5	8.5	7.3	0.0	12.4
29 PORT ACRES EL (123907113)	PORT ARTHUR ISD	PK-05	455	86.4	13.4	13.3	0.0	12.5
30 QUITMAN EL (250904101)	QUITMAN ISD	PK-05	542	75.5	8.5	12.3	0.0	14.6
31 PITTMAN EL (245903102)	RAYMONDVILLE ISD	PK-05	597	87.9	7.7	8.6	0.0	15.7
32 LAMAR EL (233901106)	SAN FELIPE-DEL RIO CISD	KG-05	477	85.7	12.8	11.0	0.0	15.7
33 NORTH HEIGHTS EL (233901103)	SAN FELIPE-DEL RIO CISD	KG-05	575	79.7	6.1	9.9	0.0	12.0
34 JEFFERSON EL (014909107)	TEMPLE ISD	KG-05	524	85.5	5.3	16.7	0.0	13.7
35 SCOTT EL (014909110)	TEMPLE ISD	KG-05	468	80.8	4.7	14.1	0.0	12.8
36 WAKE VILLAGE EL (019907113)	TEXARKANA ISD	EE-05	549	80.3	4.0	16.5	0.0	14.8
37 TULIA EL (219903101)	TULIA ISD	EE-05	455	86.4	9.0	12.1	0.0	13.6
38 UPLIFT GRADUS PREPARATORY (057803103)	UPLIFT EDUCATION	PK-05	594	83.2	10.9	14.5	0.0	7.4
39 UPLIFT HAMPTON PREPARATORY PRI (057803111)	UPLIFT EDUCATION	KG-05	593	82.3	10.6	5.2	0.0	7.3
40 DUDLEY EL (235902102)	VICTORIA ISD	PK-05	483	85.9	6.2	17.2	0.0	11.6
Comparison Group Average			534	81.8	7.5	13.0	0.0	12.7



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Dr Fermin Calderon El District: SAN FELIPE-DEL RIO CISD
Campus Number: 233901112 Total Membership: 565

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,689,123	100.00	6,529	4,421,298	100.00	7,825
Operating-Payroll	3,305,810	89.61	5,851	3,906,754	88.36	6,915
Other Operating	383,313	10.39	678	514,544	11.64	911
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,689,123	100.00	6,529	4,421,298	100.00	7,825
Instruction (11,95) *	2,646,006	71.72	4,683	3,068,843	69.41	5,432
Instructional Res/Media (12) *	70,915	1.92	126	73,323	1.66	130
Curriculum/Staff Develop (13) *	150,057	4.07	266	157,907	3.57	279
Instructional Leadership (21) *	52,058	1.41	92	52,058	1.18	92
School Leadership (23) *	274,367	7.44	486	274,367	6.21	486
Guidance/Counseling Svcs (31) *	67,492	1.83	119	74,639	1.69	132
Social Work Services (32) *	8,636	0.23	15	8,636	0.20	15
Health Services (33) *	95,899	2.60	170	97,679	2.21	173
Food (35) **	36,893	1.00	65	324,171	7.33	574
Extracurricular (36) ***	5,713	0.15	10	8,588	0.19	15
Plant Maint/Operation (51) ***	279,443	7.57	495	279,443	6.32	495
Security/Monitoring (52) ***	1,644	0.04	3	1,644	0.04	3
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,365,430	100.00	5,957	3,797,822	100.00	6,722
Regular	2,095,766	62.27	3,709	2,374,109	62.51	4,202
Gifted & Talented	2,648	0.08	5	2,648	0.07	5
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	570,658	16.96	1,010	606,645	15.97	1,074
Accelerated Education	191,443	5.69	339	309,505	8.15	548
Bilingual	17,170	0.51	30	17,170	0.45	30
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	412,559	12.26	730	412,559	10.86	730
Dyslexia or Related Disorder Serv	75,186	2.23	133	75,186	1.98	133
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
DR FERMIN CALDERON EL (233901112)**

Accountability Rating

School Information

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 556
Grade Span: EE - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DR FERMIN CALDERON EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.8%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	95.7%	93.6%	52.9%
White	2.9%	5.0%	26.5%
American Indian	0.2%	0.1%	0.3%
Asian	0.5%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	81.5%	71.3%	60.3%
Special Education	11.9%	13.0%	11.1%
Emergent Bilingual/EL	8.1%	17.3%	20.7%
Mobility Rate (2019-20)	10.1%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	22.3	19.1	17.7
Grade 1	18.0	19.9	18.0
Grade 2	20.0	19.3	18.0
Grade 3	17.7	18.3	18.2
Grade 4	20.7	19.3	18.3
Grade 5	20.1	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,825	\$10,349	\$10,406
Instruction	\$5,432	\$5,401	\$5,929
Instructional Leadership	\$92	\$205	\$173
School Leadership	\$486	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	39%	43%	39%	53%	-	-	-	-	36%
	2019	78%	72%	66%	50%	65%	95%	-	-	*	-	64%
ELA/Reading	2021	68%	62%	51%	*	51%	67%	-	-	-	-	49%
	2019	75%	69%	71%	*	70%	100%	-	-	*	-	70%
Mathematics	2021	66%	54%	34%	*	33%	50%	-	-	-	-	31%
	2019	82%	77%	68%	*	67%	100%	-	-	*	-	67%
Writing	2021	58%	51%	28%	*	29%	*	-	-	-	-	24%
	2019	68%	58%	43%	*	42%	*	-	-	*	-	42%
Science	2021	71%	60%	30%	*	29%	*	-	-	-	-	25%
	2019	81%	75%	69%	*	68%	*	-	-	-	-	65%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	17%	29%	17%	7%	-	-	-	-	15%
	2019	50%	40%	27%	25%	26%	38%	-	-	*	-	26%
ELA/Reading	2021	45%	36%	24%	*	25%	0%	-	-	-	-	22%
	2019	48%	38%	26%	*	26%	38%	-	-	*	-	25%
Mathematics	2021	37%	25%	15%	*	15%	17%	-	-	-	-	13%
	2019	52%	43%	29%	*	28%	38%	-	-	*	-	27%
Writing	2021	30%	21%	13%	*	14%	*	-	-	-	-	12%
	2019	38%	28%	15%	*	13%	*	-	-	*	-	14%
Science	2021	44%	30%	3%	*	3%	*	-	-	-	-	4%
	2019	54%	43%	35%	*	36%	*	-	-	-	-	36%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	6%	29%	6%	0%	-	-	-	-	6%
	2019	24%	17%	13%	25%	13%	10%	-	-	*	-	12%
ELA/Reading	2021	18%	11%	11%	*	11%	0%	-	-	-	-	9%
	2019	21%	13%	13%	*	13%	25%	-	-	*	-	12%
Mathematics	2021	18%	9%	6%	*	6%	0%	-	-	-	-	5%
	2019	26%	20%	15%	*	15%	0%	-	-	*	-	14%
Writing	2021	9%	4%	0%	*	0%	*	-	-	-	-	0%
	2019	14%	8%	1%	*	1%	*	-	-	*	-	1%
Science	2021	20%	10%	1%	*	1%	*	-	-	-	-	1%
	2019	25%	16%	16%	*	16%	*	-	-	-	-	14%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	96%	88%	97%	75%	-	-	-	-	97%
	2019	99%	99%	100%	100%	100%	100%	-	-	*	-	100%
ELA/Reading	2021	89%	94%	96%	*	97%	78%	-	-	-	-	96%
	2019	99%	99%	100%	*	100%	100%	-	-	*	-	100%
Mathematics	2021	88%	93%	96%	*	97%	78%	-	-	-	-	96%
	2019	100%	100%	100%	*	100%	100%	-	-	*	-	100%

- Indicates there are no students in the group.

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

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

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19-20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: DR LONNIE GREEN JR EL

Campus Number: 233901113

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR LONNIE GREEN JR EL (23390113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	61%	*	58%	100%	-	-	-	-	67%	*	61%	57%	49%	43%
	2019	76%	65%	73%	*	72%	88%	-	-	-	-	37%	*	73%	69%	64%	65%
At Meets Grade Level or Above	2021	39%	28%	26%	*	26%	20%	-	-	-	-	42%	*	26%	29%	16%	17%
	2019	45%	32%	38%	*	37%	38%	-	-	-	-	21%	*	36%	50%	25%	24%
At Masters Grade Level	2021	19%	11%	10%	*	10%	20%	-	-	-	-	8%	*	10%	14%	1%	3%
	2019	27%	18%	23%	*	22%	25%	-	-	-	-	0%	*	22%	31%	15%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	43%	*	41%	80%	-	-	-	-	38%	*	43%	43%	31%	29%
	2019	79%	66%	71%	*	69%	88%	-	-	-	-	32%	*	70%	75%	63%	59%
At Meets Grade Level or Above	2021	31%	21%	21%	*	19%	40%	-	-	-	-	23%	*	21%	21%	11%	16%
	2019	49%	32%	37%	*	35%	63%	-	-	-	-	16%	*	35%	50%	24%	22%
At Masters Grade Level	2021	14%	7%	10%	*	10%	20%	-	-	-	-	8%	*	9%	14%	4%	6%
	2019	25%	12%	13%	*	12%	25%	-	-	-	-	5%	*	13%	13%	10%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	59%	*	59%	75%	-	-	-	-	24%	*	62%	45%	55%	44%
	2019	75%	70%	77%	*	77%	67%	-	-	-	-	31%	-	76%	86%	69%	63%
At Meets Grade Level or Above	2021	36%	28%	30%	*	28%	63%	-	-	-	-	12%	*	29%	35%	21%	20%
	2019	44%	37%	40%	*	39%	50%	-	-	-	-	23%	-	42%	29%	33%	22%
At Masters Grade Level	2021	17%	11%	10%	*	10%	13%	-	-	-	-	0%	*	10%	10%	6%	2%
	2019	22%	19%	21%	*	20%	33%	-	-	-	-	0%	-	21%	21%	20%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	43%	*	40%	88%	-	-	-	-	24%	*	45%	35%	34%	32%
	2019	75%	65%	68%	*	68%	50%	-	-	-	-	23%	-	67%	71%	63%	63%
At Meets Grade Level or Above	2021	36%	21%	19%	*	19%	25%	-	-	-	-	18%	*	19%	20%	13%	12%
	2019	48%	35%	37%	*	37%	17%	-	-	-	-	15%	-	36%	43%	31%	29%
At Masters Grade Level	2021	21%	9%	6%	*	5%	25%	-	-	-	-	0%	*	8%	0%	4%	5%
	2019	28%	18%	21%	*	21%	0%	-	-	-	-	0%	-	21%	14%	17%	20%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	49%	*	47%	86%	-	-	-	-	13%	*	49%	50%	45%	45%
	2019	67%	56%	57%	*	58%	33%	-	-	-	-	15%	*	57%	56%	51%	45%
At Meets Grade Level or Above	2021	27%	19%	25%	*	21%	86%	-	-	-	-	13%	*	24%	25%	16%	15%
	2019	35%	24%	24%	*	24%	17%	-	-	-	-	15%	*	25%	19%	19%	20%
At Masters Grade Level	2021	8%	4%	8%	*	7%	29%	-	-	-	-	7%	*	7%	15%	5%	8%
	2019	11%	4%	6%	*	5%	0%	-	-	-	-	0%	*	7%	0%	6%	2%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	64%	-	64%	67%	-	-	-	-	29%	*	67%	45%	53%	42%
	2019	86%	80%	81%	*	80%	100%	-	-	-	-	73%	*	84%	71%	75%	67%
At Meets Grade Level or Above	2021	46%	33%	38%	-	37%	50%	-	-	-	-	17%	*	37%	40%	28%	19%
	2019	54%	40%	42%	*	40%	80%	-	-	-	-	36%	*	39%	54%	31%	33%
At Masters Grade Level	2021	30%	19%	25%	-	24%	33%	-	-	-	-	8%	*	25%	25%	14%	8%
	2019	29%	19%	21%	*	19%	80%	-	-	-	-	18%	*	18%	33%	16%	18%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	68%	-	68%	67%	-	-	-	-	33%	*	67%	75%	59%	50%
	2019	90%	88%	89%	*	88%	100%	-	-	-	-	82%	*	88%	92%	87%	82%
At Meets Grade Level or Above	2021	44%	33%	37%	-	36%	50%	-	-	-	-	13%	*	37%	35%	25%	19%
	2019	58%	49%	44%	*	43%	80%	-	-	-	-	27%	*	40%	63%	34%	33%
At Masters Grade Level	2021	25%	15%	19%	-	19%	17%	-	-	-	-	8%	*	21%	10%	11%	8%
	2019	36%	27%	22%	*	21%	40%	-	-	-	-	18%	*	18%	38%	13%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	52%	-	51%	67%	-	-	-	-	17%	*	52%	50%	39%	31%
	2019	75%	70%	65%	*	63%	100%	-	-	-	-	50%	*	64%	71%	59%	49%
At Meets Grade Level or Above	2021	31%	17%	22%	-	21%	50%	-	-	-	-	13%	*	22%	25%	12%	11%
	2019	49%	43%	34%	*	32%	80%	-	-	-	-	20%	*	29%	58%	26%	29%
At Masters Grade Level	2021	13%	7%	8%	-	7%	17%	-	-	-	-	0%	*	8%	5%	2%	3%
	2019	24%	20%	11%	*	10%	20%	-	-	-	-	10%	*	8%	21%	9%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	55%	40%	54%	78%	-	-	-	-	29%	73%	56%	50%	46%	40%
	2019	78%	72%	73%	100%	72%	78%	-	-	-	-	40%	92%	72%	74%	66%	62%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	28%	40%	26%	49%	-	-	-	-	17%	13%	27%	29%	18%	16%
	2019	50%	40%	37%	73%	36%	51%	-	-	-	-	21%	54%	35%	48%	28%	27%
At Masters Grade Level	2021	18%	11%	12%	0%	12%	22%	-	-	-	-	5%	0%	12%	11%	6%	5%
	2019	24%	17%	17%	45%	16%	27%	-	-	-	-	6%	15%	16%	23%	13%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	61%	*	60%	79%	-	-	-	-	36%	100%	64%	48%	53%	43%
	2019	75%	69%	77%	*	76%	84%	-	-	-	-	44%	100%	77%	74%	69%	65%
At Meets Grade Level or Above	2021	45%	36%	32%	*	31%	47%	-	-	-	-	21%	17%	31%	35%	22%	19%
	2019	48%	38%	40%	*	39%	53%	-	-	-	-	26%	40%	39%	46%	30%	27%
At Masters Grade Level	2021	18%	11%	15%	*	15%	21%	-	-	-	-	6%	0%	15%	17%	8%	5%
	2019	21%	13%	22%	*	20%	42%	-	-	-	-	5%	20%	20%	30%	17%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	52%	*	51%	79%	-	-	-	-	31%	67%	53%	52%	42%	37%
	2019	82%	77%	76%	*	76%	79%	-	-	-	-	42%	100%	75%	81%	71%	70%
At Meets Grade Level or Above	2021	37%	25%	26%	*	26%	37%	-	-	-	-	17%	17%	26%	26%	17%	16%
	2019	52%	43%	39%	*	38%	53%	-	-	-	-	19%	80%	37%	54%	29%	29%
At Masters Grade Level	2021	18%	9%	12%	*	12%	21%	-	-	-	-	6%	0%	13%	7%	7%	6%
	2019	26%	20%	18%	*	18%	21%	-	-	-	-	7%	0%	17%	24%	14%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	49%	*	47%	86%	-	-	-	-	13%	*	49%	50%	45%	45%
	2019	68%	58%	57%	*	58%	33%	-	-	-	-	15%	*	57%	56%	51%	45%
At Meets Grade Level or Above	2021	30%	21%	25%	*	21%	86%	-	-	-	-	13%	*	24%	25%	16%	15%
	2019	38%	28%	24%	*	24%	17%	-	-	-	-	15%	*	25%	19%	19%	20%
At Masters Grade Level	2021	9%	4%	8%	*	7%	29%	-	-	-	-	7%	*	7%	15%	5%	8%
	2019	14%	8%	6%	*	5%	0%	-	-	-	-	0%	*	7%	0%	6%	2%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	52%	-	51%	67%	-	-	-	-	17%	*	52%	50%	39%	31%
	2019	81%	75%	65%	*	63%	100%	-	-	-	-	50%	*	64%	71%	59%	49%
At Meets Grade Level or Above	2021	44%	30%	22%	-	21%	50%	-	-	-	-	13%	*	22%	25%	12%	11%
	2019	54%	43%	34%	*	32%	80%	-	-	-	-	20%	*	29%	58%	26%	29%
At Masters Grade Level	2021	20%	10%	8%	-	7%	17%	-	-	-	-	0%	*	8%	5%	2%	3%
	2019	25%	16%	11%	*	10%	20%	-	-	-	-	10%	*	8%	21%	9%	10%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	74	*	74	67	-	-	-	-	42	-	74	77	73	68
	2018	63	62	72	*	70	100	-	-	-	*	70	67	71	77	71	69
Grade 4 Mathematics	2019	65	65	69	*	69	58	-	-	-	-	62	-	70	61	69	74
	2018	65	59	68	*	66	81	-	-	-	*	65	67	69	66	68	54
Grade 5 ELA/Reading	2019	81	79	81	*	81	*	-	-	-	-	64	*	81	80	81	81
	2018	80	77	74	-	76	50	-	-	-	-	81	-	75	72	75	84
Grade 5 Mathematics	2019	83	88	77	*	76	*	-	-	-	-	91	*	76	83	75	81
	2018	81	76	62	-	63	40	-	-	-	-	81	-	60	72	63	74
All Grades Both Subjects	2019	69	70	75	100	75	73	-	-	-	-	64	*	75	76	74	77
	2018	69	67	69	*	69	73	-	-	-	*	75	67	69	72	69	69
All Grades ELA/Reading	2019	68	68	78	*	78	70	-	-	-	-	52	*	77	79	77	75
	2018	69	66	73	*	73	81	-	-	-	*	76	67	73	75	73	75
All Grades Mathematics	2019	70	72	73	*	72	75	-	-	-	-	75	*	73	74	72	78
	2018	70	68	65	*	65	65	-	-	-	*	74	67	65	68	66	62

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

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	59%	55%	26%	27%	-	-	-	21%	-	-	-	-	7%	62%	23%	61%	
	2019	78%	72%	73%	40%	40%	-	-	-		59%	67%	59%	-	*		46%		
At Meets Grade Level or Above	2021	41%	31%	28%	7%	9%	-	-	-	3%	-	-	-	-	0%	33%	6%	29%	
	2019	50%	40%	37%	9%	9%	-	-	-		12%	50%	8%	-	*		10%		
At Masters Grade Level	2021	18%	11%	12%	2%	3%	-	-	-	0%	-	-	-	-	0%	15%	2%	10%	
	2019	24%	17%	17%	3%	3%	-	-	-		4%	0%	5%	-	*		3%		
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	62%	61%	25%	25%	-	-	-	23%	-	-	-	-	15%	70%	23%	70%	
	2019	75%	69%	77%	42%	42%	-	-	-		70%	*	67%	-	*		49%		
At Meets Grade Level or Above	2021	45%	36%	32%	6%	6%	-	-	-	8%	-	-	-	-	0%	37%	5%	37%	
	2019	48%	38%	40%	11%	11%	-	-	-		9%	*	5%	-	*		10%		
At Masters Grade Level	2021	18%	11%	15%	0%	0%	-	-	-	0%	-	-	-	-	0%	20%	0%	11%	
	2019	21%	13%	22%	0%	0%	-	-	-		4%	*	5%	-	*		1%		
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	54%	52%	31%	32%	-	-	-	23%	-	-	-	-	0%	59%	24%	54%	
	2019	82%	77%	76%	51%	51%	-	-	-		83%	*	86%	-	*		59%		
At Meets Grade Level or Above	2021	37%	25%	26%	8%	11%	-	-	-	0%	-	-	-	-	0%	31%	6%	28%	
	2019	52%	43%	39%	9%	9%	-	-	-		13%	*	10%	-	*		10%		
At Masters Grade Level	2021	18%	9%	12%	4%	5%	-	-	-	0%	-	-	-	-	0%	15%	3%	11%	
	2019	26%	20%	18%	4%	4%	-	-	-		9%	*	10%	-	*		5%		
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	51%	49%	23%	17%	-	-	-	29%	-	-	-	-	*	51%	18%	65%	
	2019	68%	58%	57%	7%	7%	-	-	-		33%	*	30%	-	-		19%		
At Meets Grade Level or Above	2021	30%	21%	25%	8%	17%	-	-	-	0%	-	-	-	-	*	30%	6%	22%	
	2019	38%	28%	24%	0%	0%	-	-	-		25%	*	20%	-	-		12%		
At Masters Grade Level	2021	9%	4%	8%	8%	17%	-	-	-	0%	-	-	-	-	*	9%	6%	9%	
	2019	14%	8%	6%	0%	0%	-	-	-		0%	*	0%	-	-		0%		
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	60%	52%	21%	25%	-	-	-	0%	-	-	-	-	-	60%	21%	50%	
	2019	81%	75%	65%	24%	24%	-	-	-		18%	-	18%	-	-		21%		
At Meets Grade Level or Above	2021	44%	30%	22%	8%	10%	-	-	-	0%	-	-	-	-	-	27%	8%	17%	
	2019	54%	43%	34%	12%	12%	-	-	-		0%	-	0%	-	-		7%		
At Masters Grade Level	2021	20%	10%	8%	0%	0%	-	-	-	0%	-	-	-	-	-	10%	0%	8%	
	2019	25%	16%	11%	12%	12%	-	-	-		0%	-	0%	-	-		7%		

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	97%	100%	97%	89%	-	-	-	-	95%	100%	98%	93%	97%	98%
Included in Accountability	83%	91%	93%	71%	93%	89%	-	-	-	-	91%	88%	96%	79%	92%	90%
Not Included in Accountability: Mobile	3%	2%	3%	29%	3%	0%	-	-	-	-	4%	12%	2%	11%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	-	1%	0%	0%	4%	1%	2%
Not Tested	12%	6%	3%	0%	3%	11%	-	-	-	-	5%	0%	2%	7%	3%	2%
Absent	2%	2%	1%	0%	1%	2%	-	-	-	-	4%	0%	1%	1%	1%	2%
Other	10%	4%	2%	0%	2%	9%	-	-	-	-	1%	0%	1%	6%	2%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	-	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	93%	100%	93%	96%	-	-	-	-	87%	68%	98%	73%	95%	88%
Not Included in Accountability: Mobile	4%	3%	5%	0%	5%	4%	-	-	-	-	10%	26%	2%	19%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	-	-	-	2%	5%	0%	8%	0%	4%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.2%	*	99.2%	98.7%	-	*	-	*	98.8%	99.1%	98.8%
2018-19	95.4%	94.6%	96.7%	97.1%	96.7%	97.1%	-	*	-	*	95.8%	96.5%	96.0%
Chronic Absenteeism													
2019-20	6.7%	7.9%	3.7%	*	3.5%	6.5%	-	*	-	*	8.4%	4.3%	5.1%
2018-19	11.4%	15.1%	7.2%	27.3%	6.9%	7.5%	-	*	-	*	14.0%	8.5%	9.9%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	769	100.0%	9,859	5,359,040	772	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	1	0.1%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	3.7%	0	0.0%	3.8%	3.7%
Kindergarten	127	16.5%	6.7%	6.7%	127	16.5%	6.7%	6.7%
Grade 1	129	16.8%	7.2%	7.1%	130	16.8%	7.2%	7.1%
Grade 2	134	17.4%	7.6%	7.1%	135	17.5%	7.7%	7.1%
Grade 3	118	15.3%	6.7%	7.1%	118	15.3%	6.7%	7.1%
Grade 4	120	15.6%	7.1%	7.2%	120	15.5%	7.1%	7.2%
Grade 5	141	18.3%	7.5%	7.4%	141	18.3%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	2	0.3%	0.7%	12.7%	2	0.3%	0.7%	12.7%
Hispanic	724	94.1%	93.7%	52.9%	727	94.2%	93.6%	52.9%
White	39	5.1%	4.9%	26.5%	39	5.1%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.3%	0.4%	4.7%	2	0.3%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.3%	0.3%	2.7%	2	0.3%	0.3%	2.7%
Sex:								
Female	401	52.1%	49.6%	48.9%	403	52.2%	49.6%	48.9%
Male	368	47.9%	50.4%	51.1%	369	47.8%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	554	72.0%	71.3%	60.3%	554	71.8%	71.2%	60.2%
Non-Educationally Disadvantaged	215	28.0%	28.7%	39.7%	218	28.2%	28.8%	39.8%
Section 504 Students	48	6.2%	9.3%	7.2%	48	6.2%	9.3%	7.2%
EB Students/EL	205	26.7%	17.3%	20.7%	205	26.6%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	17	2.2%	3.8%	4.5%	17	2.2%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	1	0.1%	0.5%	1.1%	1	0.1%	0.5%	1.1%
Immigrant	26	3.4%	1.8%	2.0%	26	3.4%	1.8%	2.0%
Migrant	25	3.3%	2.0%	0.3%	25	3.2%	2.0%	0.3%
Title I	769	100.0%	98.8%	64.5%	772	100.0%	98.8%	64.5%
Military Connected	31	4.0%	3.5%	2.7%	31	4.0%	3.5%	2.7%
At-Risk	362	47.1%	71.9%	49.2%	362	46.9%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	276	35.9%	19.2%	21.0%	276	35.8%	19.2%	20.9%
Gifted and Talented Education	27	3.5%	8.3%	8.3%	27	3.5%	8.3%	8.3%
Special Education	97	12.6%	13.0%	11.1%	100	13.0%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	97							
By Type of Primary Disability								
Students with Intellectual Disabilities	33	34.0%	45.3%	42.5%				
Students with Physical Disabilities	42	43.3%	23.9%	21.3%				
Students with Autism	*	*	**	14.1%				
Students with Behavioral Disabilities	**	**	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	83	11.5%	9.6%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.2%	2.8%				
Hispanic	71	9.9%	8.4%	7.1%				
White	12	1.7%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	14.2%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	32	17.7%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	53	10.7%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	99	15.0%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	0.0%	1.3%	4.8%
Grade 1	2.8%	4.7%	1.9%	0.0%	9.8%	3.2%
Grade 2	0.0%	4.7%	1.0%	0.0%	3.5%	1.4%
Grade 3	0.0%	1.5%	0.5%	0.0%	1.1%	0.6%
Grade 4	0.0%	1.3%	0.3%	3.0%	1.6%	0.4%
Grade 5	1.0%	1.6%	0.2%	3.3%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.8	19.1	17.7
Grade 1	25.5	19.9	18.0
Grade 2	20.4	19.3	18.0
Grade 3	18.6	18.3	18.2
Grade 4	15.4	19.3	18.3
Grade 5	19.9	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	67.5	100.0%	100.0%	100.0%
Professional Staff:	53.5	79.2%	53.5%	64.3%
Teachers	45.4	67.2%	42.4%	49.6%
Professional Support	6.1	9.0%	7.7%	10.6%
Campus Administration (School Leadership)	2.0	3.0%	2.3%	3.0%
Educational Aides:	14.0	20.8%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	3.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	60.1	89.1%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	40.0	88.3%	81.2%	28.4%
White	5.2	11.5%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.1	0.3%	0.5%	1.2%
Teachers by Sex:				
Males	2.5	5.5%	21.9%	23.8%
Females	42.8	94.5%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	36.9	81.4%	74.5%	73.0%
Masters	8.4	18.6%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	3.7%	6.7%
1-5 Years Experience	7.0	15.5%	26.5%	27.8%
6-10 Years Experience	5.4	11.9%	20.4%	20.3%
11-20 Years Experience	15.3	33.7%	25.8%	29.1%
21-30 Years Experience	11.6	25.7%	16.4%	13.0%
Over 30 Years Experience	5.0	11.0%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	17.0	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	4.7	6.4
Average Years Experience of Principals with District	4.0	4.7	5.5
Average Years Experience of Assistant Principals	1.0	4.2	5.5
Average Years Experience of Assistant Principals with District	1.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	16.2	13.1	11.2
Average Years Experience of Teachers with District:	14.7	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,450	\$47,076	\$50,849
1-5 Years Experience	\$46,833	\$49,910	\$53,288
6-10 Years Experience	\$52,416	\$52,874	\$56,282
11-20 Years Experience	\$58,214	\$59,001	\$59,900
21-30 Years Experience	\$63,669	\$63,590	\$64,637
Over 30 Years Experience	\$67,079	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$57,944	\$56,239	\$57,641
Professional Support	\$63,258	\$70,679	\$68,030
Campus Administration (School Leadership)	\$72,964	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	13.0	28.6%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	29.2	64.4%	68.2%	71.0%
Special Education	3.2	7.0%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	32
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 72.0%)	32
Closing the Gaps % of Indicators Met	
Academic Achievement Status	7%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	97%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span
DR LONNIE GREEN JR EL (233901113)	SAN FELIPE-DEL RIO CISD	KG-05
1 HOOD-CASE EL (020901109)	ALVIN ISD	EE-05
2 BENAVIDES EL (031901135)	BROWNSVILLE ISD	PK-05
3 HARRISON/JEFFERSON/MADISON COMPLEX (029901101)	CALHOUN COUNTY ISD	EE-05
4 MORNINGSIDE EL (046902117)	COMAL ISD	EE-05
5 DEER CREEK EL (220912103)	CROWLEY ISD	EE-05
6 BANG EL (101907125)	CYPRESS-FAIRBANKS ISD	EE-05
7 OWENS EL (101907119)	CYPRESS-FAIRBANKS ISD	EE-05
8 POST EL (101907104)	CYPRESS-FAIRBANKS ISD	EE-05
9 WILLBERN EL (101907131)	CYPRESS-FAIRBANKS ISD	EE-05
10 YEAGER EL (101907109)	CYPRESS-FAIRBANKS ISD	EE-05
11 AUSTIN EL (146902101)	DAYTON ISD	KG-05
12 JAMES B HAVARD EL (101910113)	GALENA PARK ISD	PK-05
13 NITA PEARSON EL (057909156)	GARLAND ISD	PK-05
14 ALAMO EL (101911101)	GOOSE CREEK CISD	PK-05
15 HIGHLANDS EL (101911108)	GOOSE CREEK CISD	02-05
16 THURGOOD MARSHALL LEADERSHIP ACADE (057910129)	GRAND PRAIRIE ISD	PK-05
17 LEE H MEANS EL (031903123)	HARLINGEN CISD	EE-05
18 RED EL (101912224)	HOUSTON ISD	EE-05
19 MAYDE CREEK EL (101914111)	KATY ISD	EE-05
20 GREENWOOD FOREST EL (101915104)	KLEIN ISD	KG-05
21 THOMAS R CULVER EL (079901143)	LAMAR CISD	EE-05
22 RANCHO VERDE EL (031906109)	LOS FRESNOS CISD	EE-05
23 COLT EL (027904102)	MARBLE FALLS ISD	EE-05
24 GENTRY EL (057914130)	MESQUITE ISD	EE-05
25 BRYAN EL (108908101)	MISSION CISD	PK-05
26 STAHL EL (015910125)	NORTH EAST ISD	KG-05
27 HOWSMAN EL (015915119)	NORTHSIDE ISD	EE-05
28 KNOWLTON EL (015915138)	NORTHSIDE ISD	EE-05
29 CHESTER E JORDAN (071909128)	SOCORRO ISD	PK-05
30 ELFIDA CHAVEZ EL (071909115)	SOCORRO ISD	PK-05
31 HELEN BALL EL (071909114)	SOCORRO ISD	PK-05
32 O'SHEA KELEHER EL (071909103)	SOCORRO ISD	EE-05
33 PASO DEL NORTE SCHOOL (071909123)	SOCORRO ISD	PK-05
34 PURPLE HEART EL (071909131)	SOCORRO ISD	PK-05
35 SGT ROBERTO ITUARTE (071909127)	SOCORRO ISD	EE-05
36 SIERRA VISTA EL (071909113)	SOCORRO ISD	PK-05
37 BIG COUNTRY EL (015912107)	SOUTHWEST ISD	EE-05
38 J W LONG EL (129906107)	TERRELL ISD	KG-05
39 NYE EL (240903103)	UNITED ISD	EE-05
40 ROBERTS ROAD EL (237904101)	WALLER ISD	EE-05

Comparison Group Average

2021 Campus Comparison Group
DR LONNIE GREEN JR EL (233901113) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
769	72.0	26.7	11.5	0.0	12.6
675	68.4	28.9	10.3	0.0	15.3
858	73.0	27.2	7.5	0.0	13.3
716	69.0	21.9	10.7	0.0	11.0
700	67.1	20.1	13.7	0.0	11.9
669	70.7	27.7	9.8	0.0	12.1
898	75.8	23.7	13.4	0.0	11.6
737	72.5	28.4	16.3	0.0	14.8
803	66.4	25.4	14.4	0.0	11.6
827	74.4	31.3	10.1	0.0	13.7
816	71.3	28.7	14.6	0.0	11.3
758	75.9	34.3	11.7	0.0	11.6
607	76.9	28.2	8.8	0.0	11.2
608	72.5	24.7	14.1	0.0	11.8
727	69.1	30.7	17.6	0.0	8.3
766	75.2	24.5	15.2	0.0	13.2
664	66.9	29.8	7.5	0.0	9.3
755	67.4	20.7	10.0	0.0	8.3
610	69.7	30.0	7.1	0.0	14.3
745	68.5	25.0	17.8	0.0	17.3
648	70.7	29.9	17.7	0.0	13.9
748	65.6	22.7	9.1	0.0	15.5
670	67.3	24.8	7.8	0.0	10.0
608	69.9	25.3	13.1	0.0	17.3
615	77.7	25.9	12.3	0.0	13.8
637	72.1	21.7	7.9	0.0	9.7
698	72.3	26.1	15.0	0.0	12.2
693	74.3	26.4	17.9	0.0	14.9
643	77.4	29.2	10.0	0.0	15.9
859	73.0	25.0	14.0	0.0	11.4
749	72.6	29.5	9.9	0.0	15.0
660	78.0	24.4	8.2	0.0	15.3
756	76.7	29.4	11.1	0.0	16.5
785	80.1	30.7	13.5	0.0	11.8
900	70.7	28.8	13.5	0.0	13.0
724	69.8	30.2	12.5	0.0	13.1
680	71.8	28.4	13.0	0.0	12.5
678	70.8	21.1	15.1	0.0	15.5
638	74.9	32.9	11.7	0.0	12.5
701	74.5	31.2	10.0	0.0	13.4
748	65.1	31.4	13.9	0.0	15.5
719	71.9	27.2	12.2	0.0	13.0



Actual Financial Report 2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Dr Lonnie Green Jr El District: SAN FELIPE-DEL RIO CISD
Campus Number: 233901113 Total Membership: 790

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,395,541	100.00	5,564	5,822,337	100.00	7,370
Operating-Payroll	3,952,876	89.93	5,004	5,193,613	89.20	6,574
Other Operating	442,665	10.07	560	628,724	10.80	796
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,395,541	100.00	5,564	5,822,337	100.00	7,370
Instruction (11,95) *	3,085,176	70.19	3,905	4,070,161	69.91	5,152
Instructional Res/Media (12) *	79,401	1.81	101	83,129	1.43	105
Curriculum/Staff Develop (13) *	150,778	3.43	191	244,110	4.19	309
Instructional Leadership (21) *	38,234	0.87	48	38,234	0.66	48
School Leadership (23) *	263,504	5.99	334	263,504	4.53	334
Guidance/Counseling Svcs (31) *	248,928	5.66	315	257,187	4.42	326
Social Work Services (32) *	10,084	0.23	13	10,084	0.17	13
Health Services (33) *	91,345	2.08	116	91,547	1.57	116
Food (35) **	45,819	1.04	58	377,997	6.49	478
Extracurricular (36) ***	6,110	0.14	8	10,222	0.18	13
Plant Maint/Operation (51) ***	328,874	7.48	416	328,874	5.65	416
Security/Monitoring (52) ***	14,818	0.34	19	14,818	0.25	19
Data Processing Svcs (53)***	32,470	0.74	41	32,470	0.56	41
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,967,450	100.00	5,022	5,044,976	100.00	6,386
Regular	3,147,489	79.33	3,984	3,640,987	72.17	4,609
Gifted & Talented	13,593	0.34	17	13,593	0.27	17
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	84,892	2.14	107	200,379	3.97	254
Accelerated Education	188,355	4.75	238	573,564	11.37	726
Bilingual	95,747	2.41	121	179,079	3.55	227
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0
Early Education Allotment	370,526	9.34	469	370,526	7.34	469
Dyslexia or Related Disorder Serv	66,848	1.68	85	66,848	1.33	85
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.
 **Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

**Texas Education Agency
2020-21 School Report Card
DR LONNIE GREEN JR EL (233901113)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 769
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DR LONNIE GREEN JR EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.3%	0.7%	12.7%
Hispanic	94.2%	93.6%	52.9%
White	5.1%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.3%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	72.0%	71.3%	60.3%
Special Education	12.6%	13.0%	11.1%
Emergent Bilingual/EL	26.7%	17.3%	20.7%
Mobility Rate (2019-20)	11.5%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.8	19.1	17.7
Grade 1	25.5	19.9	18.0
Grade 2	20.4	19.3	18.0
Grade 3	18.6	18.3	18.2
Grade 4	15.4	19.3	18.3
Grade 5	19.9	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,370	\$10,349	\$10,406
Instruction	\$5,152	\$5,401	\$5,929
Instructional Leadership	\$48	\$205	\$173
School Leadership	\$334	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	55%	40%	54%	78%	-	-	-	-	46%
	2019	78%	72%	73%	100%	72%	78%	-	-	-	-	66%
ELA/Reading	2021	68%	62%	61%	*	60%	79%	-	-	-	-	53%
	2019	75%	69%	77%	*	76%	84%	-	-	-	-	69%
Mathematics	2021	66%	54%	52%	*	51%	79%	-	-	-	-	42%
	2019	82%	77%	76%	*	76%	79%	-	-	-	-	71%
Writing	2021	58%	51%	49%	*	47%	86%	-	-	-	-	45%
	2019	68%	58%	57%	*	58%	33%	-	-	-	-	51%
Science	2021	71%	60%	52%	-	51%	67%	-	-	-	-	39%
	2019	81%	75%	65%	*	63%	100%	-	-	-	-	59%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	28%	40%	26%	49%	-	-	-	-	18%
	2019	50%	40%	37%	73%	36%	51%	-	-	-	-	28%
ELA/Reading	2021	45%	36%	32%	*	31%	47%	-	-	-	-	22%
	2019	48%	38%	40%	*	39%	53%	-	-	-	-	30%
Mathematics	2021	37%	25%	26%	*	26%	37%	-	-	-	-	17%
	2019	52%	43%	39%	*	38%	53%	-	-	-	-	29%
Writing	2021	30%	21%	25%	*	21%	86%	-	-	-	-	16%
	2019	38%	28%	24%	*	24%	17%	-	-	-	-	19%
Science	2021	44%	30%	22%	-	21%	50%	-	-	-	-	12%
	2019	54%	43%	34%	*	32%	80%	-	-	-	-	26%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	12%	0%	12%	22%	-	-	-	-	6%
	2019	24%	17%	17%	45%	16%	27%	-	-	-	-	13%
ELA/Reading	2021	18%	11%	15%	*	15%	21%	-	-	-	-	8%
	2019	21%	13%	22%	*	20%	42%	-	-	-	-	17%
Mathematics	2021	18%	9%	12%	*	12%	21%	-	-	-	-	7%
	2019	26%	20%	18%	*	18%	21%	-	-	-	-	14%
Writing	2021	9%	4%	8%	*	7%	29%	-	-	-	-	5%
	2019	14%	8%	6%	*	5%	0%	-	-	-	-	6%
Science	2021	20%	10%	8%	-	7%	17%	-	-	-	-	2%
	2019	25%	16%	11%	*	10%	20%	-	-	-	-	9%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	97%	100%	97%	89%	-	-	-	-	97%
	2019	99%	99%	100%	100%	100%	100%	-	-	-	-	100%
ELA/Reading	2021	89%	94%	97%	*	97%	90%	-	-	-	-	97%
	2019	99%	99%	100%	*	100%	100%	-	-	-	-	100%
Mathematics	2021	88%	93%	97%	*	97%	90%	-	-	-	-	97%
	2019	100%	100%	100%	*	100%	100%	-	-	-	-	100%

- Indicates there are no students in the group.

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

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

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19–20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2020-21 Texas Academic Performance Report (TAPR)

District Name: SAN FELIPE-DEL RIO CISD

Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN

Campus Number: 233901114

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	60%	100%	*	*	100%	-	-	-	-	-	-	100%	100%	100%	-
	2019	76%	65%	100%	*	100%	100%	-	*	-	-	*	-	*	100%	*	-
At Meets Grade Level or Above	2021	39%	28%	82%	*	*	80%	-	-	-	-	-	-	78%	88%	63%	-
	2019	45%	32%	75%	*	60%	75%	-	*	-	-	*	-	*	75%	*	-
At Masters Grade Level	2021	19%	11%	71%	*	*	80%	-	-	-	-	-	-	67%	75%	38%	-
	2019	27%	18%	31%	*	0%	38%	-	*	-	-	*	-	*	33%	*	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	47%	88%	*	*	100%	-	-	-	-	-	-	78%	100%	75%	-
	2019	79%	66%	94%	*	100%	88%	-	*	-	-	*	-	*	92%	*	-
At Meets Grade Level or Above	2021	31%	21%	65%	*	*	90%	-	-	-	-	-	-	56%	75%	38%	-
	2019	49%	32%	75%	*	60%	75%	-	*	-	-	*	-	*	75%	*	-
At Masters Grade Level	2021	14%	7%	29%	*	*	50%	-	-	-	-	-	-	33%	25%	0%	-
	2019	25%	12%	44%	*	20%	50%	-	*	-	-	*	-	*	50%	*	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	93%	*	*	89%	-	-	-	*	*	-	100%	89%	80%	-
	2019	75%	70%	92%	*	*	100%	-	-	-	-	-	-	*	92%	*	-
At Meets Grade Level or Above	2021	36%	28%	71%	*	*	56%	-	-	-	*	*	-	60%	78%	40%	-
	2019	44%	37%	62%	*	*	75%	-	-	-	-	-	-	*	58%	*	-
At Masters Grade Level	2021	17%	11%	36%	*	*	33%	-	-	-	*	*	-	40%	33%	20%	-
	2019	22%	19%	38%	*	*	50%	-	-	-	-	-	-	*	42%	*	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	93%	*	*	89%	-	-	-	*	*	-	80%	100%	100%	-
	2019	75%	65%	69%	*	*	75%	-	-	-	-	-	-	*	67%	*	-
At Meets Grade Level or Above	2021	36%	21%	71%	*	*	67%	-	-	-	*	*	-	80%	67%	40%	-
	2019	48%	35%	54%	*	*	75%	-	-	-	-	-	-	*	50%	*	-
At Masters Grade Level	2021	21%	9%	50%	*	*	44%	-	-	-	*	*	-	60%	44%	20%	-
	2019	28%	18%	23%	*	*	38%	-	-	-	-	-	-	*	17%	*	-
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	43%	87%	*	*	80%	-	-	-	*	*	-	100%	80%	80%	-
	2019	67%	56%	75%	*	*	86%	-	-	-	-	-	-	*	73%	*	-
At Meets Grade Level or Above	2021	27%	19%	47%	*	*	40%	-	-	-	*	*	-	80%	30%	40%	-
	2019	35%	24%	33%	*	*	29%	-	-	-	-	-	-	*	36%	*	-
At Masters Grade Level	2021	8%	4%	27%	*	*	10%	-	-	-	*	*	-	40%	20%	20%	-
	2019	11%	4%	0%	*	*	0%	-	-	-	-	-	-	*	0%	*	-
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	64%	100%	*	*	100%	-	-	-	-	*	-	*	100%	*	-
	2019	86%	80%	100%	*	*	100%	-	-	-	-	-	-	*	100%	*	-
At Meets Grade Level or Above	2021	46%	33%	75%	*	*	80%	-	-	-	-	*	-	*	71%	*	-
	2019	54%	40%	100%	*	*	100%	-	-	-	-	-	-	*	100%	*	-
At Masters Grade Level	2021	30%	19%	25%	*	*	20%	-	-	-	-	*	-	*	29%	*	-
	2019	29%	19%	45%	*	*	50%	-	-	-	-	-	-	*	44%	*	-
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	60%	89%	*	*	80%	-	-	-	-	*	-	*	88%	*	-
	2019	90%	88%	100%	*	*	100%	-	-	-	-	-	-	*	100%	*	-
At Meets Grade Level or Above	2021	44%	33%	56%	*	*	60%	-	-	-	-	*	-	*	63%	*	-
	2019	58%	49%	64%	*	*	67%	-	-	-	-	-	-	*	67%	*	-
At Masters Grade Level	2021	25%	15%	56%	*	*	60%	-	-	-	-	*	-	*	63%	*	-
	2019	36%	27%	45%	*	*	50%	-	-	-	-	-	-	*	44%	*	-
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	88%	*	*	80%	-	-	-	-	*	-	*	86%	*	-
	2019	75%	70%	100%	*	*	100%	-	-	-	-	-	-	*	100%	*	-
At Meets Grade Level or Above	2021	31%	17%	50%	*	*	40%	-	-	-	-	*	-	*	57%	*	-
	2019	49%	43%	82%	*	*	100%	-	-	-	-	-	-	*	78%	*	-
At Masters Grade Level	2021	13%	7%	38%	*	*	40%	-	-	-	-	*	-	*	43%	*	-
	2019	24%	20%	27%	*	*	50%	-	-	-	-	-	-	*	22%	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	92%	100%	90%	90%	-	-	-	*	89%	-	92%	92%	88%	-
	2019	78%	72%	91%	77%	94%	93%	-	*	-	-	*	-	100%	90%	96%	-

Texas Education Agency
2020-21 STAAR Performance (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	66%	73%	57%	65%	-	-	-	*	56%	-	67%	65%	44%	-
	2019	50%	40%	68%	38%	68%	74%	-	*	-	-	*	-	76%	66%	46%	-
At Masters Grade Level	2021	18%	11%	42%	40%	33%	43%	-	-	-	*	22%	-	44%	41%	18%	-
	2019	24%	17%	32%	23%	16%	40%	-	*	-	-	*	-	35%	31%	17%	-
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	62%	97%	100%	100%	96%	-	-	-	*	*	-	100%	96%	93%	-
	2019	75%	69%	98%	80%	100%	100%	-	*	-	-	*	-	100%	97%	100%	-
At Meets Grade Level or Above	2021	45%	36%	77%	83%	88%	71%	-	-	-	*	*	-	73%	79%	57%	-
	2019	48%	38%	78%	60%	75%	82%	-	*	-	-	*	-	86%	76%	56%	-
At Masters Grade Level	2021	18%	11%	49%	50%	38%	50%	-	-	-	*	*	-	53%	46%	29%	-
	2019	21%	13%	38%	40%	17%	45%	-	*	-	-	*	-	29%	39%	33%	-
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	54%	90%	100%	78%	92%	-	-	-	*	*	-	80%	96%	86%	-
	2019	82%	77%	88%	80%	92%	86%	-	*	-	-	*	-	100%	85%	89%	-
At Meets Grade Level or Above	2021	37%	25%	65%	67%	33%	75%	-	-	-	*	*	-	60%	68%	36%	-
	2019	52%	43%	65%	40%	58%	73%	-	*	-	-	*	-	71%	64%	22%	-
At Masters Grade Level	2021	18%	9%	43%	33%	22%	50%	-	-	-	*	*	-	40%	44%	7%	-
	2019	26%	20%	38%	20%	25%	45%	-	*	-	-	*	-	43%	36%	0%	-
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	87%	*	*	80%	-	-	-	*	*	-	100%	80%	80%	-
	2019	68%	58%	75%	*	*	86%	-	-	-	-	-	-	*	73%	*	-
At Meets Grade Level or Above	2021	30%	21%	47%	*	*	40%	-	-	-	*	*	-	80%	30%	40%	-
	2019	38%	28%	33%	*	*	29%	-	-	-	-	-	-	*	36%	*	-
At Masters Grade Level	2021	9%	4%	27%	*	*	10%	-	-	-	*	*	-	40%	20%	20%	-
	2019	14%	8%	0%	*	*	0%	-	-	-	-	-	-	*	0%	*	-
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	60%	88%	*	*	80%	-	-	-	-	*	-	*	86%	*	-
	2019	81%	75%	100%	*	*	100%	-	-	-	-	-	-	*	100%	*	-
At Meets Grade Level or Above	2021	44%	30%	50%	*	*	40%	-	-	-	-	*	-	*	57%	*	-
	2019	54%	43%	82%	*	*	100%	-	-	-	-	-	-	*	78%	*	-
At Masters Grade Level	2021	20%	10%	38%	*	*	40%	-	-	-	-	*	-	*	43%	*	-
	2019	25%	16%	27%	*	*	50%	-	-	-	-	-	-	*	22%	*	-

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	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	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	64	*	*	67	-	-	-	-	-	-	*	70	*	-
	2018	63	62	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	65	45	*	*	50	-	-	-	-	-	-	*	40	*	-
	2018	65	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	79	88	*	*	90	-	-	-	-	-	-	*	83	*	-
	2018	80	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	88	75	*	*	70	-	-	-	-	-	-	*	75	*	-
	2018	81	76	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	70	66	58	65	68	-	-	-	-	-	-	75	64	54	-
	2018	69	67	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	68	74	*	90	77	-	-	-	-	-	-	*	75	75	-
	2018	69	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	72	58	*	40	59	-	-	-	-	-	-	*	53	33	-
	2018	70	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	92%	-	-	-	-	-	-	-	-	-	-	-	-	92%	-
	2019	78%	72%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	41%	31%	66%	-	-	-	-	-	-	-	-	-	-	-	-	66%	-
	2019	50%	40%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	11%	42%	-	-	-	-	-	-	-	-	-	-	-	-	42%	-
	2019	24%	17%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	62%	97%	-	-	-	-	-	-	-	-	-	-	-	-	97%	-
	2019	75%	69%	98%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	45%	36%	77%	-	-	-	-	-	-	-	-	-	-	-	-	77%	-
	2019	48%	38%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	11%	49%	-	-	-	-	-	-	-	-	-	-	-	-	49%	-
	2019	21%	13%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	54%	90%	-	-	-	-	-	-	-	-	-	-	-	-	90%	-
	2019	82%	77%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	37%	25%	65%	-	-	-	-	-	-	-	-	-	-	-	-	65%	-
	2019	52%	43%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	9%	43%	-	-	-	-	-	-	-	-	-	-	-	-	43%	-
	2019	26%	20%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	87%	-	-	-	-	-	-	-	-	-	-	-	-	87%	-
	2019	68%	58%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	30%	21%	47%	-	-	-	-	-	-	-	-	-	-	-	-	47%	-
	2019	38%	28%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	9%	4%	27%	-	-	-	-	-	-	-	-	-	-	-	-	27%	-
	2019	14%	8%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	60%	88%	-	-	-	-	-	-	-	-	-	-	-	-	88%	-
	2019	81%	75%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	44%	30%	50%	-	-	-	-	-	-	-	-	-	-	-	-	50%	-
	2019	54%	43%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	20%	10%	38%	-	-	-	-	-	-	-	-	-	-	-	-	38%	-
	2019	25%	16%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	93%	100%	87%	93%	-	-	-	100%	100%	-	93%	92%	100%	-
Included in Accountability	83%	91%	83%	100%	68%	93%	-	-	-	50%	75%	-	80%	85%	100%	-
Not Included in Accountability: Mobile	3%	2%	10%	0%	19%	0%	-	-	-	50%	25%	-	13%	8%	0%	-
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	-
Not Tested	12%	6%	7%	0%	13%	7%	-	-	-	0%	0%	-	7%	8%	0%	-
Absent	2%	2%	1%	0%	3%	0%	-	-	-	0%	0%	-	0%	1%	0%	-
Other	10%	4%	7%	0%	10%	7%	-	-	-	0%	0%	-	7%	6%	0%	-
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	*	-	-	100%	-	100%	99%	100%	-
Included in Accountability	94%	95%	84%	72%	100%	79%	-	*	-	-	33%	-	100%	81%	89%	-
Not Included in Accountability: Mobile	4%	3%	15%	28%	0%	19%	-	*	-	-	67%	-	0%	18%	11%	-
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	-	0%	-	0%	0%	0%	-
Not Tested	1%	1%	1%	0%	0%	1%	-	*	-	-	0%	-	0%	1%	0%	-
Absent	1%	1%	0%	0%	0%	0%	-	*	-	-	0%	-	0%	0%	0%	-
Other	0%	0%	1%	0%	0%	1%	-	*	-	-	0%	-	0%	1%	0%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	99.2%	99.9%	99.3%	99.0%	-	*	-	*	99.4%	99.6%	-
2018-19	95.4%	94.6%	96.4%	95.2%	97.5%	96.2%	-	*	*	*	97.4%	95.8%	-
Chronic Absenteeism													
2019-20	6.7%	7.9%	0.9%	0.0%	4.5%	0.0%	-	*	-	*	0.0%	4.0%	-
2018-19	11.4%	15.1%	3.2%	16.7%	0.0%	1.7%	-	*	*	*	0.0%	9.1%	-
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	92.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	701	360,220
By Ethnicity:				
African American	-	-	7	44,729
Hispanic	-	-	652	184,060
White	-	-	33	105,215
American Indian	-	-	1	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	54	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	647	292,532
Special Education Graduates	-	-	65	29,018
Economically Disadvantaged Graduates	-	-	476	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	63	29,639
At-Risk Graduates	-	-	412	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	116	100.0%	9,859	5,359,040	120	100.0%	9,874	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	17	14.7%	3.8%	3.7%	17	14.2%	3.8%	3.7%
Kindergarten	24	20.7%	6.7%	6.7%	27	22.5%	6.7%	6.7%
Grade 1	17	14.7%	7.2%	7.1%	17	14.2%	7.2%	7.1%
Grade 2	12	10.3%	7.6%	7.1%	12	10.0%	7.7%	7.1%
Grade 3	18	15.5%	6.7%	7.1%	19	15.8%	6.7%	7.1%
Grade 4	15	12.9%	7.1%	7.2%	15	12.5%	7.1%	7.2%
Grade 5	13	11.2%	7.5%	7.4%	13	10.8%	7.5%	7.4%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.9%	7.9%	0	0.0%	7.9%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	7.4%	8.1%	0	0.0%	7.4%	8.1%
Grade 10	0	0.0%	8.1%	7.8%	0	0.0%	8.1%	7.8%
Grade 11	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	12	10.3%	0.7%	12.7%	12	10.0%	0.7%	12.7%
Hispanic	34	29.3%	93.7%	52.9%	34	28.3%	93.6%	52.9%
White	62	53.4%	4.9%	26.5%	66	55.0%	5.0%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	1.7%	0.4%	4.7%	2	1.7%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	6	5.2%	0.3%	2.7%	6	5.0%	0.3%	2.7%
Sex:								
Female	61	52.6%	49.6%	48.9%	63	52.5%	49.6%	48.9%
Male	55	47.4%	50.4%	51.1%	57	47.5%	50.4%	51.1%
Other Student Information:								
Economically Disadvantaged	26	22.4%	71.3%	60.3%	26	21.7%	71.2%	60.2%
Non-Educationally Disadvantaged	90	77.6%	28.7%	39.7%	94	78.3%	28.8%	39.8%
Section 504 Students	2	1.7%	9.3%	7.2%	2	1.7%	9.3%	7.2%
EB Students/EL	3	2.6%	17.3%	20.7%	3	2.5%	17.3%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	1	0.9%	3.8%	4.5%	1	0.8%	3.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Homeless	0	0.0%	0.5%	1.1%	0	0.0%	0.5%	1.1%
Immigrant	8	6.9%	1.8%	2.0%	9	7.5%	1.8%	2.0%
Migrant	0	0.0%	2.0%	0.3%	0	0.0%	2.0%	0.3%
Title I	0	0.0%	98.8%	64.5%	0	0.0%	98.8%	64.5%
Military Connected	75	64.7%	3.5%	2.7%	76	63.3%	3.5%	2.7%
At-Risk	37	31.9%	71.9%	49.2%	37	30.8%	71.8%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	2	1.7%	19.2%	21.0%	2	1.7%	19.2%	20.9%
Gifted and Talented Education	8	6.9%	8.3%	8.3%	8	6.7%	8.3%	8.3%
Special Education	10	8.6%	13.0%	11.1%	14	11.7%	13.1%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	10							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	45.3%	42.5%				
Students with Physical Disabilities	7	70.0%	23.9%	21.3%				
Students with Autism	0	0.0%	**	14.1%				
Students with Behavioral Disabilities	*	*	23.3%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2019-20):								
Total Mobile Students	29	27.1%	9.6%	13.8%				
By Ethnicity:								
African American	5	4.7%	0.2%	2.8%				
Hispanic	6	5.6%	8.4%	7.1%				
White	16	15.0%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	1.9%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	18.2%	10.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	13.8%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	6	26.1%	10.0%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	64	50.0%	13.1%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.4%	100.0%	1.3%	4.8%
Grade 1	0.0%	4.7%	1.9%	0.0%	9.8%	3.2%
Grade 2	0.0%	4.7%	1.0%	0.0%	3.5%	1.4%
Grade 3	0.0%	1.5%	0.5%	0.0%	1.1%	0.6%
Grade 4	0.0%	1.3%	0.3%	0.0%	1.6%	0.4%
Grade 5	0.0%	1.6%	0.2%	0.0%	1.5%	0.3%
Grade 6	-	0.3%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	7.3%	0.2%	-	1.1%	0.4%
Grade 9	-	1.6%	4.7%	-	5.4%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	13.0	19.1	17.7
Grade 1	20.0	19.9	18.0
Grade 2	13.0	19.3	18.0
Grade 3	19.0	18.3	18.2
Grade 4	16.0	19.3	18.3
Grade 5	14.0	20.3	19.8
Grade 6	-	23.4	19.4
Secondary:			
English/Language Arts	-	19.7	15.7
Foreign Languages	-	22.0	17.8
Mathematics	-	20.0	16.9
Science	-	22.2	17.9
Social Studies	-	21.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	17.2	100.0%	100.0%	100.0%
Professional Staff:	11.3	65.7%	53.5%	64.3%
Teachers	9.0	52.4%	42.4%	49.6%
Professional Support	1.3	7.5%	7.7%	10.6%
Campus Administration (School Leadership)	1.0	5.8%	2.3%	3.0%
Educational Aides:	5.9	34.3%	9.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	31.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	11.2	65.3%	88.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	1.1%	11.1%
Hispanic	4.0	44.4%	81.2%	28.4%
White	5.0	55.6%	16.4%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	1.0	11.1%	21.9%	23.8%
Females	8.0	88.9%	78.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.2%
Bachelors	6.0	66.7%	74.5%	73.0%
Masters	3.0	33.3%	23.5%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.7%	6.7%
1-5 Years Experience	3.0	33.3%	26.5%	27.8%
6-10 Years Experience	4.0	44.4%	20.4%	20.3%
11-20 Years Experience	0.0	0.0%	25.8%	29.1%
21-30 Years Experience	2.0	22.2%	16.4%	13.0%
Over 30 Years Experience	0.0	0.0%	7.2%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	12.9	n/a	16.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	4.7	6.4
Average Years Experience of Principals with District	1.0	4.7	5.5
Average Years Experience of Assistant Principals	0.0	4.2	5.5
Average Years Experience of Assistant Principals with District	0.0	3.6	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	9.2	13.1	11.2
Average Years Experience of Teachers with District:	8.2	11.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,076	\$50,849
1-5 Years Experience	\$50,384	\$49,910	\$53,288
6-10 Years Experience	\$51,926	\$52,874	\$56,282
11-20 Years Experience	-	\$59,001	\$59,900
21-30 Years Experience	\$63,555	\$63,590	\$64,637
Over 30 Years Experience	-	\$67,184	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,995	\$56,239	\$57,641
Professional Support	\$76,229	\$70,679	\$68,030
Campus Administration (School Leadership)	\$80,126	\$83,458	\$83,424
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.9%	6.2%
Career and Technical Education	0.0	0.0%	6.8%	5.1%
Compensatory Education	1.0	11.1%	5.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	8.0	88.9%	68.2%	71.0%
Special Education	0.0	0.0%	5.9%	9.4%
Other	0.0	0.0%	3.5%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Accountability Summary

Texas Education Agency
2021 Accountability Ratings Overall Summary

ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	67
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 22.4%)	67
Closing the Gaps % of Indicators Met	
Academic Achievement Status	100%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	100%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	99%
2020-21	93%

Distinction Designations

Distinction designations were not awarded in 2021.



Campus Comparison Group

2021 Campus Comparison Group
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114)	SAN FELIPE-DEL RIO CISD	PK-05	116	22.4	2.6	27.1	0.0	8.6
1 ARISTOI CLASSICAL ACADEMY (101803002)	ARISTOI CLASSICAL ACADEMY	KG-04	80	25.0	1.3	11.2	0.0	5.0
2 JAMES A MONACO (061907102)	AUBREY ISD	KG-05	459	26.8	3.7	10.2	0.0	12.0
3 MATHEWS EL (227901123)	AUSTIN ISD	PK-06	349	27.5	8.9	13.2	0.0	12.0
4 WEST END EL (008901105)	BELLVILLE ISD	KG-05	152	29.6	4.6	5.6	0.0	7.9
5 BROOKS ACADEMY OAKS (015830103)	BROOKS ACADEMIES OF TEXAS	KG-05	257	38.9	6.2	22.2	0.0	5.8
6 JOHN G TOWER EL (243901103)	BURKBURNETT ISD	PK-05	432	33.6	5.6	21.2	0.0	13.0
7 CAYUGA EL (001902103)	CAYUGA ISD	EE-05	236	38.1	0.0	12.3	0.0	11.9
8 CHRISTOVAL EL (226901101)	CHRISTOVAL ISD	PK-05	248	31.5	0.4	8.7	0.0	14.5
9 G W ROBINSON (084910126)	CLEAR CREEK ISD	KG-05	533	27.0	5.1	15.2	0.0	9.0
10 ARLON R SEAY EL (046902110)	COMAL ISD	EE-05	406	27.3	2.0	9.0	0.0	12.1
11 CRAWFORD EL (161901101)	CRAWFORD ISD	EE-05	250	22.8	1.6	5.3	0.0	13.2
12 COPPER CREEK EL (220918116)	EAGLE MT-SAGINAW ISD	KG-05	430	25.3	7.0	14.8	0.0	10.2
13 FALLS CITY EL (128904101)	FALLS CITY ISD	PK-06	230	23.5	3.9	9.3	0.0	8.7
14 FORT WORTH ACADEMY OF FINE ARTS EL (220809101)	FORT WORTH ACADEMY OF FINE ARTS	03-06	273	14.7	3.7	11.8	0.0	4.4
15 STONEWALL EL (086901103)	FREDERICKSBURG ISD	KG-05	99	32.3	3.0	6.3	0.0	9.1
16 GARDEN CITY EL (087901101)	GLASSCOCK COUNTY ISD	PK-05	138	25.4	9.4	9.1	0.0	10.9
17 GRANDVIEW-HOPKINS EL (090905101)	GRANDVIEW-HOPKINS ISD	KG-06	38	36.8	0.0	15.0	0.0	5.3
18 INDUSTRIAL EL WEST (120905101)	INDUSTRIAL ISD	PK-05	262	27.9	0.8	8.4	0.0	5.0
19 BUFFALO GAP EL (221911102)	JIM NED CISD	PK-05	314	20.1	0.0	7.5	0.0	10.5
20 LAWN EL (221911101)	JIM NED CISD	EE-05	332	31.6	0.6	11.6	0.0	13.3
21 BLANCHE DODD EL (061905102)	KRUM ISD	02-05	278	31.3	2.9	9.9	0.0	19.1
22 LACKLAND EL (015913101)	LACKLAND ISD	EE-05	525	28.4	3.0	18.7	0.0	14.5
23 LAGO VISTA INT (227912102)	LAGO VISTA ISD	04-05	226	26.1	11.9	13.5	0.0	15.0
24 WERNLI EL (015915235)	NORTHSIDE ISD	EE-05	503	20.1	3.0	13.9	0.0	11.1
25 PARADISE INT (249906050)	PARADISE ISD	04-05	174	23.6	4.6	7.1	0.0	10.9
26 PIONEER TECHNOLOGY (PTAA) MESQUITE (057850004)	PIONEER TECHNOLOGY & ARTS ACADEMY	KG-05	264	32.2	4.9	10.8	0.0	4.9
27 PIONEER TECHNOLOGY (PTAA) ROYSE CI (057850005)	PIONEER TECHNOLOGY & ARTS ACADEMY	KG-05	185	24.3	3.8	15.8	0.0	8.6
28 HARRINGTON EL (043910118)	PLANO ISD	KG-05	397	25.2	11.3	11.5	0.0	13.6
29 SHEPARD EL (043910108)	PLANO ISD	KG-05	407	19.9	9.6	10.6	0.0	10.1
30 OLSEN EL (178908101)	PORT ARANSAS ISD	PK-05	197	33.0	4.6	16.2	0.0	9.6
31 DEEPWOOD EL (246909107)	ROUND ROCK ISD	EE-05	350	24.6	7.1	11.8	0.0	16.6
32 SAM HOUSTON STATE UNIVERSITY CHART (236802101)	SAM HOUSTON STATE UNIVERSITY CHART	KG-06	400	20.8	5.8	18.8	0.0	8.3
33 SANTA RITA EL (226903120)	SAN ANGELO ISD	KG-05	342	35.7	0.6	11.0	0.0	7.0
34 WAGGONER CREEK EL (019907117)	TEXARKANA ISD	KG-05	292	36.3	1.0	11.9	0.0	6.2
35 COPPELL CLASSICAL ACADEMY (221801014)	TEXAS COLLEGE PREPARATORY ACADEMIE	KG-05	386	23.8	13.7	13.9	0.0	6.7
36 DENTON CLASSICAL ACADEMY (221801060)	TEXAS COLLEGE PREPARATORY ACADEMIE	KG-05	172	25.0	5.8	10.3	0.0	14.5
37 ISCHOOL HIGH - LEWISVILLE (221801027)	TEXAS COLLEGE PREPARATORY ACADEMIE	KG-05	101	41.6	12.9	31.7	0.0	5.9
38 JOHN AND NELDA PARTIN EL (091908101)	VAN ALSTYNE ISD	KG-05	403	20.6	4.0	9.2	0.0	8.7
39 SHEPPARD AFB EL (243905123)	WICHITA FALLS ISD	PK-06	318	13.8	5.7	21.2	0.0	5.0
40 WINK EL (248902101)	WINK-LOVING ISD	EE-06	210	26.2	2.9	19.8	0.0	12.4
Comparison Group Average			291	27.5	4.7	12.9	0.0	10.1



Actual Financial Report

2019-2020

**TEXAS EDUCATION AGENCY
2019-2020 PEIMS Actual Financial Data by Campus**

School Campus: Roberto Bobby Barrera El Stem Magn District: SAN FELIPE-DEL RIO CISD

Campus Number: 233901114 Total Membership: 146

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,292,708	100.00	8,854	1,332,738	100.00	9,128
Operating-Payroll	1,087,511	84.13	7,449	1,093,861	82.08	7,492
Other Operating	205,197	15.87	1,405	238,877	17.92	1,636
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,292,708	100.00	8,854	1,332,738	100.00	9,128
Instruction (11,95) *	811,169	62.75	5,556	841,673	63.15	5,765
Instructional Res/Media (12) *	26,377	2.04	181	27,464	2.06	188
Curriculum/Staff Develop (13) *	5,306	0.41	36	11,656	0.87	80
Instructional Leadership (21) *	4,052	0.31	28	4,052	0.30	28
School Leadership (23) *	207,750	16.07	1,423	207,750	15.59	1,423
Guidance/Counseling Svcs (31) *	97,708	7.56	669	97,708	7.33	669
Social Work Services (32) *	2,278	0.18	16	2,278	0.17	16
Health Services (33) *	31,651	2.45	217	33,312	2.50	228
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) ***	4,283	0.33	29	4,711	0.35	32
Plant Maint/Operation (51) ***	81,657	6.32	559	81,657	6.13	559
Security/Monitoring (52) ***	20,477	1.58	140	20,477	1.54	140
Data Processing Svcs (53)***	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,186,291	100.00	8,125	1,217,882	100.00	8,342
Regular	803,376	67.72	5,503	833,205	68.41	5,707
Gifted & Talented	2,373	0.20	16	2,373	0.19	16
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	0	0.00	0	0	0.00	0
Accelerated Education	39,603	3.34	271	41,365	3.40	283
Bilingual	343	0.03	2	343	0.03	2
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	256,985	21.66	1,760	256,985	21.10	1,760
Early Education Allotment	83,611	7.05	573	83,611	6.87	573
Dyslexia or Related Disorder Serv	0	0.00	0	0	0.00	0
CCMR	0	0.00	0	0	0.00	0

*Please refer to the appropriate sections of the Financial Accountability System Resource Guide (FASRG) for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. For district-level data analysis of costs reported by comparable school districts it is recommended to run the district report at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1920_FinActRep.html

Note: Some amounts may not total due to rounding.



School Report Card

Texas Education Agency
2020-21 School Report Card
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114)

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 116
Grade Span: PK - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about ROBERTO BOBBY BARRERA EL STEM MAGN, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	10.0%	0.7%	12.7%
Hispanic	28.3%	93.6%	52.9%
White	55.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	1.7%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	5.0%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	22.4%	71.3%	60.3%
Special Education	8.6%	13.0%	11.1%
Emergent Bilingual/EL	2.6%	17.3%	20.7%
Mobility Rate (2019-20)	27.1%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	13.0	19.1	17.7
Grade 1	20.0	19.9	18.0
Grade 2	13.0	19.3	18.0
Grade 3	19.0	18.3	18.2
Grade 4	16.0	19.3	18.3
Grade 5	14.0	20.3	19.8

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,128	\$10,349	\$10,406
Instruction	\$5,765	\$5,401	\$5,929
Instructional Leadership	\$28	\$205	\$173
School Leadership	\$1,423	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	92%	100%	90%	90%	-	-	-	*	88%
	2019	78%	72%	91%	77%	94%	93%	-	*	-	-	96%
ELA/Reading	2021	68%	62%	97%	100%	100%	96%	-	-	-	*	93%
	2019	75%	69%	98%	80%	100%	100%	-	*	-	-	100%
Mathematics	2021	66%	54%	90%	100%	78%	92%	-	-	-	*	86%
	2019	82%	77%	88%	80%	92%	86%	-	*	-	-	89%
Writing	2021	58%	51%	87%	*	*	80%	-	-	-	*	80%
	2019	68%	58%	75%	*	*	86%	-	-	-	-	*
Science	2021	71%	60%	88%	*	*	80%	-	-	-	-	*
	2019	81%	75%	100%	*	*	100%	-	-	-	-	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	66%	73%	57%	65%	-	-	-	*	44%
	2019	50%	40%	68%	38%	68%	74%	-	*	-	-	46%
ELA/Reading	2021	45%	36%	77%	83%	88%	71%	-	-	-	*	57%
	2019	48%	38%	78%	60%	75%	82%	-	*	-	-	56%
Mathematics	2021	37%	25%	65%	67%	33%	75%	-	-	-	*	36%
	2019	52%	43%	65%	40%	58%	73%	-	*	-	-	22%
Writing	2021	30%	21%	47%	*	*	40%	-	-	-	*	40%
	2019	38%	28%	33%	*	*	29%	-	-	-	-	*
Science	2021	44%	30%	50%	*	*	40%	-	-	-	-	*
	2019	54%	43%	82%	*	*	100%	-	-	-	-	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	42%	40%	33%	43%	-	-	-	*	18%
	2019	24%	17%	32%	23%	16%	40%	-	*	-	-	17%
ELA/Reading	2021	18%	11%	49%	50%	38%	50%	-	-	-	*	29%
	2019	21%	13%	38%	40%	17%	45%	-	*	-	-	33%
Mathematics	2021	18%	9%	43%	33%	22%	50%	-	-	-	*	7%
	2019	26%	20%	38%	20%	25%	45%	-	*	-	-	0%
Writing	2021	9%	4%	27%	*	*	10%	-	-	-	*	20%
	2019	14%	8%	0%	*	*	0%	-	-	-	-	*
Science	2021	20%	10%	38%	*	*	40%	-	-	-	-	*
	2019	25%	16%	27%	*	*	50%	-	-	-	-	*
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	93%	100%	87%	93%	-	-	-	100%	100%
	2019	99%	99%	99%	100%	100%	99%	-	*	-	-	100%
ELA/Reading	2021	89%	94%	91%	100%	83%	92%	-	-	-	*	100%
	2019	99%	99%	100%	100%	100%	100%	-	*	-	-	100%
Mathematics	2021	88%	93%	94%	100%	92%	92%	-	-	-	*	100%
	2019	100%	100%	100%	100%	100%	100%	-	*	-	-	100%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Debido a COVID-19, los distritos y casi todos los campus recibieron una etiqueta de No *Clasificado: Declarado Estado de Desastre*. Algunos campus son elegibles para una evaluación alternativa bajo el Proyecto de Ley del Senado 1365. Estos campus deben haber recibido una calificación *D, F* o *Mejora requerida* para la calificación más reciente y haber tenido una tasa de participación del 95 por ciento para las evaluaciones en 2021. Si el campus cumplió con los requisitos de elegibilidad y recibió al menos un 70 al promediar los puntajes escalados del dominio Logro Estudiantil y Progreso Escolar 2021, Parte B: Rendimiento relativo, recibió una etiqueta *Aceptable*.

Tasa Anual de Deserción Escolar: La tasa anual de deserción escolar (Gr 9-12) se informa solo para las escuelas preparatorias. La tasa anual de deserción escolar es el número de estudiantes que abandonaron la escuela (en los grados 9-12) expresado como un porcentaje del número de estudiantes que asisten a los grados 9-12 en cualquier momento durante el año escolar 2019-20 o 2018-19.

Tasa de Asistencia: El porcentaje de días que los estudiantes estuvieron presentes en 2019-20 según la asistencia de los estudiantes. La tasa para 2019-20 se basa en la asistencia de los estudiantes de las tasas de asistencia más altas de 4 semanas de seis semanas debido a la pandemia de Covid-19. Solo los estudiantes en los grados 1-12 se incluyen en el cálculo.

Promedios de Tamaño de Clase: El tamaño de la clase se calcula a partir de los horarios de clase de los maestros. Por ejemplo, el recuento total de estudiantes en ciencias se divide por el recuento de clases de ciencias. Las clases de primaria se muestran por grado; las clases de secundaria se muestran por materia.

Preparación para la Universidad, la Carrera y el Ejército: El porcentaje de graduados anuales que demostraron preparación para la universidad, la carrera o el ejército (CCMR) al cumplir con al menos uno de los nueve criterios proporcionados en el Capítulo 2 del Manual de Responsabilidad [2021](#). Tenga en cuenta que los resultados del CCMR para 2018-19 incluyen indicadores de alistamiento militar y secuencia coherente de CTE, mientras que los resultados de 2019-20 no lo hacen.

Designaciones de Distinción: Las designaciones de distinción se otorgan en reconocimiento a logros sobresalientes en áreas específicas. Las designaciones de distinción no se otorgaron debido a COVID-19.

Económicamente Desfavorecidos: El porcentaje de estudiantes económicamente desfavorecidos es el recuento de estudiantes que son elegibles para almuerzo gratuito o a precio reducido u otra asistencia pública dividido por el número total de estudiantes.

Bilingüe Emergente/EL: Estudiantes cuyo idioma principal es distinto al inglés y que están en proceso de adquirir inglés.

Gastos por Estudiante: Esto se calcula como gastos totales para 2019-20 dividido por el total de miembros para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los 20 informes financieros reales de PEIMS 19-20 en <http://tea.texas.gov/financialstandardreports/>.

Tasa Federal de Graduación (4 años): Este indicador muestra el estado de los estudiantes después de cuatro años en la escuela preparatoria y utiliza la definición de deserción del Centro Nacional de

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

Estadísticas de Educación (NCES) y el cálculo federal para la tasa de graduación. Para más información, véa el informe [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Relación de Gastos de Instrucción: Se calcula como gastos de instrucción y gastos relacionados para 2019-20 divididos por los gastos totales para 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238. Para obtener un informe detallado, consulte los informes financieros reales de PEIMS 20 19-20 20 en <http://tea.texas.gov/financialstandardreports/>.

Porcentaje del Personal de Instrucción: El porcentaje de empleados de tiempo completo (FTE) del distrito cuya función laboral era proporcionar instrucción en el aula directamente a los estudiantes durante el año escolar 2019-20. Para obtener más información, comuníquese con la Oficina de Finanzas Escolares al 512-463-9238.

Tasas Longitudinales: Estos indicadores muestran el estado de los estudiantes después de cuatro años en la escuela preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años) o después de seis años en la escuela preparatoria (tasa longitudinal extendida de 6 años). La tasa de cuatro años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2016-17, mostrando su estado final con la Clase de 2020. La tasa de cinco años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2015-16, mostrando su estado final al final de 2020. La tasa de seis años incluye a los estudiantes que asistieron por primera vez al noveno grado en 2014-15, mostrando su estado final a fines de 2020. Estos muestran el porcentaje de estudiantes que se graduaron, recibieron un Certificado de Equivalencia de Escuela Preparatoria de Texas (TxCHSE), continuaron la escuela preparatoria o abandonaron.

Membresía: Ver Total de Estudiantes.

Tasa de Movilidad: El porcentaje de estudiantes que han estado en membresía en una escuela por menos del 83 por ciento del año escolar (es decir, perdieron seis o más semanas).

Raza/Etnia: Los estudiantes son reportados como afroamericanos, hispanos, blancos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas.

Graduados de RHSP/DAP: El porcentaje de graduados que, después de cuatro años, se informó que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP) o el Programa de Logros Distinguidos (DAP). Excluye a los graduados de FHSP.

Graduados RHSP/DAP/FHSP-E/FHSP-DLA: El porcentaje de graduados que, después de cuatro años, fueron reportados como que habían cumplido con los requisitos del curso para el Programa de Escuela Preparatoria Recomendada (RHSP), Programa de Logros Distinguidos (DAP), Programa de Escuela Preparatoria de la Fundación (FHSP) con un respaldo (FHSP-E) o el nivel distinguido de logro (FHSP-DLA).

Resultados de SAT/ACT: El informe proporciona tres indicadores: (1) Evaluado muestra el porcentaje de 2019-20 y 2018-19 graduados que tomaron el SAT o el ACT, (2) Puntaje promedio de SAT para 2018-19 y 2019-20 graduados, y (3) Puntaje promedio de ACT para 2018-19 y 2019-20 graduados.

Educación Especial: La población de estudiantes atendidos en programas de educación especial.

Definiciones de Boletas de Calificaciones Escolares (SRC) 2020-21

STAAR: Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR®) es un programa de pruebas integral para estudiantes de escuelas públicas en los grados 3-8 o cursos de preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está diseñado para medir hasta qué punto un estudiante ha aprendido, entendido y es capaz de aplicar los conceptos y habilidades esperados en cada nivel de grado evaluado, o después de cada curso para el que existe una evaluación EOC. Los estudiantes son evaluados en lectura (grados 3-8), matemáticas (grados 3-8), escritura (grados 4 y 7), ciencias (grados 5 y 8) y estudios sociales (grado 8). Las evaluaciones de fin de curso se dan para Inglés I y II, Álgebra I, Biología e Historia de los Estados Unidos.

Se muestran las medidas para el STAAR: Porcentaje de STAAR en el Estándar de Nivel de Grado de Enfoque o Superior, Cumple con el Estándar de Nivel de Grado o Superior y Nivel de Grado de Maestría.

Total de Estudiantes: Este es el número total de estudiantes de escuelas públicas que fueron reportados como miembros el 30 de octubre, 2020, en cualquier grado desde la educación de la primera infancia hasta el grado 12. La membresía difiere de la inscripción porque no incluye a los estudiantes que son atendidos por el distrito por menos de dos horas por día. Por ejemplo, el conteo de Estudiantes Totales excluye a los estudiantes que asisten a una escuela no pública, pero reciben algunos servicios, como la terapia del habla, durante menos de dos horas por día de su escuela pública local.

Símbolos Especiales: El SRC 2020–21 utiliza los siguientes símbolos especiales:

- Se usa un asterisco (*) para enmascarar a un pequeño número para cumplir con la Ley Federal de Derechos Educativos y Privacidad de la Familia (FERPA).
- Un guión (-) indica que no se informaron observaciones para este grupo.
- n/a indica que los datos no están disponibles o no son aplicables.
- Un signo de interrogación (?) indica datos que son estadísticamente improbables o que se informaron fuera de un rango razonable.

2021 ACCOUNTABILITY RATINGS (DISTINCTIONS NOT REPORTED)

CAMPUS	ACCOUNTABILITY RATING	DISTINCTION DESIGNATION	ACADEMIC ACHIEVEMENT READING/ELA	ACADEMIC ACHIEVEMENT MATH	ACADEMIC ACHIEVEMENT SCIENCE	ACADEMIC ACHIEVEMENT SOCIAL STUDIES	TOP 25% COMPARATIVE ACADEMIC GROWTH	TOP 25% COMPARATIVE CLOSING THE GAPS	POSTSECONDARY READINESS
SAN FELIPE DEL RIO CISD	B	N/A 2020-2021	WAIVED	WAIVED	WAIVED	WAIVED			
DEL RIO HIGH SCHOOL	B	N/A 2020-2021	WAIVED	WAIVED	WAIVED	WAIVED			
BLENDED ACADEMY	A	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible
DEL RIO EARLY COLLEGE HS	A	N/A 2020-2021	WAIVED	WAIVED	WAIVED	WAIVED			
DEL RIO MIDDLE	C	N/A 2020-2021	WAIVED	WAIVED	WAIVED	WAIVED			
GARFIELD EL	C	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			
NORTH HEIGHTS EL	C	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			
SAN FELIPE MEMORIAL MIDDLE	B	N/A 2020-2021	WAIVED	WAIVED	Not Eligible	Not Eligible			
LAMAR EL	B	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			
IRENE C CARDWELL EL	C	N/A 2020-2021	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible
BUENA VISTA EL	C	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			
RUBEN CHAVIRA EL	B	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			
DR FERMIN CALDERON EL	C	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			
DR LONNIE GREEN EL	C	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			
ROBERTO "BOBBY" BARRERA EL STEM MAGNET	A	N/A 2020-2021	WAIVED	WAIVED	WAIVED	Not Eligible			

2020 ACCOUNTABILITY RATINGS AND DISTINCTIONS NOT REPORTED

CAMPUS	ACCOUNTABILITY RATING	DISTINCTION DESIGNATION	ACADEMIC ACHIEVEMENT READING/ELA	ACADEMIC ACHIEVEMENT MATH	ACADEMIC ACHIEVEMENT SCIENCE	ACADEMIC ACHIEVEMENT SOCIAL STUDIES	TOP 25% COMPARATIVE ACADEMIC GROWTH	TOP 25% COMPARATIVE CLOSING THE GAPS	POSTSECONDARY READINESS
SAN FELIPE DEL RIO CISD	B								
DEL RIO HIGH SCHOOL	B								
BLENDED ACADEMY	A	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible
DEL RIO EARLY COLLEGE HS	A								
DEL RIO MIDDLE	C								
GARFIELD EL	C					Not Eligible			
NORTH HEIGHTS EL	C					Not Eligible			
SAN FELIPE MEMORIAL MIDDLE	B				Not Eligible	Not Eligible			
LAMAR EL	B					Not Eligible			
IRENE C CARDWELL EL	C		Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible	Not Eligible
BUENA VISTA EL	C					Not Eligible			
RUBEN CHAVIRA EL	B					Not Eligible			
DR FERMIN CALDERON EL	C					Not Eligible			
DR LONNIE GREEN EL	C					Not Eligible			
ROBERTO "BOBBY" BARRERA EL STEM MAGNET	A					Not Eligible			

*Campus paired with Dr Lonnie Green El

SAN FELIPE-DEL RIO CISD

HISTORY OF DISTRICT AND CAMPUS ACCOUNTABILITY RATINGS

	2009-2010 TAKS	2010-2011 TAKS	2011-2012 TRANSITION YEAR	2012-2013 STAAR/EOC	2013-2014 STAAR/EOC	2014-2015 STAAR/EOC
DISTRICT	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	MET STANDARD	MET STANDARD	MET STANDARD
DEL RIO HS	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	MET STANDARD	MET STANDARD	MET STANDARD
DEL RIO FRESHMAN	RECOGNIZED	UNACCEPTABLE	UNACCEPTABLE	MET STANDARD	MET STANDARD	MET STANDARD
BLENDED ACADEMY	N/A	N/A	N/A	N/A	N/A	N/A
DEL RIO EARLY COLLEGE HIGH SCHOOL	N/A	N/A	N/A	N/A	N/A	N/A
DEL RIO MIDDLE	RECOGNIZED	ACCEPTABLE	N/A	MET STANDARD	MET STANDARD	MET STANDARD
SAN FELIPE MEMORIAL MIDDLE	RECOGNIZED	ACCEPTABLE	ACCEPTABLE	MET STANDARD	IR*	MET STANDARD
GARFIELD EL	RECOGNIZED	ACCEPTABLE	ACCEPTABLE	MET STANDARD	MET STANDARD	MET STANDARD
NORTH HEIGHTS EL	RECOGNIZED	ACCEPTABLE	ACCEPTABLE	MET STANDARD	IR*	MET STANDARD
LAMAR EL	ACCEPTABLE	ACCEPTABLE	RECOGNIZED	MET STANDARD	IR*	MET STANDARD
BUENA VISTA EL	RECOGNIZED	RECOGNIZED	RECOGNIZED	MET STANDARD	MET STANDARD	MET STANDARD
RUBEN CHAVIRA EL	EXEMPLARY	RECOGNIZED	ACCEPTABLE	MET STANDARD	MET STANDARD	MET STANDARD
DR FERMIN CALDERON EL	ACCEPTABLE	ACCEPTABLE	RECOGNIZED	MET STANDARD	MET STANDARD	MET STANDARD
DR LONNIE GREEN JR EL	RECOGNIZED	RECOGNIZED	NOT RATED	MET STANDARD	MET STANDARD	MET STANDARD
IRENE C CARDWELL EL	NOT RATED	NOT RATED	NOT RATED	MET STANDARD	MET STANDARD	MET STANDARD
ROBERTO "BOBBY" BARRERA EL STEM MAGNET	N/A	N/A	N/A	N/A	N/A	N/A
	2015-2016 STAAR/EOC	2016-2017 STAAR/EOC	2017-2018 STAAR/EOC	2018-2019 STAAR/EOC	2019-2020 STAAR/EOC	2020-2021 STAAR/EOC
DISTRICT	MET STANDARD	MET STANDARD	MET STANDARD	B	NOT RATED**	NOT RATED**
DEL RIO HS	IR*	MET STANDARD	MET STANDARD	B	NOT RATED**	NOT RATED**
DEL RIO FRESHMAN	MET STANDARD	N/A	N/A	N/A	N/A	N/A
BLENDED ACADEMY	IR*	MET ALT STD	MET ALT STD	A	NOT RATED**	NOT RATED**
DEL RIO EARLY COLLEGE HIGH SCHOOL	N/A	N/A	MET STANDARD	A	NOT RATED**	NOT RATED**
DEL RIO MIDDLE-8TH	MET STANDARD	MET STANDARD	MET STANDARD	C	NOT RATED**	NOT RATED**
DEL RIO MIDDLE-7TH					NOT RATED**	NOT RATED**
SAN FELIPE MEMORIAL MIDDLE	MET STANDARD	MET STANDARD	MET STANDARD	B	NOT RATED**	NOT RATED**
GARFIELD EL	MET STANDARD	MET STANDARD	MET STANDARD	C	NOT RATED**	NOT RATED**
NORTH HEIGHTS EL	MET STANDARD	MET STANDARD	IR*	C	NOT RATED**	NOT RATED**
LAMAR EL	MET STANDARD	MET STANDARD	MET STANDARD	B	NOT RATED**	NOT RATED**
BUENA VISTA EL	MET STANDARD	MET STANDARD	MET STANDARD	C	NOT RATED**	NOT RATED**
RUBEN CHAVIRA EL	MET STANDARD	MET STANDARD	MET STANDARD	B	NOT RATED**	NOT RATED**
DR FERMIN CALDERON EL	MET STANDARD	MET STANDARD	MET STANDARD	C	NOT RATED**	NOT RATED**
DR LONNIE GREEN JR EL	MET STANDARD	MET STANDARD	MET STANDARD	C	NOT RATED**	NOT RATED**
IRENE C CARDWELL EL	MET STANDARD	MET STANDARD	MET STANDARD	C	NOT RATED**	NOT RATED**
ROBERTO "BOBBY" BARRERA EL STEM MAGNET	N/A	N/A	N/A	A	NOT RATED**	NOT RATED**

*Improvement Required

**Not Rated: Declared State of Disaster (COVID-19)

**Texas Education Agency
School Safety Choice Option
Persistently Dangerous School
Identification Methodology**

Pursuant to the requirements of No Child Left Behind Act of 2001, Section 9532, Texas Education Agency (TEA) has developed a definition and methodology for identification of campuses required to implement the School Safety Choice Option (SSCO).

A campus will be identified as a persistently dangerous school (PDS) and required to implement the SSCO if it meets the following criteria:

- The campus is coded as a Regular Instructional Campus in AskTED; and
- The campus has fewer than 200 students and has reported to the Public Education Information Management System (PEIMS) 425 Record two (2) or more selected mandatory expulsion incidents in each of the three most recent consecutive years for which data are available; or
- The campus has 200 or more students and has a number of mandatory expellable incidents per year equal to 1% or more of its enrollment in each of the three (3) most recent consecutive years for which data are available.

LEAs report PEIMS data periodically in the summer and fall; therefore, SSCO uses the three previous years' data and not the current year's data to make identifications. The enrollment number or student population figure is the summer PEIMS submission attendance figure, a unique count of the students served at the campus in a given year.

TEA uses the following mandatory expulsion incidents self-reported on the campus PEIMS 425 Record of Incidents as the basis for identification of persistently dangerous schools and to create the "watch lists" discussed below. All incidents related to a continuation action from a prior school year are omitted from consideration.

All regular instructional campuses that have at least one of the mandatory expulsion incidents in any of the most recent three years for which data are available will be included in the pool of campuses analyzed.¹ Each incident is counted once, regardless of the number of students involved.

Watch List for Two Years' Incidents: If a campus meets the incident rates in the definition for the two most recent consecutive years, the Agency will require the district to submit its most recent Multi-Hazard Plan [TEC 37.108(a)]. The Agency will also request the district's most recently completed School Security Audit Report [TEC 37.108(b)], if available, along with any Corrective Action Plan developed to address any district-wide issues or issues identified on the campus as a result of the audit report.

Watch List for One Year's Incidents: If a campus meets the incident rates in the definition for the most recent year, the Agency will notify the campus by letter of the watch list status. The district is not required to submit the Multi-Hazard Plan to the agency but to be maintained locally.

If a campus is identified as persistently dangerous, the Texas Education Agency will provide the applicable LEA with specific implementation requirements.

¹See SSCO Guidance for specific listing of which years of data are specifically used to identify schools as persistently dangerous in the current year or placed on either of the watch lists.

Mandatory Expellable Incidents Included in Definition		
PEIMS Action Reason Code	Description of Behavior	Required to Implement SSCO
11	Used, exhibited, or possessed a firearm	<p>Current Method for Identifying Campuses Required to Implement the SSCO:</p> <p>On campuses with a student population of fewer than 200 students, two (2) or more incidents per year in each of the three (3) most recent consecutive years for which data are available will cause the campus to be identified as a persistently dangerous school.</p> <p>On campuses with a population of 200 or more students, a number of incidents equal to 1% of the campus enrollment in each of the three (3) most recent consecutive years for which data are available will cause the campus to be identified as a persistently dangerous school.</p>
12	Used, exhibited, or possessed an illegal knife	
14	Used, exhibited, or possessed a prohibited weapon	
16	Arson	
17	Murder, attempted murder	
18	Indecency with a child	
19	Aggravated kidnapping	
29	Aggravated assault on school employee	
30	Aggravated assault on student	
31	Sexual assault or aggravated sexual assault on school employee	
32	Sexual assault or aggravated sexual assault on student	
36	Felony controlled substance violation	
37	Felony alcohol violation	
46	Aggravated robbery	
47	Manslaughter	
48	Criminally negligent homicide	
57	Continuous Sexual Abuse of Young Child or Children	

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**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code 2020-2021 School Year**

Reason Code	Description	DEL RIO HS	DEL RIO EARLY COLLEGE HS	BLENDED ACADEMY	DEL RIO MIDDLE 7TH	DEL RIO MIDDLE 8TH	GARFIELD EL	NORTH HEIGHTS EL	SAN FELIPE MEMORIAL MIDDLE	LAMAR EL	IRENE C CARDWELL EL	BUENA VISTA EL	RUBEN CHAVIRA EL	DR FERMIN CALDERON EL	DR LONNIE GREEN EL	ROBERTO "BOBBY" BARRERA EL STEM MAGNET
		#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	N0	0	0	0	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Murder, attempted murder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	Aggravated assault on school employee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	Aggravated assault on student	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	Sexual assault or aggravated sexual assault on school employee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	Sexual assault or aggravated sexual assault on student	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCIDENTS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
STUDENT ENROLLMENT		2,668	456	136	700	795	639	642	825	554	561	805	519	612	856	163
INCIDENT RATE		N/A	0.0%	0.0%	N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

*Counts less than 5 and greater than 0, and, when necessary, other associated counts are masked with the value "N/A" to comply with the Family Educational Rights and Privacy Act (FERPA)
Disciplinary Action Reason Codes 11, 12, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47, 48 and 57 are the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind
For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (available at the campuses, administrative office and on the district webpage).*

DISTRICT POLICIES / RESOURCES RELATED TO COVID-19 AND SCHOOL SAFETY

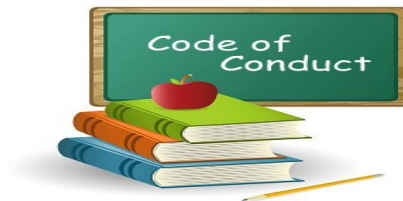
For more information and to access the San Felipe Del Rio CISD Covid-19, Student Handbook, Student Code of Conduct, and Board Policy, please visit the San Felipe Del Rio CISD website: <http://www.sfdr-cisd.org>



SFDR Home Page [Covid-19](#) (Top center)



SFDR Home Page [ANONYMOUS REPORTING](#) (Top center right)



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SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 5. (Safe Schools) During the 2021-2022 school year, 100% of all staff will comply with district safety, discipline, bullying and drug-free policies through staff, student and parent communication and training through training documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to all campus and district staff on school safety, bullying, dating violence, sexual abuse and other maltreatment, conflict resolution and drug-free policies either in person or through remote platform. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers, Counselors, Curriculum Coordinators, Directors, Parents, Region 15, Teachers	August 2021-June 2022	(F)Title IV SSAEP	Criteria: Agendas, sign in sheets 03/03/22 - On Track 11/01/21 - Some Progress
2. Campuses notify parents of appropriate safety procedures, including awareness of policies on bullying, dating violence, sexual abuse and other maltreatment, and conflict resolution through written and electronic transmission and posted on district website. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All)	Campus Administrators, Counselors, Directors, Parents, Teachers	August 2021-June 2022	(F)Title IV SSAEP	Criteria: Electronic media, written policies 03/03/22 - On Track 11/01/21 - On Track
3. Address the prevention concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying through a District Management Plan reporting plan and make available via district website. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All)	Campus Administrators, Counselors, Directors, Teachers	August 2021-June 2022	(F)Title IV SSAEP	03/03/22 - On Track 11/01/21 - On Track
4. Address the needs of students in special programs including suicide prevention, conflict resolution, violence (including dating violence prevention) and treatment programs through student and parent trainings and meetings. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Directors	August 2021-June 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Agendas, sign in sheets 03/03/22 - On Track 11/01/21 - Significant Progress
5. Provide support and resources to Campus Discipline Plans to include reducing the overuse of discipline practices that remove students from the classroom. (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Directors, Teachers	August 2021-June 2022	(F)Title IV SSAEP	Criteria: Six weeks discipline report to include all office referrals 03/03/22 - On Track 11/01/21 - Significant Progress
6. Provide services to certified McKinney-	Directors	June 2021-June	(F)Title I, (F)Title IV SSAEP	Criteria: McKinney-Vento referral

SAN FELIPE-DEL RIO CISD

Goal 1. The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

Objective 6. (Higher Education/Careers) By the end of the 2021-2022 school year, students, parents and teachers will have been provided information on careers and higher education through variety forms of communication documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for students and parents to view a broad range of career choices through a variety of methods including Career and College Days, guest speakers, college trips as allowed, MOU with local colleges and universities as applicable/available. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors, Teachers	August 2021- June 2022	(F)Title I, (F)Title IV SSAEP	Criteria: MOUs, agendas of events, sign in sheets 11/01/21 - On Track
2. Provide resources for students and parents on higher education admissions, financial aid, scholarships, TEXAS and Teach for Texas grant programs, and curriculum and career pathway decisions. Plan and develop opportunities to inform more parents in a variety of communication platforms. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselors, Directors	August 2021- June 2022	(F)Title I, (F)Title IV SSAEP	Criteria: Meeting agendas, sign in sheets, flyers 11/01/21 - Significant Progress
3. Support campuses in effective student transitions from Early Childhood to Elementary, Middle School to High School, and High School to Post-Secondary through parent meetings, meet and greets, campus tours. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers, Counselors, Teachers	August 2021- June 2022	(F)Title I, (S)Local Funds	Criteria: Meeting agendas, sign in sheets, campus schedules and tour pictures 11/01/21 - On Track
4. Create Memorandum of Understandings (MOUs) with colleges and universities providing dual credit, online coursework to provide work based learning and experimental learning opportunities for all students to include Dual Credit (On Ramps), MOUs with SWTJC, Angelo State, UT, Texas Virtual School Network (TXVSN) , Advance Placement courses, 60 hours Associates Degree, TSI coursework. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Chief Instructional Officers	August 2021- June 2022	(F)Title I, (O)Local Districts	Criteria: Enrollment rosters 11/01/21 - On Track

SAN FELIPE-DEL RIO CISD

COLLEGE BOUND

SAT/ACT PARTICIPATION

	CLASS OF 2011	CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	Covid-19 Pandemic CLASS OF 2020	Covid-19 Pandemic CLASS OF 2021
SAT	274	297	331	260	226	315	326	354	357	286	317
ACT	91	74	98	65	60	61	41	29	26	31	22

PSAT PARTICIPATION (GRADES 10 & 11)

	2010-2011 SY	2011-2012 SY	2012-2013 SY	2013-2014 SY	2014-2015 SY	2015-2016 SY	2016-2017 SY	2017-2018 SY	2018-2019 SY	2019-2020 SY	2020-2021 SY
NUMBER OF STUDENTS	529	1161	1273	1360	1370	1310	1340	1190	305	504	118

NATIONAL HISPANIC MERIT SCHOLARS

	CLASS OF 2011	CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021
NUMBER OF STUDENTS	10	5	2	2	7	4	3	2	2	0	4

NATIONAL MERIT SCHOLARS

	CLASS OF 2011	CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021
NUMBER OF STUDENTS	1	0	0	0	1	0	0	0	0	0	1

SCHOLARSHIP OFFERS

	CLASS OF 2011	CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021
NUMBER OF STUDENTS	\$8,000,000	\$7,000,000	\$6,200,000	\$3,700,000	\$2,700,000	\$1,100,000	\$2,696,260	\$906,455	\$3,809,835	\$3,967,303	\$2,785,618

**Approximate amounts based on reward letters, and student/parent input*

FAFSA APPLICATIONS*

	CLASS OF 2011	CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021
SFDR CISD	393	305	483	464	497	484	512	364	363	430	331

**Number of applications submitted through the Del Rio High School College Readiness Center*

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

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 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. 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 2019, spring 2020, and summer 2020 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 2020 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.

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
VAL VERDE								
SAN FELIPE-DEL RIO CISD								
	233901004	BLENDEN ACADEMY						
		Four-Year Public University	0					
		Two-Year Public Colleges	8	1	1	0	2	1
		Independent Colleges & Universities	0					3
		Not Trackable	3					
		Not Found	34					
		Total High School Graduates	45					
	233901005	DEL RIO EARLY COLLEGE H S						
		Four-Year Public University	45	3	5	9	7	21
		Two-Year Public Colleges	11	6	2	1	0	2
		Independent Colleges & Universities	4					
		Not Trackable	0					
		Not Found	22					
		Total High School Graduates	82					
	233901001	DEL RIO H S						
		Four-Year Public University	85	10	9	14	30	21
		Two-Year Public Colleges	173	49	28	13	37	36
		Independent Colleges & Universities	3					
		Not Trackable	11					
		Not Found	265					
		Total High School Graduates	537					

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.

**Texas High School Graduates From FY 2020
Enrolled in Texas Public or Independent Higher Education Fall 2020**

County=VAL VERDE COU

District	Code	Institution	Students
SAN FELIPE-DEL RIO CISD	233901	SOUTHWEST TEXAS JUNIOR COLLEGE (003614)	120
		U. OF TEXAS AT SAN ANTONIO (010115)	35
		TEXAS A&M UNIVERSITY (003632)	20
		U. OF TEXAS AT AUSTIN (003658)	12
		ANGELO STATE UNIVERSITY (003541)	11
		TEXAS A&M UNIV-CORPUS CHRISTI (011161)	11
		TEXAS TECH UNIVERSITY (003644)	8
		TEXAS STATE UNIVERSITY (003615)	7
		BLINN COLLEGE DISTRICT (003549)	6
		Other Pub/Ind 4-yr Institution (18)	33
		Other Pub/Ind 2-yr Institution (5)	5
		Not trackable	25
		Not found	408
		<i>Total high school graduates</i>	<i>701</i>

Districts with more than 25 graduates

"Other" records combine records where total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.