Smithville Independent School District

District Annual Report
and
Texas Academic Performance Report
2020-2021

Cheryl Burns, Superintendent
January 2022

2020-2021
Texas Academic Performance Report
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Foreword

Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the Texas Academic Performance Report, district accreditation, campus performance objectives, information on violent or criminal incidents, 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. The district's board of trustees must hold a public hearing to discuss the district's annual report, and they must widely publish the annual report within the district and other public places.

Information is presented in this report in a variety of formats; however statistical data from the Texas Education Agency is presented in a standardized format so that our annual performance report will appear very much the same as other school districts in the State of Texas. This is required so that the public can more easily compare performance data for two or more school districts.

The specific intent of the annual TAPR is to establish accountability of individual school districts for the quality of educational services they provide to their students and communities. While reviewing the data you may have questions about specific items in the report. There is a glossary at the end of the report that defines most indicators in the report and usually explains how they are calculated. This is very helpful in understanding the data contained in the report.

If you have questions about anything contained in the report then please contact the central administrative office at 512-237-2487. The assistant superintendent will provide you with answers to your specific questions about the annual TAPR for 2020-2021.

Smithville Independent School District

PART I

Locally Developed
Smithville ISD Information

2020-2021
Texas Academic Performance Report

Smithville I.S.D. Mission Statement

The mission of Smithville I.S.D. is to improve the academic performance of students. To achieve this goal the school district will provide effective instructional leadership, responsible fiscal management, and an atmosphere in which all students can develop and mature academically, physically, emotionally, and socially.

Smithville I.S.D. Vision Statement

Smithville Independent School District serves the community by equipping all students with the quality of education that prepares them to be successful in a changing society.

Vision Statement Adopted by the Smithville ISD Board of Trustees November 17, 2014

Smithville I.S.D. District Goals

Goal I: The district will provide a safe and educationally effective environment for students and staff.

Goal II: The district will meet and exceed state and federal accountability standards.

Goal III: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Goal IV: The district will maintain a strategic, efficient operational fiscal plan.

Goals adopted by the Smithville ISD Board of Trustees on August 23, 2021

Smithville Independent School District 2021-2022

Board of Trustees

Grant Gutierrez, Board President
Candice Parsons, Board Vice President
Nancy Towry, Board Secretary
Alan Hemphill, Board Member
Howard Burns, Jr., Board Member
Mike Davis, Jr., Board Member
Chris Hinnant, Board Member

School Administration

Cheryl Burns, Superintendent
Dr. Michael Caudill, Assistant Superintendent
Jean Ann McCarthy, Director of Business
Zack Harris, Director of Operations
Whitney Brown, Special Programs Coordinator
Candy Biehle, Director of Child Nutrition
Sophie Weinheimer, Director of Nurses
Ana Murray, District Information Officer
David Edwards, State and Federal Programs Director
Cyril Adkins, Athletic Director
Tucker Copeland, High School Principal
Susanne Scoggins, High School Assistant Principal
Amanda Gommert, Junior High Principal
Tammy Mayberry, Junior High Assistant Principal
Stephanie Foster, Elementary & Brown Primary Principal
Erin O'Rourke, Elementary Assistant Principal
Holly Brockman, Elementary Assistant Principal
Sarah Vinklarek, Brown Primary Assistant Principal

Smithville Independent School District
District Site-Based Decision Making and Planning Committee
2020-2021

Committee Membership	**Term Expires**
Rachel Hurst, Teacher BPS	2022
Raven Behrens, Non-Teacher Professional, BPS	2022
Cindy Davis, Non-Teaching Professional, BPS	2022
Debbie Blackwell, Teacher SES	2023
Devon Behrens, Teacher, SES	2022
Brenda McEntire, Teacher, SES	2022
Crystal Vinklarek, Teacher, SJHS	2022
Lindsay Grimm, Paraprofessional, SJHS	2023
Anna Diltz, Paraprofessional, SJHS	2023
Brad Bass, Teacher, SHS	2023
Anne Seidel, Teacher, SHS	2022

Reena Reese, Non-Teaching Professional, SHS   2022
Whitney Brown, District-Level Professional Staff   2023
Andra Sparks, Community Representative   2023
Athena Corby, Community Representative   2023
April Daniels, Community Representative   2023
Cinda Wilkey, Community Representative   2023
Samella Williams, Community Representative   2023
Jessica Hodges, Business Representative   2023
Dr. Judy Bergeron, Business Representative, Parent   2023
Chelsa Vinklarek, Parent   2023
Dowell Garrison, Parent   2023
Hannah Bales, Parent   2023

Other Members

Cheryl Burns, Superintendent, District-Wide Representative
Dr. Michael Caudill, Assistant Superintendent
Tucker Copeland, SHS Principal
Amanda Gommert, SJHS Principal
Stephanie Foster, SES/BP Principal
Ana Murray, District Information Officer

District and Campus Performance Objectives 2021-2022

The Texas Education Code requires each school campus to review and revise its campus improvement plan each year (Section 11.253). The campus improvement plans must set campus performance objectives based upon the academic excellence system. Section 39.053 of the Texas Education Code further requires the inclusion of these performance objectives in the annually published Texas Academic Performance Report for the school district. Performance objectives for each of the district's campuses are listed below. Also included are the performance objectives for the district improvement plan.

District Improvement Plan

Goals and Performance Objectives
I. The district will provide a safe and educationally effective environment for students and staff.
SISD will:
   - 15% of all professional development opportunities will be related to an identified area of district need for improvement
   - implement Social and Emotional Learning (SEL) and Character Education programs at each campus
   - develop a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies and quarterly data
   - 100% of the new SISD teachers (0-2 years) will participate in the New Teacher Academy
   - 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and state-mandated levels by September 1st
II. The district will meet and exceed state and federal accountability standards.
SISD will:
   - obtain an accountability rating of C or better at the district level and at each campus
   - ensure 85% or more of students attain the approaches level on STAAR/EOC math and reading assessments
   - increase the percentage of students who attain the meets level on STAAR/EOC math and reading assessments by 10% points
   - close achievement gaps to no greater than 10% points for all subpopulations in comparison to the all students group
   - increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) by 5% points
   - increase Limited English Proficient (LEP) student exit rates by 5%

III.   The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.
SISD will:
- ➤ provide and conduct quarterly District Site-based Decision Meetings (DSBDM)
- ➤ provide and conduct a minimum of two surveys per year
- ➤ provide and conduct quarterly Health Advisory Committee meetings (SHAC)
- ➤ produce a monthly newsletter (Tiger Insider)
- ➤ update the Family Engagement Plan yearly
- ➤ conduct 100% of the state/federal mandated public forums, meetings and hearings
- ➤ provide regular communication through Peachjar, Remind, Blackboard, school website, and SISD social media sites
- ➤ conduct student recognitions each grade reporting period for each campus

IV.   The district will maintain a strategic, efficient, and operational fiscal plan.
SISD will:
- ➤ maintain FIRST rating of Superior
- ➤ maintain attendance rate of 95% or greater
- ➤ increase teacher retention to 85%
- ➤ maintain annual improvement plans at the district and campus levels and provide yearly updates with status reports in each goal area

Smithville High School
Campus Performance Objectives

Smithville Independent School District

Smithville High School

2021-2022 Formative Review with Notes

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Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 1: 15% of all professional development opportunities will be related to an identified area of district need for improvement

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement PLC's for Core Teachers every 6 weeks to review CBA data and share Strategies. **Strategy's Expected Result/Impact:** Increase student success on state testing. Increase teacher knowledge of strategies/techniques that can be incorporated into daily planning and interventions. **Staff Responsible for Monitoring:** Principal, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Dec** 50%	**December Evidence of Progress** 3 CBA's administered. One at 6 week, 12, weeks, and 18 weeks. Data Review meetings held with each core teacher, and department groups.
	May **Aug** 0%	**May Evidence of Progress** **August Evidence of Progress**

Strategy 2 Details	Formative Reviews		
Strategy 2: The instructional coach will provide up-to-date training and support and support for teachers on Google Classroom (LMS), ensuring teacher proficiency and enriching learning for students who my be subject to extended leave of absence. **Strategy's Expected Result/Impact:** Standardize Google Classrooms across the campus and allow students to stay on the same academic timeline as there peers when absent. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	**Dec** 100%	**December Evidence of Progress** All teachers have been trained in google classroom. Students have utilized to stay on track incases of extended absences due to illness.
	May 100%	**May Evidence of Progress**
	Aug 100%	**August Evidence of Progress**

Strategy 3 Details	Formative Reviews

Strategy 3: CTE staff will attend high quality staff development to align program offerings with industry standards.

    Strategy's Expected Result/Impact: Alignment of CTE classes with industry standards

    Staff Responsible for Monitoring: David Edwards

    TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Dec	**December Evidence of Progress**
May	**May Evidence of Progress**
Aug	**August Evidence of Progress**
0%	

Strategy 4 Details	Formative Reviews

Strategy 4: High Quality Staff Development will be available to all teachers.

    Strategy's Expected Result/Impact: Improved instruction in the classroom

    Staff Responsible for Monitoring: Principal

    Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Dec 50%	**December Evidence of Progress** All teachers have access to esc 13 training opportunities, both online and in person. To this point, no teacher request to attend training has been denied. HS staff has attended all District staff development.
May	**May Evidence of Progress**
Aug 0%	**August Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

Strategy 1 Details	Formative Reviews		

Strategy 1: The high school will offer a Character Strong course during Tiger-Time each Tuesday throughout the school year.
 	
    Strategy's Expected Result/Impact: Improve student behavior and interactions between student and adults.
    Staff Responsible for Monitoring: Counselors
 	
    Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture
	Dec
	
	50%
		December Evidence of Progress
		Weekly Character Strong Lesson during Tiger-Time (3rd period). Monthly SEL news letter generated by Counselors.	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		

Strategy 2: Social Emotional Learning newsletter sent monthly to parents and students through BlackBoard addressing SEL topic such as Suicide Prevention, Dating Violence, Bullying, Child Abuse, and Trafficking.
 	
    Strategy's Expected Result/Impact: Increase awareness of SEL topics, and prevention.
    Staff Responsible for Monitoring: Counselors
 	
    Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

	Dec 50%	**December Evidence of Progress** Four SEL newsletters mailed out to parents and students.	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: Develop a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies and quarterly data

Strategy 1 Details	Formative Reviews		
Strategy 1: Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data. **Strategy's Expected Result/Impact:** Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principal, PBIS committee members. **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction			
	Dec 50%	**December Evidence of Progress** PBIS team has developed a discipline matrix for high-school. We are exploring opportunities to visit other high school campuses that have implemented PBIS strategies and programs.	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 4: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st

Strategy 1 Details	Formative Reviews

Strategy 1: Train all staff on safety drills using SRP protocols prior to the start of the school year. Train all students on SRP drills during the first week of school. Conduct regular safety drills as required.
    Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation.
    Staff Responsible for Monitoring: Principal, Assistant Principal.	

	Dec	**December Evidence of Progress**
	95%	District requirement
	May	**May Evidence of Progress**
	Aug	**August Evidence of Progress**
	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: Obtain an accountability rating of C or better at the district level and at each campus

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: Ensure 85% or more of students attain the approaches level on STAAR/EOC math and reading assessments

Strategy 1 Details	Formative Reviews		

Strategy 1: Through implementation of Curriculum Based Assessments at Six week intervals, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to attain the goal of 85% or more of students attain the approaches level on Algebra and English EOC.
    Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach			

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Dec** 50%	**December Evidence of Progress** Alg. 1 CBA scores- 77% approaches compared to 69% at this time last year. English 1 CBA scores- 74.59% approaches compared to 61% at this time last year. English 2 CBA scores- 80% approaches compared to 75% approaches at this time last year.	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 3: Increase the percentage of students who attain the meets level on STAAR/EOC math and reading assessments by 10% points.

Strategy 1 Details	Formative Reviews
Strategy 1: Through implementation of Curriculum Based Assessments at Six week intervals, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to increase the percentage of students who attain the meets level on Algebra and English EOC by 10% points. **Strategy's Expected Result/Impact:** Increase the percentage of students who attain the meets level on Algebra and English EOC by 10% points. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Dec** **December Evidence of Progress** 50% Alg. 1 CBA scores: 39% meets compared to 36% at this time last year. Eng. 1 CBA scores: 63.11% meets compared to 47% at this time last year. Eng. 2 CBA scores: 73% meets compared to 57% at this time last year. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** 0%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 4: Close achievement gaps to no greater than 10% points for all subpopulations in comparison to the all students group

Strategy 1 Details	Formative Reviews

Strategy 1: PLC meetings will analyze all subpopulation scores on CBA and Semester Exam and develop strategies to increase achievement among all student groups.
    Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10%
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

	Dec **December Evidence of Progress** 50% PLC Data meetings held after each CBA, specifically address strategies to improve scores with student groups/sub pops. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** 0%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 5: Increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) by 5% points.

Strategy 1 Details	Formative Reviews
Strategy 1: SHS will increase student opportunities to achieve college, career and military readiness by offering TSI prep and testing earlier in their high school career, and increase the opportunity to earn industry based certifications though the addition of a medical pathway though CTE. **Strategy's Expected Result/Impact:** A 5% increase in students who achieve college, career, and military readiness standards. **Staff Responsible for Monitoring:** Principal, Federal Special Programs Director, Campus Counselors **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
	Dec **December Evidence of Progress** 50% TSI offered: Sept. Jan. Apr. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** 0%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 6: Increase Limited English Proficient (LEP) student exit rates by 5%

Strategy 1 Details	Formative Reviews		
Strategy 1: ELL support will take place as a push in strategy. ELL specialist will pull students out as student needs dictate. **Strategy's Expected Result/Impact:** Increase student knowledge and improve student participation in class as an active learner. **Staff Responsible for Monitoring:** Principal, ELL Support Teacher **Title I Schoolwide Elements:** 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			
	Dec 50%	**December Evidence of Progress** Support is on-going. Support teachers log. TELPAS has not yet been offered-exit percentage will be determined upon completion and receiving the results of the TELPAS.	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: Provide and conduct quarterly District Site-based Decision Meetings (DSBDM)

Strategy 1 Details	Formative Reviews
Strategy 1: SHS will conduct campus site-based decision meeting and will bring forward information from those meeting to the District Site-Based meetings. The committee will look at all aspects of the high school campus.	

Strategy 1 Details			Formative Reviews	
Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture			**Dec** 50%	**December Evidence of Progress** One meeting held each of the first 2 nine weeks.
			May	**May Evidence of Progress**
			Aug 0%	**August Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: Provide and conduct a minimum of two surveys per year

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: Provide regular communication through Peachjar, Remind, Blackboard, school website, and SISD social media sites

Strategy 1 Details	Formative Reviews		
Strategy 1: SHS will regularly update the school website and social media pages to keep parents informed and celebrate student and staff success.			
Strategy's Expected Result/Impact: Inform parents and create a positive environment for parents, students, and staff.			
Staff Responsible for Monitoring: Principal, Counselors, Campus Directors, Sponsors/Coaches	**Dec**	**December Evidence of Progress**	
	50%	Communication through all methods available has taken place. Website and social media accounts have regularly been updated to reflect information needing to be shared with parents and groups they are associated with.	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
	0%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 4: Conduct student recognitions each grade reporting period for each campus

Strategy 1 Details	Formative Reviews
Strategy 1: The campus will nominate 2 students of the nine-weeks each nine week grading period. Students will be nominated by their teachers and then will be recognized by the Superintendent and School board at the corresponding school board meeting. **Strategy's Expected Result/Impact:** Student recognition, increase in Tiger Pride. **Staff Responsible for Monitoring:** Principal, Teachers.	**Dec** 50% — **December Evidence of Progress** 2 sets of students have been nominated and celebrated as student of the 9 weeks to date. **May** — **May Evidence of Progress** **Aug** 0% — **August Evidence of Progress**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 1: Maintain attendance rate of 95% or greater

Strategy 1 Details	Formative Reviews		
Strategy 1: SISD truant officer will do routine follow up check and make parent/guardian contacts on all SHS students with three or more absences. **Strategy's Expected Result/Impact:** Increase student attendance, facilitate parent/guardian awareness. **Staff Responsible for Monitoring:** Truancy Officer-Letter mail outs, Principal	**Dec**		**December Evidence of Progress**
	30%		All efforts have been made to contact parents and inform them of unexcused absences. COVID is having an impact on average attendance.
	May		**May Evidence of Progress**
	Aug		**August Evidence of Progress**
	0%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 2: Increase teacher retention to 85%

Strategy 1 Details	Formative Reviews		

Strategy 1: Meet with staff individually a minimum of twice per year to discuss performance and provide support.
    Strategy's Expected Result/Impact: Reduce staff turnover and improve performance.
    Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
	Dec
	30%
		December Evidence of Progress
		Formal and informal meetings are ongoing.	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide meals for staff multiple times throughout the year to express appreciation.
    Strategy's Expected Result/Impact: Improve staff moral and reduce turnover.
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

	Dec 50%	**December Evidence of Progress** Provide breakfast 7 times during the first semester. Provided a staff luncheon at the end of the first semester.	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 3: Maintain annual improvement plans at the district and campus levels and provide yearly updates with status reports in each goal area

Smithville Jr. High
Campus Performance Objectives

Smithville Independent School District

Smithville Junior High

2021-2022 Formative Review with Notes

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Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 1: Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

    Evaluation Data Sources: Master Schedule, PLC Rotations, Counseling Topic Schedule

Strategy 1 Details	Formative Reviews		

Strategy 1: The teachers will present Character Strong lessons to the classes.
    Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting.
    Staff Responsible for Monitoring: Edwards, Gommert, Mayberry
 	
    Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1 - Perceptions 1
	Dec
	50%
		December Evidence of Progress
		Every Tuesday each grade level is presented with a Character Education lesson during one of their classes.	

	May **Aug** 0%	**May Evidence of Progress** **August Evidence of Progress**	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: The counselor will rotate between grade levels on Tuesdays to present the Character Strong Material to the students.
    Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting.
    Staff Responsible for Monitoring: Edwards, Gommert, Mayberry
 	
    Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1 - Perceptions 1
	Dec
	50%
		December Evidence of Progress
		The counselor presents the lesson to each grade level once every 3 weeks.	

	May **Aug** 0%	**May Evidence of Progress** **August Evidence of Progress**	

Strategy 3 Details	Formative Reviews
Strategy 3: Implement Bully Prevention lessons for students and families.	

Strategy 3: Implement Bully Prevention lessons for students and families.

Strategy's Expected Result/Impact: Give students the opportunity to learn more about the effects of bullying, warning signs to look for, and how to help your child if they are involved in a bully situation.

Staff Responsible for Monitoring: Edwards, Gommert, Mayberry

Title I Schoolwide Elements: 2.5, 3.2 - **ESF Levers:** Lever 3: Positive School Culture
Problem Statements: School Processes & Programs 1 - Perceptions 1, 3

Dec **50%** — **December Evidence of Progress**
Students were presented with grade-level bully prevention workshops by the counselor during classes on November 29th, 30th, and December 3rd. Families were invited to attend a bully prevention workshop on November 16th.

May — **May Evidence of Progress**

Aug **0%** — **August Evidence of Progress**

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Develop a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies and quarterly data

    Evaluation Data Sources: PBIS Committee Presentations, Google Calendar, Discipline Data

Strategy 1 Details	Formative Reviews	

Strategy 1: Implement staff and student PBIS committees.
 	
    Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections.
    Staff Responsible for Monitoring: Mayberry, Gommert,
 	
    Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1 - Perceptions 1
	Dec
	50%
		December Evidence of Progress
		PBIS committee meets monthly to discuss student incentives and rewards for positive behavior. The student committee meets monthly to vote on 9-week rewards and stipulations.

	May	**May Evidence of Progress**
	Aug 0%	**August Evidence of Progress**

Strategy 2 Details	Formative Reviews	

Strategy 2: Implement PBIS systems (CHAMPS) into the classroom and common areas.
 	
    Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections.
    Staff Responsible for Monitoring: Mayberry, Gommert
 	
    ESF Levers: Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1 - Perceptions 1
	Dec
	50%
		December Evidence of Progress
		CHAMPS expectations were developed by the staff and are visible and used in every classroom. Common area expectations were set and are visible throughout the school.

	May	**May Evidence of Progress**
	Aug 0%	**August Evidence of Progress**

Strategy 3 Details	Formative Reviews

Strategy 3: Review discipline data to promote positive behaviors by rewarding students.

    Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections.

    Staff Responsible for Monitoring: Mayberry, Gommert

    Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture

    Problem Statements: School Processes & Programs 1 - Perceptions 1

Dec 25%	**December Evidence of Progress** Administrators have met to review and discuss campus disciplinary issues. PBIS committee meets monthly to review disciplinary issues and rewards.
May	**May Evidence of Progress**
Aug 0%	**August Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st

Strategy 1 Details	Formative Reviews

Strategy 1: Train all staff/students on safety drills using SRP (Standard Response Protocol).
    Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to emergency situations using SRP.
    Staff Responsible for Monitoring: Gommert, Mayberry
 	
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture
	Dec **December Evidence of Progress**
	90% SRP professional development was presented at the beginning of the year and is used during drills.
	
	May **May Evidence of Progress**
	100%
	
	Aug **August Evidence of Progress**
	100%

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: Obtain an accountability rating of C or better at the district level and at each campus

    Evaluation Data Sources: STAAR Scores, Benchmark Scores, Intervention Programs

Strategy 1 Details	Formative Reviews

Strategy 1: Implement HB4545 Interventions during Tiger Time, Afterschool, and Saturdays utilizing TEA vetted programs (Mindplay, Book Nook, Carnegie)
    Strategy's Expected Result/Impact: Increase reading, writing, math, science, and social studies short cycle scores.
    Staff Responsible for Monitoring: Gommert, Mayberry, Miles
 	
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**
    Problem Statements: Demographics 1 - Student Learning 1
	Dec **December Evidence of Progress**
	 50% Round 1 of HB4545 intervention was complete on November 15th. Saturday school and after school interventions are planned and scheduled for student's who's parents chose the 3:1 intervention option. Round 2 HB 4545 intervention runs from Nov. 15th- March 28th. Round 3 intervention runs from March 28th- May 27th.
	
	 May **May Evidence of Progress**
	
	 Aug **August Evidence of Progress**
	 0%

Strategy 2 Details	Formative Reviews

Strategy 2: Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment
    Strategy's Expected Result/Impact: Create well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress.
    Staff Responsible for Monitoring: Gommert, Mayberry, Miles
 	
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**
    Problem Statements: Demographics 1 - Student Learning 1
	Dec **December Evidence of Progress**
	 50% 3 teachers, 1 administrator, and 1 instructional coach are currently participating in the TIL and are rolling out professional development to the rest of the staff.
	
	 May **May Evidence of Progress**
	
	 Aug **August Evidence of Progress**
	 0%

Strategy 3 Details	Formative Reviews

Strategy 3: Employ instructional coach to develop instructional skills of teaching staff and support instructional efforts of campus.

    Strategy's Expected Result/Impact: Increased learning due to improved teaching performance
    Staff Responsible for Monitoring: Campus Principal

    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Dec — 50%

December Evidence of Progress

The instructional coach spends every other Monday and every Tuesday-Wednesday on campus to lead common planning, teach instructional strategies, model teaching for teachers, and allow teachers to peer review, other teachers.

May — **May Evidence of Progress**

Aug — 0% — **August Evidence of Progress**

Strategy 4 Details	Formative Reviews

Strategy 4: Utilize Power Walks to provide real time feedback to instructional staff.

    Strategy's Expected Result/Impact: Provide valuable feedback to instructional staff on classroom instruction.
    Staff Responsible for Monitoring: Campus Principal

    TEA Priorities: Recruit, support, retain teachers and principals

Dec — 40%

December Evidence of Progress

Powerwalks are utilized weekly by administrators and instructional coach.

May — **May Evidence of Progress**

Aug — 0% — **August Evidence of Progress**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: Close achievement gaps to no greater than 5 % points for ESL subpopulations in comparison to the all students group

    Evaluation Data Sources: STAAR and TAPR data

Strategy 1 Details	Formative Reviews

Strategy 1: Train teachers in Sheltered Instruction strategies for ESL students.
     Strategy's Expected Result/Impact: ESL student scores will increase through progress monitoring.
     Staff Responsible for Monitoring: Gommert, Mayberry, Miles
 	
     Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**
     Problem Statements: Demographics 1	

	Dec **December Evidence of Progress** 25% The instructional coach provided the staff with professional development in Sheltered Instruction. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** 0%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: Provide regular communication to parents regarding events and opportunities on campus

    Evaluation Data Sources: Social Media, Peachjar, Blackboard

Strategy 1 Details	Formative Reviews		

Strategy 1: Utilize Peachjar and Blackboard to notify parents of events and opportunities on campus.
     Strategy's Expected Result/Impact: Get information to parents through multiple medias.
     Staff Responsible for Monitoring: Gommert, Miles, Mayberry, Peterson
 	
     Title I Schoolwide Elements: 3.1 - **ESF Levers:** Lever 3: Positive School Culture
     Problem Statements: Perceptions 3			

	Dec 25%	**December Evidence of Progress** Communication is sent out to parents through Peach Jar and Blackboard regarding ESF Survey and Bully Prevention Workshop.	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: Provide parent involvement opportunities.

    Evaluation Data Sources: Attendance Sheets, Schedule

Strategy 1 Details	Formative Reviews

Strategy 1: Parent/Counselor Bully Prevention 101 Session
    Strategy's Expected Result/Impact: Allow transparency between the school and the community/parents on effects of bullying on students, warning signs to look for, and how to help your child if involved in a bully situation.
    Staff Responsible for Monitoring: Edwards, Gommert
 	
    Title I Schoolwide Elements: 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 1 - Perceptions 3	

	Dec **December Evidence of Progress** 50% Bully Prevention workshop was held on Nov. 16th. The workshop was led by a Family Crisis Advocate. **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** 0%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: Gather feedback from parents throughout the school year.

   Evaluation Data Sources: Surveys, ESF Diagnostic

Strategy 1 Details	Formative Reviews		

Strategy 1: Participate in the ESF (Effective Schools Framework) Diagnostic
   Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve.
   Staff Responsible for Monitoring: Gommert, Miles
 	
   ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
   Problem Statements: Perceptions 2, 3
	Dec
	
	50%
		December Evidence of Progress
		ESF Survey was conducted and results were reviewed by the instructional leaders.	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 1: The campus will maintain a balanced budget.

    Evaluation Data Sources: TXEIS Budget Reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Review campus budget throughout the year.
    Strategy's Expected Result/Impact: Stay on budget
    Staff Responsible for Monitoring: Gommert
 	
    ESF Levers: Lever 1: Strong School Leadership and Planning			

	Dec		**December Evidence of Progress**
	50%		The budget is balanced and reviewed by the administration.
	May		**May Evidence of Progress**
	Aug		**August Evidence of Progress**
	0%		
	0% No Progress	100% Accomplished → Continue/Modify	✕ Discontinue

**Smithville Elementary & Brown Primary School
Campus Performance Objectives**

Smithville Independent School District

Smithville Elementary-Brown Primary

2021-2022 Formative Review with Notes

Table of Contents

Goals

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 1: Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

    Evaluation Data Sources: Master Schedule, PLC Rotations, Counseling Topic Schedule

Strategy 1 Details	Formative Reviews

Strategy 1: Implement Kelso's Choices Curriculum
    Strategy's Expected Result/Impact: Increase students' ability to react to conflict appropriately.
    Staff Responsible for Monitoring: Foster, Behrens, Williams, J. Goertz
 	
    Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 2	

	Dec — **December Evidence of Progress** PLC Schedule 85% **May** — **May Evidence of Progress** **Aug** — **August Evidence of Progress** 0%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement campus-based PBIS systems.

Evaluation Data Sources: PBIS Committee Presentations, Google Calendar, PBIS Handbook, Discipline Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement House System at SES	**Dec**		**December Evidence of Progress**
Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections.	85%		House System App House Rewards
Staff Responsible for Monitoring: Foster, O'Rourke, Brockman, PBIS Committee			
	May		**May Evidence of Progress**
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 2	**Aug**		**August Evidence of Progress**
	0%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Kelso Coins at BP	**Dec**		**December Evidence of Progress**
Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections.	85%		PLC Schedule Kelso Rewards
Staff Responsible for Monitoring: Foster, Vinklarek, PBIS Committee			
	May		**May Evidence of Progress**
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture			
Problem Statements: School Processes & Programs 2	**Aug**		**August Evidence of Progress**
	0%		

Strategy 3 Details	Formative Reviews

Strategy 3: Implement CHAMPS program.

    Strategy's Expected Result/Impact: Increased student understanding of classroom expectations.

    Staff Responsible for Monitoring: Foster, O'Rourke, Brockman, Vinklarek

    Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture

Dec	**December Evidence of Progress**
90%	Walkthrough Data CHAMPS
May	**May Evidence of Progress**
Aug	**August Evidence of Progress**
0%	

Strategy 4 Details	Formative Reviews

Strategy 4: Create campus PBIS Committee to evaluate discipline and PBIS data

    Strategy's Expected Result/Impact: Increased understanding of behaviors, consequences, and needed reteaching on campus.

    Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture

Dec	**December Evidence of Progress**
100%	PBIS Committee Meeting Minutes
May	**May Evidence of Progress**
100%	
Aug	**August Evidence of Progress**
100%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: Increase accessibility to campus counselors and counseling services.

Evaluation Data Sources: Calendar, Counseling Group Schedule, Counselor Referral Form

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement an online counselor referral process. **Strategy's Expected Result/Impact:** More effectively track student visits to the counselor and effectively communicate completed visits to staff. **Staff Responsible for Monitoring:** Williams, Behrens **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	**Dec** 85%	**December Evidence of Progress** Counselor Referral Google Form	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide group counseling opportunities for students. **Strategy's Expected Result/Impact:** Provide social-emotional support to students in need. **Staff Responsible for Monitoring:** Williams, Behrens **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	**Dec** 50%	**December Evidence of Progress** Group Counseling Schedule	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: Obtain an accountability rating of C or better for the 21-22 school year.

    Evaluation Data Sources: STAAR Scores, Benchmark Scores, Intervention Programs

Strategy 1 Details	Formative Reviews		

Strategy 1: Implement Lexia Phonemic Awareness Program
    Strategy's Expected Result/Impact: Increased reading and phonological awareness scores.
    Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke
 	
    Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**
    Problem Statements: Student Learning 3 - Perceptions 3
	Dec
	90%
		December Evidence of Progress
		Lexia Data	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

Strategy 2 Details	Formative Reviews		

Strategy 2: Implement Education Galaxy for Math, Science, ELA supplemental instructional support.
    Strategy's Expected Result/Impact: Increased scores in math and science.
    Staff Responsible for Monitoring: Foster, Brockman, O'Rourke
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**
    Problem Statements: Student Learning 4, 5, 6 - Perceptions 3
	Dec
	85%
		December Evidence of Progress
		Education Galaxy Data	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews
Strategy 3: Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment **Strategy's Expected Result/Impact:** Create well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress. **Staff Responsible for Monitoring:** Foster, Vinklarek, Brockman, O'Rourke **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4, 5, 6 - School Processes & Programs 4, 5 - Perceptions 3	**Dec** **December Evidence of Progress** **70%** Training Powerpoints PLC Agendas **May** **May Evidence of Progress** **Aug** **August Evidence of Progress** **0%**

Strategy 4 Details	Formative Reviews

Strategy 4: Implement Heggarty Phonemic Awareness Materials
    Strategy's Expected Result/Impact: Increased understanding of phonemic awareness skills.
    Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman
 	
    Title I Schoolwide Elements: 2.4, 3.2 - **ESF Levers:** Lever 4: High-Quality Curriculum - **Targeted Support Strategy**
    Problem Statements: Student Learning 3
	Dec **December Evidence of Progress**
	95% Lesson Plans
	
	May **May Evidence of Progress**
	
	Aug **August Evidence of Progress**
	0%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: Increase the percentage of students performing at Advance or Advanced High on TELPAS.
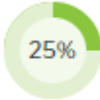
    Evaluation Data Sources: TELPAS Scores

Strategy 1 Details	Formative Reviews		

Strategy 1: Monitor the use of Sheltered Instruction Strategies through the use of walkthroughs
  Strategy's Expected Result/Impact: Increase language development and usage.
  Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke
 	
  Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**
  Problem Statements: School Processes & Programs 5
	Dec
	50%
		December Evidence of Progress
		Walkthrough Form	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Have regularly scheduled meetings to discuss needs of current ELL students.
  Strategy's Expected Result/Impact: Earlier intervention in the area of language development.
  Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke
 	
  Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**
  Problem Statements: School Processes & Programs 5			

	Dec 50%	**December Evidence of Progress** LEP Failure Meetings	
	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: Gather feedback from parents throughout the school year.

    Evaluation Data Sources: Surveys, ESF Diagnostic

Strategy 1 Details	Formative Reviews		

Strategy 1: Participate in the ESF (Effective Schools Framework) Diagnostic
    Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve.
    Staff Responsible for Monitoring: Foster
 	
    ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    - Targeted Support Strategy
    Problem Statements: Perceptions 1, 2
	Dec 25%	**December Evidence of Progress**
		Survey Results	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: Provide regular communication to parents regarding events and opportunities on campus

    Evaluation Data Sources: Social Media, Peachjar, Blackboard

Strategy 1 Details	Formative Reviews		

Strategy 1: Utilize Peachjar and Blackboard to notify parents of events and opportunities on campus.
    Strategy's Expected Result/Impact: Get information to parents through multiple medias.
    Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens
 	
    Title I Schoolwide Elements: 3.1 - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: Perceptions 2
	Dec
	
	75%
		December Evidence of Progress
		Peachjar and Blackboard Posts	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Create a Parent Information HUB that provides both classroom and campus information.
    Strategy's Expected Result/Impact: Provide parents with a central location to locate information.
    Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens
 	
    Title I Schoolwide Elements: 3.1 - **ESF Levers:** Lever 3: Positive School Culture
    Problem Statements: Perceptions 2
	Dec
	
	80%
		December Evidence of Progress
		Parent HUB	

	May	**May Evidence of Progress**	
	Aug 0%	**August Evidence of Progress**	

Strategy 3 Details	Formative Reviews

Strategy 3: Regularly post campus highlights on BP & SES social media pages.
    Strategy's Expected Result/Impact: Get information to parents through multiple medias.
    Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens

    Title I Schoolwide Elements: 3.1 - **ESF Levers:** Lever 3: Positive School Culture
Problem Statements: Perceptions 2

Dec 50%	**December Evidence of Progress** Facebook Page
May	**May Evidence of Progress**
Aug 0%	**August Evidence of Progress**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: Provide parent involvement opportunities.

Evaluation Data Sources: Attendance Sheets, Schedule

Strategy 1 Details	Formative Reviews		

Strategy 1: Parent/Counselor Training Sessions
    Strategy's Expected Result/Impact: Provide parents with opportunities to learn how to support students social/emotion health.
    Staff Responsible for Monitoring: Williams, Behrens
 	
    Title I Schoolwide Elements: 3.2 - **ESF Levers:** Lever 3: Positive School Culture
	Dec **December Evidence of Progress**		

	50%	Parent Meeting Schedule Parent Survey	
	May	**May Evidence of Progress**	
	Aug	**August Evidence of Progress**	
	0%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Smithville Independent School District
Violent and Criminal Incidents
2020-2021 School Year

Texas statute requires every district to publish a report on violent or criminal incidents at their schools.

Violent and Criminal Incidents

The incidents listed below occurred on Smithville ISD property and were reported to the Smithville Police Department during the 2020-2021 school year.

Offense	High School	DAEP	Junior High	Elementary	Brown Primary	Central Office	Total
Assault-Bodily Injury							
Assault-Bodily Injury on a Public Servant (Felony)							
Assault-Physical Contact			1				1
Assault-Threat							
Assault-Aggravated/Weapon							
Assault-Sexual							
Burglary							
Criminal Mischief							
Delivery Controlled Subst.							
Disorderly Conduct-Fighting			19				19
Electronic Transmission of Certain Visual Material							
Forgery Govt Instrument							
Harassment							
Improper Photography or Visual Recording (Felony)							
Indecency/Sexual							
Alcohol							
Tobacco							
Drug Paraphernalia							
Possession of Controlled Sub	14		1				15
Public Intoxication (Misd.)							
Theft			1				1
Terroristic Threat							
Trespassing							
Unlawfully Carrying Weapon	1						1
Totals	**15**	**0**	**22**	**0**	**0**	**0**	**37**

School Violence Procedures

The Smithville Independent School District uses a variety of procedures to curtail violence in classrooms and on campus. The majority of these anti-violence procedures are described in the Student Code of Conduct.

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

The violence prevention procedures will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of the violence outbursts, the student's attitude, the effect of the misconduct on the school's safety environment, and statutory requirements. Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct.

By following these violence prevention techniques fairly and consistently, Smithville ISD administrators, teachers, and staff will continue to provide a safe and violence free environment where all students will improve their academic performance.

Sources: Smithville ISD Code of Conduct, 2020-2021
             Texas Education Code, Chapter 37 Discipline; Law and Order

School Violence Prevention Programs

The Smithville Independent School District has several programs in place throughout the district to instruct students in violence prevention techniques. This section will identify these programs and give a brief description of the purpose of each:

- A.R.D. – The Admission, Review, and Dismissal committees make instruction and behavior decisions that involve Special Education students. The behavior decisions can be very important when determining the best method to control the behavior of a potentially volatile student. This committee involves regular teachers, special education teachers, parents, and any other professionals with expertise in that child's learning or behavior problem. The committee attempts to place students in the least restrictive environment to promote academic success.
- Bus Safety Program – The Physical Education Department at Brown Primary teaches a unit on Bus Safety to all students on the campus. The course instructs the young students how to enter and exit the vehicle and what type of behavior is expected and not expected while riding to and from school.
- Character Education – In this program, teachers instruct students each month concerning a positive character trait that encourages students to be good citizens. Sample lesson plans are provided to teachers at all grade levels that reflect the "Honesty" or "Responsibility" or "Loyalty" traits.
- District Emergency Operations Procedures – This plan is a systematic approach to protect students, faculty, and staff from dangers as a result of natural disasters, forced evacuations, accidents, or violent intruder situations. All district staff receives training and updates to the district plan during the school year.
- Parent-Teacher Organizations – Each campus in the district has in place an active organization to assist the campus. Known by different names at each campus (Booster Club, PTA, PATS, etc.), the goal of each group is to provide rewards and incentives for grades, attendance, and behavior. The groups also purchase needed classroom supplies, reference materials, and have spearheaded beautification projects on campuses.
- Restorative Discipline – A philosophy and system-wide intervention that places relationships at the heart of the educational experience. The goal of Restorative Discipline is to change the school climate rather than merely respond to student behavior. Using a variety of techniques, Restorative Discipline brings together the key players in an incident to learn what happened, listen to each person's perspective, discover the

motivation for the harm, and work to identify appropriate and agreed upon actions by which the student who caused the harm takes responsibility and is accountable for the breach of trust.

- RtI – A pre-referral group of teachers that meets regarding a student being considered for special education testing. The group tries to determine if the student can be assisted by other instructional methods or outside agencies before a referral is made to special education.
- Teen Leadership – A program to help students learn how to "reframe" the negative aspects of their life situations and make them positive examples of coping with the challenges of today's world.
- Truant Officer – This staff member contacts students with attendance problems and their parents to ensure they are at school as often as physically possible. A student who attends school regularly will not become easily frustrated with schoolwork and react violently.

Sources: Smithville District Improvement Plan 2020-2021
Smithville High School Campus Improvement Plan 2020-2021
Smithville Junior High Campus Improvement Plan 2020-2021
Smithville Elementary Campus Improvement Plan 2020-2021
Brown Primary Campus Improvement Plan 2020-2021
Smithville ISD Emergency Operations Procedures
2020-2021 PEIMS Data

Smithville Independent School District

PART II

Information Compiled by the
Texas Education Agency

2020-2021 Texas Academic Performance Report

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					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	SMITHVILLE ISD	Four-Year Public University	24						
		Two-Year Public Colleges	32						
	011904002 SMITHVILLE H S	Independent Colleges & Universities	5						
		Not Trackable	0						
		Not Found	76	3	2	6	2	10	1
		Total High School Graduates	137	11	8	1	5	6	1

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 enrolllment in public higher education less than 5, the GPA data is omitted.

Smithville ISD

District Data

2020-2021

District Accreditation Status

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

Smithville ISD

District Data

2020-2021

Texas Academic Performance Report

2020-21 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

District Number: 011904

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Assistance

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2020-21 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

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

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	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%	70%	**74%**	57%	64%	83%	*	*	-	*	45%	*	74%	74%	61%	40%
	2019	76%	77%	**71%**	60%	67%	79%	-	*	-	*	0%	67%	74%	61%	56%	47%
At Meets Grade Level or Above	2021	39%	44%	**40%**	29%	34%	45%	*	*	-	*	35%	*	38%	47%	26%	20%
	2019	45%	49%	**42%**	0%	42%	48%	-	*	-	*	0%	67%	47%	26%	33%	41%
At Masters Grade Level	2021	19%	24%	**19%**	14%	16%	22%	*	*	-	*	30%	*	20%	16%	11%	10%
	2019	27%	32%	**25%**	0%	23%	31%	-	*	-	*	0%	50%	30%	9%	18%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	63%	**73%**	29%	59%	88%	*	*	-	*	45%	*	74%	68%	60%	30%
	2019	79%	79%	**81%**	60%	74%	98%	-	*	-	*	40%	67%	84%	74%	68%	76%
At Meets Grade Level or Above	2021	31%	32%	**47%**	14%	39%	58%	*	*	-	*	40%	*	45%	58%	32%	20%
	2019	49%	50%	**59%**	20%	53%	74%	-	*	-	*	20%	67%	64%	43%	40%	41%
At Masters Grade Level	2021	14%	16%	**23%**	0%	16%	30%	*	*	-	*	20%	*	23%	21%	11%	20%
	2019	25%	27%	**33%**	0%	35%	36%	-	*	-	*	0%	50%	33%	35%	23%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	64%	**74%**	50%	62%	87%	-	*	-	*	31%	*	76%	70%	64%	31%
	2019	75%	76%	**58%**	42%	53%	65%	-	-	-	50%	21%	*	61%	48%	46%	44%
At Meets Grade Level or Above	2021	36%	39%	**46%**	17%	38%	56%	-	*	-	*	0%	*	49%	37%	37%	15%
	2019	44%	47%	**32%**	17%	30%	37%	-	-	-	17%	21%	*	32%	30%	22%	25%
At Masters Grade Level	2021	17%	20%	**26%**	17%	10%	37%	-	*	-	*	0%	*	26%	26%	20%	0%
	2019	22%	25%	**12%**	8%	14%	12%	-	-	-	17%	0%	*	13%	12%	6%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	60%	**70%**	33%	67%	76%	-	*	-	*	31%	*	77%	48%	63%	54%
	2019	75%	75%	**62%**	50%	53%	69%	-	-	-	67%	36%	*	64%	58%	47%	38%
At Meets Grade Level or Above	2021	36%	37%	**50%**	0%	41%	61%	-	*	-	*	8%	*	55%	37%	41%	8%
	2019	48%	49%	**36%**	17%	37%	41%	-	-	-	17%	21%	*	38%	33%	27%	25%
At Masters Grade Level	2021	21%	22%	**32%**	0%	28%	41%	-	*	-	*	0%	*	33%	30%	22%	0%
	2019	28%	31%	**20%**	0%	14%	29%	-	-	-	0%	7%	*	21%	18%	14%	13%
Grade 4 Writing																	

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

	School Year	State	Region 13	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%	55%	**52%**	50%	40%	62%	-	*	-	*	8%	*	51%	56%	40%	15%
	2019	67%	68%	**50%**	42%	40%	58%	-	-	-	33%	29%	*	52%	44%	37%	25%
At Meets Grade Level or Above	2021	27%	29%	**34%**	33%	25%	42%	-	*	-	*	8%	*	32%	41%	30%	0%
	2019	35%	38%	**26%**	17%	24%	30%	-	-	-	17%	21%	*	25%	28%	21%	25%
At Masters Grade Level	2021	8%	10%	**6%**	0%	5%	6%	-	*	-	*	0%	*	1%	19%	3%	0%
	2019	11%	13%	**4%**	0%	0%	7%	-	-	-	0%	0%	*	3%	6%	1%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	**65%**	60%	64%	69%	-	*	-	*	17%	*	72%	53%	60%	52%
	2019	86%	87%	**79%**	60%	67%	88%	-	-	-	75%	40%	*	77%	83%	69%	65%
At Meets Grade Level or Above	2021	46%	51%	**41%**	20%	32%	53%	-	*	-	*	0%	*	47%	29%	36%	33%
	2019	54%	57%	**44%**	0%	37%	51%	-	-	-	63%	10%	*	45%	43%	34%	35%
At Masters Grade Level	2021	30%	35%	**30%**	20%	25%	36%	-	*	-	*	0%	*	33%	24%	26%	29%
	2019	29%	33%	**21%**	0%	12%	27%	-	-	-	25%	0%	*	19%	25%	13%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	**77%**	40%	77%	82%	-	*	-	*	50%	*	81%	68%	75%	81%
	2019	90%	90%	**86%**	80%	76%	95%	-	-	-	75%	80%	*	88%	80%	78%	76%
At Meets Grade Level or Above	2021	44%	45%	**53%**	0%	61%	56%	-	*	-	*	33%	*	58%	44%	43%	57%
	2019	58%	59%	**45%**	20%	31%	56%	-	-	-	50%	10%	*	45%	45%	31%	29%
At Masters Grade Level	2021	25%	26%	**29%**	0%	32%	31%	-	*	-	*	0%	*	31%	24%	21%	19%
	2019	36%	38%	**27%**	20%	20%	32%	-	-	-	25%	0%	*	24%	33%	22%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	64%	**66%**	20%	66%	76%	-	*	-	*	33%	*	69%	62%	55%	67%
	2019	75%	75%	**74%**	40%	59%	86%	-	*	-	75%	60%	*	75%	73%	62%	65%
At Meets Grade Level or Above	2021	31%	35%	**34%**	20%	39%	31%	-	*	-	*	17%	*	39%	24%	23%	33%
	2019	49%	49%	**44%**	20%	37%	49%	-	*	-	50%	20%	*	48%	33%	35%	41%
At Masters Grade Level	2021	13%	15%	**11%**	0%	11%	13%	-	*	-	*	0%	*	16%	3%	4%	10%
	2019	24%	25%	**26%**	20%	16%	31%	-	*	-	38%	0%	*	26%	25%	18%	18%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	**61%**	50%	50%	72%	-	-	-	*	22%	*	60%	62%	46%	47%
	2019	68%	70%	**74%**	57%	75%	76%	-	-	-	60%	57%	*	86%	52%	67%	62%

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

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	36%	**32%**	33%	21%	43%	-	-	-	*	17%	*	27%	43%	22%	20%
	2019	37%	41%	**37%**	14%	32%	43%	-	-	-	20%	57%	*	43%	26%	24%	31%
At Masters Grade Level	2021	15%	18%	**11%**	17%	6%	15%	-	-	-	*	0%	*	9%	16%	7%	7%
	2019	18%	21%	**17%**	0%	14%	20%	-	-	-	20%	14%	*	20%	11%	11%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	67%	**67%**	58%	65%	72%	-	-	-	*	28%	*	62%	78%	58%	80%
	2019	81%	80%	**76%**	57%	70%	82%	-	-	-	60%	57%	*	81%	67%	68%	69%
At Meets Grade Level or Above	2021	36%	36%	**26%**	17%	15%	38%	-	-	-	*	17%	*	25%	27%	18%	20%
	2019	47%	48%	**44%**	14%	36%	51%	-	-	-	40%	57%	*	51%	30%	32%	31%
At Masters Grade Level	2021	15%	14%	**5%**	0%	6%	5%	-	-	-	*	0%	*	6%	3%	4%	7%
	2019	21%	22%	**16%**	0%	16%	19%	-	-	-	0%	43%	*	18%	13%	12%	15%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	69%	**62%**	20%	58%	66%	-	*	-	67%	33%	*	59%	72%	48%	57%
	2019	76%	76%	**69%**	55%	65%	76%	*	*	-	*	38%	*	72%	62%	61%	38%
At Meets Grade Level or Above	2021	45%	47%	**46%**	0%	49%	47%	-	*	-	50%	22%	*	45%	52%	41%	50%
	2019	49%	52%	**50%**	18%	40%	63%	*	*	-	*	25%	*	53%	44%	41%	19%
At Masters Grade Level	2021	25%	28%	**23%**	0%	16%	26%	-	*	-	33%	0%	*	23%	21%	13%	14%
	2019	29%	33%	**31%**	9%	12%	47%	*	*	-	*	6%	*	33%	24%	26%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	51%	**42%**	40%	33%	51%	-	-	-	*	33%	*	43%	39%	32%	27%
	2019	75%	71%	**63%**	20%	62%	73%	*	-	-	*	38%	-	62%	64%	56%	40%
At Meets Grade Level or Above	2021	27%	24%	**11%**	40%	8%	11%	-	-	-	*	22%	*	10%	17%	10%	9%
	2019	43%	39%	**26%**	10%	21%	35%	*	-	-	*	25%	-	24%	32%	23%	7%
At Masters Grade Level	2021	12%	10%	**2%**	0%	3%	3%	-	-	-	*	0%	*	2%	6%	2%	0%
	2019	17%	13%	**5%**	10%	6%	4%	*	-	-	*	19%	-	4%	8%	5%	7%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	64%	**67%**	40%	58%	75%	-	*	-	50%	44%	*	66%	71%	54%	57%
	2019	70%	71%	**71%**	36%	65%	79%	*	*	-	*	31%	*	73%	65%	68%	38%
At Meets Grade Level or Above	2021	33%	36%	**32%**	0%	35%	33%	-	*	-	17%	22%	*	30%	39%	28%	43%
	2019	42%	45%	**48%**	18%	40%	58%	*	*	-	*	25%	*	50%	41%	42%	19%

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

	School Year	State	Region 13	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%	12%	**11%**	0%	5%	16%	-	*	-	0%	11%	*	11%	11%	6%	14%
	2019	18%	20%	**24%**	9%	21%	29%	*	*	-	*	13%	*	26%	18%	23%	13%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	72%	**74%**	57%	76%	76%	-	-	-	*	43%	*	80%	56%	71%	69%
	2019	86%	87%	**88%**	70%	88%	91%	-	*	-	80%	72%	*	88%	87%	83%	85%
At Meets Grade Level or Above	2021	46%	47%	**50%**	29%	53%	53%	-	*	-	*	29%	*	55%	38%	39%	46%
	2019	55%	60%	**56%**	50%	45%	63%	-	*	-	60%	22%	*	55%	61%	49%	31%
At Masters Grade Level	2021	21%	23%	**21%**	14%	22%	21%	-	-	-	*	7%	*	24%	12%	15%	15%
	2019	28%	34%	**27%**	30%	17%	36%	-	*	-	0%	6%	*	26%	30%	20%	0%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	63%	**78%**	57%	81%	81%	-	*	-	40%	43%	*	84%	63%	76%	88%
	2019	88%	88%	**88%**	91%	80%	94%	-	*	-	80%	56%	*	87%	93%	85%	73%
At Meets Grade Level or Above	2021	36%	39%	**55%**	57%	55%	56%	-	*	-	40%	29%	*	60%	44%	44%	69%
	2019	57%	62%	**49%**	45%	36%	58%	-	*	-	30%	11%	*	50%	45%	45%	18%
At Masters Grade Level	2021	11%	13%	**17%**	29%	13%	18%	-	*	-	0%	7%	*	22%	5%	10%	6%
	2019	17%	25%	**9%**	0%	9%	11%	-	*	-	0%	6%	*	9%	10%	7%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	69%	**75%**	71%	67%	83%	-	-	-	*	36%	*	84%	53%	71%	46%
	2019	81%	82%	**83%**	70%	74%	91%	-	*	-	80%	61%	*	83%	83%	77%	62%
At Meets Grade Level or Above	2021	43%	47%	**48%**	57%	33%	59%	-	*	-	*	29%	*	54%	32%	39%	15%
	2019	51%	57%	**40%**	30%	29%	49%	-	*	-	20%	11%	*	41%	35%	33%	23%
At Masters Grade Level	2021	24%	28%	**23%**	14%	22%	26%	-	-	-	*	14%	*	24%	21%	15%	15%
	2019	25%	32%	**20%**	0%	19%	24%	-	*	-	10%	6%	*	19%	26%	13%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	60%	**46%**	29%	42%	53%	-	-	-	*	43%	*	52%	32%	29%	31%
	2019	69%	71%	**64%**	40%	55%	70%	-	*	-	80%	44%	*	64%	65%	56%	46%
At Meets Grade Level or Above	2021	28%	32%	**17%**	14%	22%	14%	-	-	-	*	29%	*	18%	12%	11%	8%
	2019	37%	42%	**32%**	20%	26%	39%	-	*	-	10%	11%	*	32%	30%	25%	23%

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

	School Year	State	Region 13	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%	17%	**5%**	14%	7%	3%	-	-	-	*	7%	*	7%	0%	4%	0%
	2019	21%	26%	**14%**	20%	7%	18%	-	*	-	0%	6%	*	14%	13%	12%	15%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	69%	**63%**	42%	54%	70%	-	*	-	80%	25%	-	67%	52%	55%	37%
	2019	68%	72%	**78%**	71%	69%	82%	-	-	-	88%	50%	-	77%	79%	71%	57%
At Meets Grade Level or Above	2021	50%	53%	**48%**	25%	40%	55%	-	*	-	40%	10%	-	53%	35%	40%	26%
	2019	50%	57%	**58%**	29%	51%	65%	-	-	-	63%	43%	-	55%	64%	50%	38%
At Masters Grade Level	2021	12%	14%	**10%**	0%	4%	15%	-	*	-	20%	5%	-	12%	7%	7%	0%
	2019	11%	12%	**11%**	0%	7%	14%	-	-	-	13%	7%	-	14%	4%	8%	5%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	74%	**74%**	85%	68%	77%	-	*	-	67%	55%	*	74%	74%	65%	40%
	2019	68%	72%	**72%**	60%	67%	77%	*	-	-	71%	27%	-	74%	67%	71%	50%
At Meets Grade Level or Above	2021	57%	61%	**54%**	54%	48%	59%	-	*	-	44%	30%	*	54%	56%	43%	20%
	2019	49%	55%	**49%**	27%	36%	59%	*	-	-	57%	23%	-	47%	56%	40%	17%
At Masters Grade Level	2021	11%	13%	**7%**	0%	2%	10%	-	*	-	11%	0%	*	8%	3%	4%	0%
	2019	8%	11%	**8%**	0%	2%	13%	*	-	-	0%	9%	-	8%	8%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	71%	**77%**	50%	65%	87%	-	-	-	*	42%	-	79%	72%	63%	38%
	2019	85%	84%	**85%**	88%	76%	89%	-	*	-	80%	50%	*	90%	75%	80%	81%
At Meets Grade Level or Above	2021	41%	39%	**49%**	40%	41%	56%	-	-	-	*	21%	-	53%	38%	41%	19%
	2019	61%	61%	**47%**	13%	52%	47%	-	*	-	40%	36%	*	49%	42%	41%	56%
At Masters Grade Level	2021	23%	22%	**25%**	10%	14%	35%	-	-	-	*	0%	-	30%	13%	18%	0%
	2019	37%	32%	**20%**	0%	20%	22%	-	*	-	0%	21%	*	19%	23%	18%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	83%	**82%**	69%	83%	83%	-	*	-	83%	89%	-	84%	78%	79%	60%
	2019	88%	89%	**88%**	81%	85%	90%	*	-	-	100%	73%	-	89%	86%	85%	67%
At Meets Grade Level or Above	2021	55%	60%	**58%**	31%	48%	67%	-	*	-	50%	44%	-	58%	58%	49%	33%
	2019	62%	67%	**48%**	44%	42%	51%	*	-	-	50%	20%	-	50%	41%	34%	33%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

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

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	26%	**18%**	8%	10%	24%	-	*	-	17%	11%	-	20%	13%	14%	7%
	2019	25%	31%	**13%**	0%	15%	15%	*	-	-	0%	0%	-	13%	10%	7%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	90%	**90%**	67%	87%	93%	-	-	-	100%	45%	*	90%	88%	82%	75%
	2019	93%	93%	**92%**	83%	90%	93%	-	*	-	100%	74%	-	91%	94%	88%	78%
At Meets Grade Level or Above	2021	69%	73%	**67%**	22%	58%	75%	-	-	-	80%	36%	*	66%	68%	61%	50%
	2019	73%	78%	**66%**	42%	54%	81%	-	*	-	67%	37%	-	66%	68%	58%	22%
At Masters Grade Level	2021	43%	48%	**41%**	11%	39%	46%	-	-	-	20%	18%	*	41%	41%	44%	33%
	2019	45%	51%	**38%**	8%	30%	47%	-	*	-	56%	16%	-	37%	39%	26%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	95%	**87%**	*	-	86%	-	-	-	-	-	-	86%	*	*	-
At Meets Grade Level or Above	2021	69%	76%	**60%**	*	-	57%	-	-	-	-	-	-	64%	*	*	-
At Masters Grade Level	2021	14%	22%	**7%**	*	-	7%	-	-	-	-	-	-	7%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**69%**	52%	63%	76%	*	87%	-	54%	39%	50%	72%	64%	60%	53%
	2019	78%	79%	**75%**	60%	69%	82%	20%	89%	-	72%	48%	75%	77%	71%	67%	57%
At Meets Grade Level or Above	2021	41%	45%	**44%**	28%	38%	50%	*	65%	-	28%	24%	28%	45%	40%	35%	30%
	2019	50%	53%	**45%**	24%	38%	52%	0%	84%	-	37%	23%	63%	46%	41%	36%	29%
At Masters Grade Level	2021	18%	21%	**18%**	8%	14%	22%	*	35%	-	10%	7%	16%	19%	14%	12%	10%
	2019	24%	27%	**19%**	6%	15%	23%	0%	47%	-	12%	8%	35%	19%	18%	14%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	70%	**68%**	55%	62%	75%	*	90%	-	59%	36%	61%	70%	63%	59%	47%
	2019	75%	77%	**74%**	59%	69%	79%	*	83%	-	67%	41%	67%	76%	67%	66%	55%
At Meets Grade Level or Above	2021	45%	48%	**45%**	30%	39%	52%	*	70%	-	30%	20%	28%	46%	42%	36%	30%
	2019	48%	53%	**47%**	23%	39%	55%	*	67%	-	45%	25%	56%	48%	45%	37%	30%
At Masters Grade Level	2021	18%	21%	**17%**	9%	12%	21%	*	50%	-	14%	7%	11%	18%	15%	12%	10%
	2019	21%	24%	**18%**	6%	12%	24%	*	33%	-	10%	6%	28%	20%	14%	13%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	66%	**71%**	47%	65%	79%	*	86%	-	50%	38%	59%	73%	65%	62%	61%
	2019	82%	81%	**78%**	62%	71%	86%	*	83%	-	67%	50%	83%	80%	73%	69%	65%

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

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	39%	**44%**	26%	38%	51%	*	57%	-	23%	24%	35%	45%	38%	34%	32%
	2019	52%	53%	**44%**	21%	39%	51%	*	83%	-	31%	24%	67%	46%	39%	34%	30%
At Masters Grade Level	2021	18%	19%	**19%**	6%	16%	24%	*	29%	-	4%	5%	24%	21%	13%	12%	8%
	2019	26%	28%	**18%**	3%	17%	22%	*	50%	-	5%	13%	39%	18%	20%	14%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	59%	**60%**	45%	49%	70%	-	*	-	40%	23%	43%	59%	64%	47%	37%
	2019	68%	69%	**61%**	39%	53%	69%	*	*	-	50%	30%	*	63%	55%	52%	31%
At Meets Grade Level or Above	2021	30%	32%	**33%**	18%	30%	37%	-	*	-	20%	14%	29%	31%	40%	29%	22%
	2019	38%	41%	**37%**	17%	32%	45%	*	*	-	13%	23%	*	38%	35%	31%	22%
At Masters Grade Level	2021	9%	11%	**9%**	0%	5%	11%	-	*	-	10%	5%	14%	7%	15%	5%	7%
	2019	14%	17%	**14%**	4%	11%	19%	*	*	-	0%	7%	*	15%	12%	12%	6%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	73%	**76%**	60%	72%	81%	-	*	-	55%	61%	0%	80%	65%	70%	59%
	2019	81%	82%	**82%**	71%	71%	89%	*	*	-	83%	65%	80%	82%	79%	74%	64%
At Meets Grade Level or Above	2021	44%	48%	**48%**	36%	40%	56%	-	*	-	27%	34%	0%	52%	39%	39%	29%
	2019	54%	58%	**44%**	35%	35%	50%	*	*	-	38%	16%	80%	46%	36%	34%	33%
At Masters Grade Level	2021	20%	23%	**18%**	8%	15%	22%	-	*	-	9%	11%	0%	20%	12%	12%	10%
	2019	25%	29%	**20%**	3%	17%	23%	*	*	-	17%	2%	40%	19%	21%	13%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	77%	**69%**	50%	63%	75%	-	-	-	63%	44%	*	72%	60%	53%	52%
	2019	81%	82%	**78%**	64%	74%	81%	-	*	-	89%	59%	*	77%	81%	72%	59%
At Meets Grade Level or Above	2021	49%	56%	**43%**	19%	39%	48%	-	-	-	50%	32%	*	44%	40%	33%	28%
	2019	55%	59%	**49%**	32%	41%	58%	-	*	-	37%	24%	*	48%	52%	42%	23%
At Masters Grade Level	2021	29%	35%	**24%**	13%	22%	27%	-	-	-	13%	12%	*	25%	21%	22%	16%
	2019	33%	38%	**26%**	14%	20%	31%	-	*	-	26%	11%	*	25%	28%	19%	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.

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

	School Year	State	Region13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject
Grade 4 ELA/Reading	2019	61	62	**51**	50	58	48	-	-	-	40	38	*	54	38	49	61
	2018	63	65	**69**	83	74	66	-	*	-	60	50	-	70	69	71	73
Grade 4 Mathematics	2019	65	66	**61**	59	57	63	-	-	-	80	71	*	63	57	59	47
	2018	65	64	**59**	86	46	66	-	*	-	42	40	-	61	56	53	44
Grade 5 ELA/Reading	2019	81	81	**76**	80	66	82	-	-	-	88	65	*	74	80	69	63
	2018	80	80	**71**	83	79	65	-	-	-	*	42	*	70	74	76	95
Grade 5 Mathematics	2019	83	84	**86**	90	81	90	-	-	-	88	90	*	85	91	87	88
	2018	81	81	**79**	67	82	77	-	-	-	*	57	*	76	84	76	80
Grade 6 ELA/Reading	2019	42	43	**50**	8	55	49	-	-	-	60	50	*	49	50	46	54
	2018	47	49	**47**	55	49	47	-	*	-	*	45	*	50	38	46	38
Grade 6 Mathematics	2019	54	54	**45**	33	51	44	-	-	-	20	67	*	45	45	42	50
	2018	56	57	**47**	45	37	51	-	*	-	*	57	*	40	63	52	42
Grade 7 ELA/Reading	2019	77	76	**76**	68	66	82	*	*	-	*	67	*	79	63	67	53
	2018	76	76	**78**	83	79	76	-	*	-	88	88	*	75	95	80	77
Grade 7 Mathematics	2019	62	61	**65**	60	62	71	*	-	-	*	53	-	68	55	61	53
	2018	67	66	**62**	86	53	63	-	-	-	67	87	*	61	64	60	69
Grade 8 ELA/Reading	2019	77	79	**79**	83	77	82	-	*	-	65	59	*	81	70	76	65
	2018	79	80	**83**	100	75	85	-	-	-	80	60	*	83	82	85	69
Grade 8 Mathematics	2019	82	78	**70**	63	78	64	-	*	-	80	75	*	70	74	68	77
	2018	81	78	**69**	57	74	69	-	*	-	*	67	*	68	72	73	73
End of Course English II	2019	69	70	**66**	55	66	69	*	-	-	60	60	-	67	63	62	75
	2018	67	67	**71**	68	66	74	-	*	-	88	67	*	72	71	72	75
End of Course Algebra I	2019	75	71	**67**	50	69	68	-	*	-	50	46	*	67	64	65	75
	2018	72	72	**60**	40	64	64	*	-	-	50	28	*	60	62	53	67
All Grades Both Subjects	2019	69	69	**66**	59	66	67	*	*	-	67	62	67	67	62	63	63
	2018	69	70	**66**	67	64	67	*	64	-	67	58	48	65	68	66	63
All Grades ELA/Reading	2019	68	69	**66**	58	64	68	*	*	-	67	58	63	68	60	62	61
	2018	69	70	**70**	76	70	69	-	*	-	73	61	50	70	70	71	68
All Grades Mathematics	2019	70	69	**66**	59	67	66	*	*	-	67	66	71	67	64	64	65
	2018	70	70	**62**	58	59	65	*	*	-	61	55	46	61	66	60	59

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Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

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

	School Year	State	Region 13	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%	69%	**69%**	-	-	-	-	-	-	41%	44%	39%	-	50%	72%	41%	92%
	2019	78%	79%	**75%**	-	-	-	-	-		45%	48%	43%		100%		47%	
At Meets Grade Level or Above	2021	41%	45%	**44%**	-	-	-	-	-	-	20%	20%	20%	-	13%	46%	20%	65%
	2019	50%	53%	**45%**	-	-	-	-	-		17%	27%	9%		100%		19%	
At Masters Grade Level	2021	18%	21%	**18%**	-	-	-	-	-	-	6%	9%	4%	-	0%	19%	6%	23%
	2019	24%	27%	**19%**	-	-	-	-	-		7%	13%	2%		0%		7%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	70%	**68%**	-	-	-	-	-	-	35%	37%	34%	-	*	71%	35%	100%
	2019	75%	77%	**74%**	-	-	-	-	-		41%	44%	39%		*		43%	
At Meets Grade Level or Above	2021	45%	48%	**45%**	-	-	-	-	-	-	21%	21%	21%	-	*	47%	20%	73%
	2019	48%	53%	**47%**	-	-	-	-	-		18%	26%	12%		*		20%	
At Masters Grade Level	2021	18%	21%	**17%**	-	-	-	-	-	-	8%	13%	4%	-	*	18%	7%	23%
	2019	21%	24%	**18%**	-	-	-	-	-		3%	7%	0%		*		3%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	66%	**71%**	-	-	-	-	-	-	54%	55%	52%	-	*	72%	54%	90%
	2019	82%	81%	**78%**	-	-	-	-	-		54%	58%	50%		*		56%	
At Meets Grade Level or Above	2021	37%	39%	**44%**	-	-	-	-	-	-	25%	26%	24%	-	*	45%	25%	65%
	2019	52%	53%	**44%**	-	-	-	-	-		18%	26%	8%		*		20%	
At Masters Grade Level	2021	18%	19%	**19%**	-	-	-	-	-	-	5%	11%	0%	-	*	21%	5%	20%
	2019	26%	28%	**18%**	-	-	-	-	-		11%	21%	0%		*		11%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	59%	**60%**	-	-	-	-	-	-	27%	17%	40%	-	*	63%	26%	*
	2019	68%	69%	**61%**	-	-	-	-	-		19%	14%	23%		*		21%	
At Meets Grade Level or Above	2021	30%	32%	**33%**	-	-	-	-	-	-	14%	0%	30%	-	*	35%	13%	*
	2019	38%	41%	**37%**	-	-	-	-	-		15%	14%	15%		*		18%	
At Masters Grade Level	2021	9%	11%	**9%**	-	-	-	-	-	-	9%	0%	20%	-	*	9%	9%	*
	2019	14%	17%	**14%**	-	-	-	-	-		7%	0%	15%		*		7%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	73%	**76%**	-	-	-	-	-	-	45%	56%	35%	-	*	78%	47%	88%
	2019	81%	82%	**82%**	-	-	-	-	-		58%	63%	53%		-		58%	
At Meets Grade Level or Above	2021	44%	48%	**48%**	-	-	-	-	-	-	15%	19%	12%	-	*	51%	15%	63%
	2019	54%	58%	**44%**	-	-	-	-	-		23%	44%	0%		-		23%	
At Masters Grade Level	2021	20%	23%	**18%**	-	-	-	-	-	-	3%	0%	6%	-	*	19%	3%	25%
	2019	25%	29%	**20%**	-	-	-	-	-		10%	19%	0%		-		10%	
All Grades Social Studies																		

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

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

	School Year	State	Region 13	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%	77%	**69%**	-	-	-	-	-	-	17%	-	17%	-	-	71%	17%	87%
	2019	81%	82%	**78%**	-	-	-	-	-		47%	-	47%		-		47%	
At Meets Grade Level or Above	2021	49%	56%	**43%**	-	-	-	-	-	-	8%	-	8%	-	-	44%	8%	53%
	2019	55%	59%	**49%**	-	-	-	-	-		0%	-	0%		-		0%	
At Masters Grade Level	2021	29%	35%	**24%**	-	-	-	-	-	-	0%	-	0%	-	-	24%	0%	33%
	2019	33%	38%	**26%**	-	-	-	-	-		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.

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

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	77%	**99%**	100%	98%	99%	*	100%	*	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	83%	73%	**94%**	97%	92%	95%	*	100%	*	95%	94%	96%	97%	86%	94%	90%
Not Included in Accountability: Mobile	3%	3%	**5%**	3%	6%	4%	*	0%	*	5%	4%	4%	2%	12%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	2%	0%	0%	0%	0%	2%
Not Tested	12%	23%	**1%**	0%	2%	1%	*	0%	*	0%	1%	0%	1%	1%	1%	1%
Absent	2%	5%	**1%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	10%	18%	**1%**	0%	1%	1%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	97%	94%	96%	100%	90%	-	99%	99%	96%	98%	90%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	3%	5%	4%	0%	10%	-	1%	0%	4%	2%	10%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	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%	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.

	State	Region 13	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%	98.4%	**98.7%**	98.3%	98.6%	98.8%	*	99.7%	*	97.8%	98.4%	98.4%	98.9%
2018-19	95.4%	95.6%	**95.5%**	95.2%	95.4%	95.6%	*	97.0%	-	95.1%	95.1%	95.0%	95.8%
Chronic Absenteeism													
2019-20	6.7%	6.9%	**7.3%**	16.4%	6.9%	6.1%	20.0%	8.3%	*	9.6%	9.5%	9.4%	4.5%
2018-19	11.4%	10.5%	**11.6%**	17.6%	11.3%	11.0%	*	0.0%	-	15.4%	13.6%	13.4%	9.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.5%	**0.8%**	0.0%	1.1%	0.9%	*	*	*	0.0%	1.1%	1.0%	0.0%
2018-19	1.9%	1.4%	**1.2%**	0.0%	3.6%	0.3%	*	*	-	0.0%	1.4%	1.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.1%	**94.3%**	100.0%	91.7%	94.6%	*	*	-	100.0%	86.7%	96.9%	*
Received TxCHSE	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.9%	3.6%	**2.4%**	0.0%	2.1%	3.6%	*	*	-	0.0%	13.3%	1.5%	*
Dropped Out	5.4%	4.0%	**3.3%**	0.0%	6.3%	1.8%	*	*	-	0.0%	0.0%	1.5%	*
Graduates and TxCHSE	90.7%	92.3%	**94.3%**	100.0%	91.7%	94.6%	*	*	-	100.0%	86.7%	96.9%	*
Graduates, TxCHSE, and Continuers	94.6%	96.0%	**96.7%**	100.0%	93.8%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Class of 2019													
Graduated	90.0%	92.6%	**96.4%**	100.0%	85.7%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Received TxCHSE	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	3.0%	**1.4%**	0.0%	5.7%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	4.0%	**2.2%**	0.0%	8.6%	0.0%	-	*	-	0.0%	0.0%	3.6%	*
Graduates and TxCHSE	90.4%	93.0%	**96.4%**	100.0%	85.7%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Graduates, TxCHSE, and Continuers	94.1%	96.0%	**97.8%**	100.0%	91.4%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	93.8%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.3%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	4.2%	**1.5%**	0.0%	6.1%	0.0%	-	*	-	0.0%	0.0%	3.6%	*
Graduates and TxCHSE	92.6%	94.4%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Graduates, TxCHSE, and Continuers	93.9%	95.8%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*

	State	Region 13	District	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%	94.0%	**96.6%**	100.0%	97.1%	97.1%	*	-	-	80.0%	100.0%	98.1%	*
Received TxCHSE	0.6%	0.6%	**0.8%**	0.0%	0.0%	1.4%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	1.1%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	4.2%	**2.5%**	0.0%	2.9%	1.4%	*	-	-	20.0%	0.0%	1.9%	*
Graduates and TxCHSE	92.8%	94.7%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
Graduates, TxCHSE, and Continuers	93.9%	95.8%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	94.2%	**96.6%**	100.0%	97.1%	97.1%	*	-	-	80.0%	100.0%	98.1%	*
Received TxCHSE	0.7%	0.7%	**0.8%**	0.0%	0.0%	1.4%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	4.3%	**2.5%**	0.0%	2.9%	1.4%	*	-	-	20.0%	0.0%	1.9%	*
Graduates and TxCHSE	93.3%	95.0%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
Graduates, TxCHSE, and Continuers	93.9%	95.7%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
Class of 2017													
Graduated	92.4%	93.9%	**96.2%**	100.0%	96.9%	95.1%	-	-	*	*	54.5%	95.5%	*
Received TxCHSE	0.7%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.8%	**0.8%**	0.0%	0.0%	1.2%	-	-	*	*	9.1%	0.0%	*
Dropped Out	6.3%	4.5%	**3.1%**	0.0%	3.1%	3.7%	-	-	*	*	36.4%	4.5%	*
Graduates and TxCHSE	93.2%	94.7%	**96.2%**	100.0%	96.9%	95.1%	-	-	*	*	54.5%	95.5%	*
Graduates, TxCHSE, and Continuers	93.7%	95.5%	**96.9%**	100.0%	96.9%	96.3%	-	-	*	*	63.6%	95.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	**92.1%**	84.6%	89.8%	94.6%	*	*	-	100.0%	72.2%	94.0%	*
Class of 2019	90.0%	92.6%	**93.1%**	100.0%	81.6%	96.7%	-	*	-	100.0%	72.2%	94.8%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	18.8%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	15.4%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	4.6%	**4.3%**	9.1%	6.8%	1.9%	*	*	-	0.0%	7.7%	4.8%	*
Class of 2019	4.2%	2.1%	**6.8%**	10.0%	6.9%	7.0%	-	*	-	0.0%	10.0%	7.7%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	83.7%	**69.0%**	54.5%	59.1%	77.4%	*	*	-	83.3%	7.7%	65.1%	*
Class of 2019	83.5%	87.3%	**71.2%**	50.0%	75.9%	70.9%	-	*	-	80.0%	30.0%	61.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	88.1%	**73.3%**	63.6%	65.9%	79.2%	*	*	-	83.3%	15.4%	69.8%	*
Class of 2019	87.6%	89.1%	**78.0%**	60.0%	82.8%	77.9%	-	*	-	80.0%	40.0%	69.2%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	4.7%	*	-	-	*	-	-	-	-	*	-	-
2018-19	32.7%	7.5%	*	-	-	*	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	4.8%	**4.3%**	9.1%	6.4%	2.0%	*	*	-	0.0%	7.1%	4.9%	0.0%
2018-19	4.4%	2.1%	**7.5%**	10.0%	10.7%	6.7%	-	*	-	0.0%	9.1%	9.1%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	82.2%	**70.7%**	54.5%	57.4%	84.3%	*	*	-	80.0%	7.1%	67.2%	60.0%
2018-19	82.1%	86.0%	**67.9%**	50.0%	71.4%	67.4%	-	*	-	80.0%	27.3%	56.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	85.9%	**73.7%**	63.6%	63.8%	83.0%	*	*	-	80.0%	12.5%	72.1%	60.0%
2018-19	85.9%	87.2%	**74.8%**	60.0%	82.1%	73.3%	-	*	-	80.0%	33.3%	64.3%	*

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	118	100.0%	360,220	100.0%
By Ethnicity:				
African American	11	9.3%	44,729	12.4%
Hispanic	47	39.8%	184,060	51.1%
White	53	44.9%	105,215	29.2%
American Indian	1	0.8%	1,226	0.3%
Asian	1	0.8%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	5	4.2%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	2	1.7%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	29	24.6%	49,535	13.8%
Foundation H.S. Program (Endorsement)	5	4.2%	15,689	4.4%
Foundation H.S. Program (DLA)	82	69.5%	292,532	81.2%
Special Education Graduates	16	13.6%	29,018	8.1%
Economically Disadvantaged Graduates	61	51.7%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	4.2%	29,639	8.2%
At-Risk Graduates	58	49.2%	148,836	41.3%

2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

Academic Year	State	Region 13	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%	71.1%	**59.3%**	36.4%	53.2%	64.2%	*	*	-	100.0%	68.8%	52.5%	40.0%
2018-19	72.9%	78.3%	**82.8%**	55.0%	79.3%	86.8%	-	*	-	80.0%	64.3%	71.6%	*
					College Ready Graduates								
College Ready (Annual Graduates)													
2019-20	53.4%	63.7%	**37.3%**	18.2%	25.5%	45.3%	*	*	-	80.0%	0.0%	24.6%	0.0%
2018-19	53.0%	63.5%	**47.4%**	10.0%	41.4%	52.7%	-	*	-	60.0%	0.0%	25.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	72.8%	**37.3%**	9.1%	34.0%	41.5%	*	*	-	60.0%	6.3%	29.5%	0.0%
2018-19	60.7%	72.2%	**46.0%**	10.0%	44.8%	49.5%	-	*	-	60.0%	0.0%	25.9%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	62.3%	**33.1%**	9.1%	23.4%	39.6%	*	*	-	80.0%	0.0%	23.0%	0.0%
2018-19	48.6%	61.8%	**47.4%**	10.0%	48.3%	49.5%	-	*	-	60.0%	0.0%	31.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	58.3%	**27.1%**	0.0%	17.0%	35.8%	*	*	-	60.0%	0.0%	16.4%	0.0%
2018-19	44.2%	57.9%	**38.7%**	10.0%	37.9%	40.7%	-	*	-	60.0%	0.0%	24.1%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	30.3%	**8.5%**	0.0%	8.5%	7.5%	*	*	-	20.0%	0.0%	4.9%	0.0%
2018-19	21.1%	31.2%	**8.0%**	0.0%	10.3%	6.6%	-	*	-	20.0%	0.0%	6.9%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	22.4%	**26.3%**	18.2%	17.0%	30.2%	*	*	-	60.0%	0.0%	13.1%	0.0%
2018-19	23.1%	19.2%	**38.7%**	10.0%	34.5%	41.8%	-	*	-	60.0%	0.0%	19.0%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	11.2%	**0.8%**	0.0%	0.0%	1.9%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	8.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
					Career / Military Ready Graduates								
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	17.5%	**27.1%**	18.2%	36.2%	22.6%	*	*	-	20.0%	68.8%	34.4%	40.0%
2018-19	40.4%	37.8%	**53.6%**	50.0%	55.2%	53.8%	-	*	-	30.0%	64.3%	54.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	11.4%	**21.2%**	18.2%	25.5%	18.9%	*	*	-	20.0%	25.0%	26.2%	40.0%

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	10.8%	**32.8%**	20.0%	34.5%	33.0%	-	*	-	20.0%	28.6%	31.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.6%	**7.6%**	9.1%	14.9%	1.9%	*	*	-	0.0%	56.3%	11.5%	20.0%
2018-19	2.3%	2.4%	**0.0%**	0.0%	0.0%	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%	4.1%	**1.7%**	0.0%	2.1%	1.9%	*	*	-	0.0%	12.5%	1.6%	0.0%
2018-19	2.7%	3.2%	**2.9%**	0.0%	3.4%	2.2%	-	*	-	20.0%	28.6%	3.4%	*

	Academic Year	State	Region 13	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%	35.6%	**20.3%**	9.1%	21.3%	20.8%	*	*	-	40.0%	6.3%	21.3%	0.0%
	2018-19	33.4%	40.9%	**6.6%**	10.0%	3.4%	7.7%	-	*	-	0.0%	0.0%	5.2%	*
Mathematics	2019-20	21.2%	29.4%	**20.3%**	9.1%	12.8%	22.6%	*	*	-	80.0%	0.0%	18.0%	0.0%
	2018-19	24.7%	33.8%	**16.1%**	10.0%	10.3%	17.6%	-	*	-	20.0%	0.0%	10.3%	*
Both Subjects	2019-20	16.4%	20.6%	**11.0%**	0.0%	6.4%	15.1%	*	*	-	40.0%	0.0%	9.8%	0.0%
	2018-19	18.8%	25.4%	**4.4%**	10.0%	0.0%	5.5%	-	*	-	0.0%	0.0%	3.4%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	8.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2018-19	5.1%	5.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Mathematics	2019-20	9.7%	8.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2018-19	7.3%	6.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	2.8%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2018-19	2.6%	1.6%	**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%	28.8%	**6.9%**	4.0%	7.1%	6.0%	*	*	-	16.7%	0.0%	4.5%	0.0%
	2019	25.2%	32.0%	**9.5%**	0.0%	3.8%	13.0%	*	*	-	18.2%	0.0%	5.1%	0.0%
English Language Arts	2020	12.7%	16.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	14.5%	19.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2020	6.4%	10.6%	**4.2%**	0.0%	5.9%	3.7%	*	*	-	0.0%	0.0%	3.0%	0.0%
	2019	7.4%	12.3%	**9.5%**	0.0%	3.8%	13.0%	*	*	-	18.2%	0.0%	5.1%	0.0%
Science	2020	9.4%	13.8%	**5.4%**	4.0%	4.7%	4.5%	*	*	-	16.7%	0.0%	3.8%	0.0%
	2019	10.4%	14.5%	**1.1%**	0.0%	0.0%	1.4%	*	*	-	0.0%	0.0%	0.7%	0.0%
Social Studies	2020	12.4%	15.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	17.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	72.0%	**61.1%**	*	66.7%	62.5%	-	*	-	*	-	50.0%	-
	2019	51.0%	64.6%	**44.0%**	-	*	31.6%	-	*	-	*	-	57.1%	-
English Language Arts	2020	50.1%	65.0%	**-**	-	-	-	-	*	-	-	-	-	-
	2019	41.2%	56.8%	**-**	-	-	-	-	*	-	-	-	-	-
Mathematics	2020	56.5%	67.7%	**81.8%**	-	80.0%	80.0%	-	*	-	-	-	*	-
	2019	52.2%	62.9%	**44.0%**	-	*	31.6%	-	*	-	*	-	57.1%	-
Science	2020	47.6%	61.6%	**35.7%**	*	*	33.3%	-	*	-	*	-	20.0%	-
	2019	40.6%	55.9%	*****	-	-	*	-	*	-	-	-	*	-

	Academic Year	State	Region 13	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%	68.7%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	59.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	84.3%	**35.6%**	36.4%	31.9%	35.8%	*	*	-	40.0%	6.3%	26.2%	0.0%
	2018-19	75.0%	79.0%	**60.6%**	30.0%	55.2%	64.8%	-	*	-	60.0%	7.1%	45.6%	*
At/Above Criterion for All Examinees	2019-20	35.7%	48.1%	**42.9%**	*	33.3%	57.9%	*	*	-	*	*	18.8%	-
	2018-19	36.1%	48.9%	**51.8%**	*	62.5%	50.8%	-	*	-	*	*	42.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1066	**1068**	*	1028	1123	*	*	-	*	*	978	-
	2018-19	1027	1089	**1069**	*	1068	1076	-	*	-	*	*	1038	-
English Language Arts and Writing	2019-20	513	537	**538**	*	528	563	*	*	-	*	*	490	-
	2018-19	517	547	**534**	*	527	540	-	*	-	*	*	515	-
Mathematics	2019-20	506	529	**530**	*	501	561	*	*	-	*	*	488	-
	2018-19	510	542	**534**	*	541	536	-	*	-	*	*	523	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	23.2	**20.4**	*	20.0	21.6	-	-	-	-	-	17.9	-
	2018-19	20.6	22.0	**21.5**	*	21.6	21.7	-	-	-	*	-	20.8	-
English Language Arts	2019-20	19.9	23.1	**20.1**	*	19.7	21.5	-	-	-	-	-	18.3	-
	2018-19	20.3	21.8	**21.4**	*	21.3	21.5	-	-	-	*	-	20.3	-
Mathematics	2019-20	20.1	22.7	**20.1**	*	19.5	21.3	-	-	-	-	-	17.1	-
	2018-19	20.4	21.9	**21.1**	*	21.4	21.5	-	-	-	*	-	20.6	-
Science	2019-20	20.5	23.2	**21.1**	*	20.5	22.0	-	-	-	-	-	17.9	-
	2018-19	20.8	22.1	**21.5**	*	22.3	21.6	-	-	-	*	-	21.7	-

	Academic Year	State	Region 13	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%	48.9%	**32.8%**	31.8%	31.8%	34.2%	*	*	*	25.0%	37.2%	31.8%	25.0%
	2018-19	44.6%	48.4%	**32.9%**	27.3%	31.8%	33.0%	*	*	-	40.0%	32.4%	29.1%	9.5%
English Language Arts	2019-20	18.2%	20.8%	**13.6%**	16.3%	10.7%	15.2%	*	*	*	4.2%	10.7%	10.5%	8.3%
	2018-19	17.8%	21.3%	**14.2%**	0.0%	12.2%	15.7%	*	*	-	26.3%	6.0%	7.2%	0.0%
Mathematics	2019-20	20.7%	22.8%	**20.0%**	21.1%	20.4%	19.9%	*	*	*	13.6%	7.7%	18.8%	4.5%
	2018-19	20.4%	22.9%	**22.1%**	8.6%	19.6%	22.9%	*	*	-	41.2%	2.1%	16.7%	0.0%
Science	2019-20	22.4%	23.8%	**22.4%**	16.7%	24.2%	21.6%	*	*	*	25.0%	24.6%	22.0%	17.4%
	2018-19	21.7%	21.7%	**26.7%**	30.8%	23.1%	27.5%	*	*	-	25.0%	29.3%	23.9%	10.5%
Social Studies	2019-20	24.6%	27.3%	**10.2%**	4.7%	5.9%	13.1%	*	*	*	8.3%	0.0%	5.4%	0.0%
	2018-19	23.6%	28.0%	**13.5%**	0.0%	11.1%	14.8%	*	*	-	30.0%	0.0%	6.5%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	57.1%	**66.1%**	54.5%	66.0%	67.9%	*	*	-	100.0%	56.3%	70.5%	60.0%
	2018-19	59.0%	53.9%	**62.0%**	80.0%	58.6%	62.6%	-	*	-	40.0%	78.6%	63.8%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	51.8%	**44.5%**	20.0%	37.9%	49.5%	-	*	-	40.0%	21.4%	31.6%	*
	2017-18	53.4%	51.9%	**48.4%**	60.0%	36.1%	50.7%	*	-	-	*	16.7%	32.7%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	46.7%	**13.2%**	-	0.0%	16.7%	-	*	-	*	-	11.1%	-
	2017-18	60.7%	73.8%	**67.9%**	60.0%	75.0%	68.6%	*	-	-	*	*	70.6%	-

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,746	100.0%	5,359,040	100.0%	1,753	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	3	0.2%	13,855	0.3%	9	0.5%	20,991	0.4%
Pre-Kindergarten	37	2.1%	196,560	3.7%	37	2.1%	197,093	3.7%
Kindergarten	114	6.5%	360,865	6.7%	114	6.5%	361,349	6.7%
Grade 1	124	7.1%	380,973	7.1%	124	7.1%	381,403	7.1%
Grade 2	125	7.2%	379,725	7.1%	125	7.1%	380,122	7.1%
Grade 3	127	7.3%	380,802	7.1%	128	7.3%	381,135	7.1%
Grade 4	115	6.6%	385,090	7.2%	115	6.6%	385,364	7.2%
Grade 5	110	6.3%	395,436	7.4%	110	6.3%	395,649	7.4%
Grade 6	138	7.9%	414,197	7.7%	138	7.9%	414,357	7.7%
Grade 7	135	7.7%	421,222	7.9%	135	7.7%	421,347	7.8%
Grade 8	134	7.7%	422,386	7.9%	134	7.6%	422,505	7.9%
Grade 9	154	8.8%	436,396	8.1%	154	8.8%	436,523	8.1%
Grade 10	143	8.2%	420,502	7.8%	143	8.2%	420,705	7.8%
Grade 11	150	8.6%	388,143	7.2%	150	8.6%	388,443	7.2%
Grade 12	137	7.8%	362,888	6.8%	137	7.8%	364,600	6.8%
Ethnic Distribution:								
African American	118	6.8%	680,285	12.7%	118	6.7%	681,401	12.7%
Hispanic	593	34.0%	2,835,771	52.9%	594	33.9%	2,840,982	52.9%
White	947	54.2%	1,418,789	26.5%	951	54.2%	1,424,251	26.5%
American Indian	3	0.2%	18,712	0.3%	3	0.2%	18,755	0.3%
Asian	12	0.7%	253,856	4.7%	12	0.7%	254,163	4.7%
Pacific Islander	1	0.1%	8,259	0.2%	1	0.1%	8,271	0.2%
Two or More Races	72	4.1%	143,368	2.7%	74	4.2%	143,763	2.7%
Sex:								
Female	874	50.1%	2,620,239	48.9%	876	50.0%	2,624,722	48.9%
Male	872	49.9%	2,738,801	51.1%	877	50.0%	2,746,864	51.1%
Economically Disadvantaged	986	56.5%	3,229,178	60.3%	989	56.4%	3,233,417	60.2%
Non-Educationally Disadvantaged	760	43.5%	2,129,862	39.7%	764	43.6%	2,138,169	39.8%
Section 504 Students	168	9.6%	387,490	7.2%	168	9.6%	387,622	7.2%
EB Students/EL	143	8.2%	1,108,207	20.7%	143	8.2%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	36	1.8%	66,833	1.2%				
Students w/ Dyslexia	93	5.3%	241,070	4.5%	93	5.3%	241,197	4.5%
Foster Care	3	0.2%	17,033	0.3%	3	0.2%	17,090	0.3%

Student Information	Membership				Enrollment			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	13	0.7%	57,709	1.1%	13	0.7%	57,811	1.1%
Immigrant	0	0.0%	108,025	2.0%	0	0.0%	108,092	2.0%
Migrant	8	0.5%	16,657	0.3%	8	0.5%	16,733	0.3%
Title I	1,742	99.8%	3,457,855	64.5%	1,749	99.8%	3,464,887	64.5%
Military Connected	89	5.1%	144,596	2.7%	89	5.1%	144,683	2.7%
At-Risk	585	33.5%	2,634,284	49.2%	585	33.4%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	140	8.0%	1,123,936	21.0%	140	8.0%	1,124,413	20.9%
Gifted and Talented Education	125	7.2%	443,781	8.3%	125	7.1%	443,849	8.3%
Special Education	216	12.4%	595,885	11.1%	223	12.7%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	216		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	95	44.0%	253,352	42.5%				
Students with Physical Disabilities	40	18.5%	127,106	21.3%				
Students with Autism	36	16.7%	83,737	14.1%				
Students with Behavioral Disabilities	40	18.5%	122,624	20.6%				
Students with Non-Categorical Early Childhood	5	2.3%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	184	10.5%	726,083	13.8%				
By Ethnicity:								
African American	19	1.1%	148,832	2.8%				
Hispanic	70	4.0%	372,491	7.1%				
White	80	4.6%	160,748	3.1%				
American Indian	1	0.1%	2,944	0.1%				
Asian	0	0.0%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	14	0.8%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	24	10.0%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	16	12.0%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	116	12.1%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	178	13.7%	700,130	16.6%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.0%	1.4%	0.0%	4.8%
Grade 1	6.0%	1.9%	4.8%	3.2%
Grade 2	0.9%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	5.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.8%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	2.4%	4.7%	8.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.3%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	16.1	17.7
Grade 1	17.6	18.0
Grade 2	17.3	18.0
Grade 3	15.5	18.2
Grade 4	16.1	18.3
Grade 5	17.8	19.8
Grade 6	17.9	19.4
Secondary:		
English/Language Arts	15.5	15.7
Foreign Languages	23.9	17.8
Mathematics	14.8	16.9
Science	15.5	17.9
Social Studies	15.6	18.3

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	260.5	100.0%	745,316.3	100.0%
Professional Staff:	167.9	64.5%	479,219.1	64.3%
Teachers	133.6	51.3%	369,395.4	49.6%
Professional Support	21.3	8.2%	78,787.8	10.6%
Campus Administration (School Leadership)	8.0	3.1%	22,378.5	3.0%
Central Administration	5.0	1.9%	8,657.4	1.2%
Educational Aides:	37.4	14.4%	79,348.7	10.6%
Auxiliary Staff:	55.2	21.2%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	4,290.0	n/a
Part-time Librarians	2.0	n/a	582.0	n/a
Full-time Counselors	5.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	44.5	17.1%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	5.8	4.3%	41,186.3	11.1%
Hispanic	13.0	9.7%	104,985.0	28.4%
White	110.9	83.0%	210,367.3	56.9%
American Indian	1.0	0.7%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	3.0	2.2%	4,320.9	1.2%
Teachers by Sex:				
Males	28.5	21.3%	88,006.1	23.8%
Females	105.2	78.7%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	99.7	74.6%	269,818.0	73.0%
Masters	33.9	25.4%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.0	7.4%	24,880.4	6.7%
1-5 Years Experience	36.3	27.2%	102,753.7	27.8%
6-10 Years Experience	31.0	23.2%	74,854.8	20.3%
11-20 Years Experience	33.9	25.4%	107,653.1	29.1%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	18.5	13.8%	47,975.4	13.0%
Over 30 Years Experience	4.0	3.0%	11,278.0	3.1%
Number of Students per Teacher	13.1	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	2.0	6.4
Average Years Experience of Principals with District	2.0	5.5
Average Years Experience of Assistant Principals	4.8	5.5
Average Years Experience of Assistant Principals with District	2.8	4.8
Average Years Experience of Teachers:	11.3	11.2
Average Years Experience of Teachers with District:	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$43,748	$50,849
1-5 Years Experience	$47,397	$53,288
6-10 Years Experience	$48,970	$56,282
11-20 Years Experience	$54,211	$59,900
21-30 Years Experience	$61,686	$64,637
Over 30 Years Experience	$63,085	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$51,666	$57,641
Professional Support	$59,515	$68,030
Campus Administration (School Leadership)	$74,872	$83,424
Central Administration	$103,009	$109,662
Instructional Staff Percent:	65.4%	64.6%
Turnover Rate for Teachers:	22.0%	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

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	0.4%	22,870.6	6.2%
Career and Technical Education	5.2	3.9%	18,987.7	5.1%
Compensatory Education	6.0	4.5%	10,226.9	2.8%
Gifted and Talented Education	0.1	0.1%	6,558.4	1.8%
Regular Education	104.4	78.1%	262,447.1	71.0%
Special Education	17.5	13.1%	34,862.5	9.4%
Other	0.0	0.0%	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.)

Smithville High School Campus Data

2020-2021

Texas Academic Performance Report

2020-21 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE H S

Campus Number: 011904002

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP 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)	Continu- ously Enrolled	Non- Continu- ously 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%	63%	**63%**	42%	54%	70%	-	*	-	80%	25%	-	67%	52%	55%	37%
	2019	68%	78%	**78%**	71%	69%	82%	-	-	-	88%	50%	-	77%	79%	71%	57%
At Meets Grade Level or Above	2021	50%	48%	**48%**	25%	40%	55%	-	*	-	40%	10%	-	53%	35%	40%	26%
	2019	50%	58%	**58%**	29%	51%	65%	-	-	-	63%	43%	-	55%	64%	50%	38%
At Masters Grade Level	2021	12%	10%	**10%**	0%	4%	15%	-	*	-	20%	5%	-	12%	7%	7%	0%
	2019	11%	11%	**11%**	0%	7%	14%	-	-	-	13%	7%	-	14%	4%	8%	5%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	74%	**74%**	85%	68%	77%	-	*	-	67%	55%	*	74%	74%	65%	40%
	2019	68%	72%	**72%**	60%	67%	77%	*	-	-	71%	27%	-	74%	67%	71%	50%
At Meets Grade Level or Above	2021	57%	54%	**54%**	54%	48%	59%	-	*	-	44%	30%	*	54%	56%	43%	20%
	2019	49%	49%	**49%**	27%	36%	59%	*	-	-	57%	23%	-	47%	56%	40%	17%
At Masters Grade Level	2021	11%	7%	**7%**	0%	2%	10%	-	*	-	11%	0%	*	8%	3%	4%	0%
	2019	8%	8%	**8%**	0%	2%	13%	*	-	-	0%	9%	-	8%	8%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	77%	**71%**	50%	61%	82%	-	-	-	*	42%	-	73%	69%	59%	38%
	2019	85%	85%	**82%**	88%	72%	87%	-	-	-	80%	50%	-	87%	73%	78%	77%
At Meets Grade Level or Above	2021	41%	49%	**39%**	40%	34%	44%	-	-	-	*	21%	-	42%	31%	34%	19%
	2019	61%	47%	**39%**	13%	44%	39%	-	-	-	40%	36%	-	39%	38%	37%	46%
At Masters Grade Level	2021	23%	25%	**13%**	10%	7%	19%	-	-	-	*	0%	-	17%	6%	11%	0%
	2019	37%	20%	**12%**	0%	13%	14%	-	-	-	0%	21%	-	9%	18%	13%	8%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	82%	**82%**	69%	83%	83%	-	*	-	83%	89%	-	84%	78%	79%	60%
	2019	88%	88%	**88%**	81%	85%	90%	*	-	-	100%	73%	-	89%	86%	85%	67%
At Meets Grade Level or Above	2021	55%	58%	**58%**	31%	48%	67%	-	*	-	50%	44%	-	58%	58%	49%	33%
	2019	62%	48%	**48%**	44%	42%	51%	*	-	-	50%	20%	-	50%	41%	34%	33%
At Masters Grade Level	2021	22%	18%	**18%**	8%	10%	24%	-	*	-	17%	11%	-	20%	13%	14%	7%
	2019	25%	13%	**13%**	0%	15%	15%	*	-	-	0%	0%	-	13%	10%	7%	8%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP 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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	90%	**90%**	67%	87%	93%	-	-	-	100%	45%	*	90%	88%	82%	75%
	2019	93%	92%	**92%**	83%	90%	93%	-	*	-	100%	74%	-	91%	94%	88%	78%
At Meets Grade Level or Above	2021	69%	67%	**67%**	22%	58%	75%	-	-	-	80%	36%	*	66%	68%	61%	50%
	2019	73%	66%	**66%**	42%	54%	81%	-	*	-	67%	37%	-	66%	68%	58%	22%
At Masters Grade Level	2021	43%	41%	**41%**	11%	39%	46%	-	-	-	20%	18%	*	41%	41%	44%	33%
	2019	45%	38%	**38%**	8%	30%	47%	-	*	-	56%	16%	-	37%	39%	26%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	87%	**87%**	*	-	86%	-	-	-	-	-	-	86%	*	*	-
At Meets Grade Level or Above	2021	69%	60%	**60%**	*	-	57%	-	-	-	-	-	-	64%	*	*	-
At Masters Grade Level	2021	14%	7%	**7%**	*	-	7%	-	-	-	-	-	-	7%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**76%**	64%	70%	81%	-	*	-	79%	51%	*	78%	71%	68%	49%
	2019	78%	75%	**81%**	75%	76%	85%	*	*	-	89%	54%	-	83%	79%	78%	64%
At Meets Grade Level or Above	2021	41%	44%	**53%**	36%	45%	61%	-	*	-	46%	27%	*	55%	48%	45%	29%
	2019	50%	45%	**52%**	32%	46%	59%	*	*	-	57%	31%	-	52%	54%	44%	33%
At Masters Grade Level	2021	18%	18%	**17%**	5%	11%	22%	-	*	-	14%	6%	*	19%	13%	14%	7%
	2019	24%	19%	**16%**	2%	13%	19%	*	*	-	17%	11%	-	16%	14%	11%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	68%	**68%**	64%	61%	73%	-	*	-	71%	40%	*	71%	61%	60%	38%
	2019	75%	74%	**75%**	66%	68%	80%	*	-	-	80%	36%	-	75%	74%	71%	55%
At Meets Grade Level or Above	2021	45%	45%	**51%**	40%	44%	57%	-	*	-	43%	20%	*	54%	44%	42%	24%
	2019	48%	47%	**54%**	28%	44%	62%	*	-	-	60%	31%	-	51%	61%	45%	30%
At Masters Grade Level	2021	18%	17%	**8%**	0%	3%	12%	-	*	-	14%	3%	*	10%	5%	5%	0%
	2019	21%	18%	**9%**	0%	5%	14%	*	-	-	7%	8%	-	11%	5%	6%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	**73%**	55%	61%	83%	-	-	-	*	42%	-	74%	69%	60%	38%
	2019	82%	78%	**82%**	88%	72%	87%	-	-	-	80%	50%	-	87%	73%	78%	77%
At Meets Grade Level or Above	2021	37%	44%	**41%**	45%	34%	46%	-	-	-	*	21%	-	45%	31%	36%	19%
	2019	52%	44%	**39%**	13%	44%	39%	-	-	-	40%	36%	-	39%	38%	37%	46%

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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	19%	**13%**	9%	7%	17%	-	-	-	*	0%	-	15%	6%	11%	0%
	2019	26%	18%	**12%**	0%	13%	14%	-	-	-	0%	21%	-	9%	18%	13%	8%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	**82%**	69%	83%	83%	-	*	-	83%	89%	-	84%	78%	79%	60%
	2019	81%	82%	**88%**	81%	85%	90%	*	-	-	100%	73%	-	89%	86%	85%	67%
At Meets Grade Level or Above	2021	44%	48%	**58%**	31%	48%	67%	-	*	-	50%	44%	-	58%	58%	49%	33%
	2019	54%	44%	**48%**	44%	42%	51%	*	-	-	50%	20%	-	50%	41%	34%	33%
At Masters Grade Level	2021	20%	18%	**18%**	8%	10%	24%	-	*	-	17%	11%	-	20%	13%	14%	7%
	2019	25%	20%	**13%**	0%	15%	15%	*	-	-	0%	0%	-	13%	10%	7%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	69%	**90%**	67%	87%	93%	-	-	-	100%	45%	*	90%	88%	82%	75%
	2019	81%	78%	**92%**	83%	90%	93%	-	*	-	100%	74%	-	91%	94%	88%	78%
At Meets Grade Level or Above	2021	49%	43%	**67%**	22%	58%	75%	-	-	-	80%	36%	*	66%	68%	61%	50%
	2019	55%	49%	**66%**	42%	54%	81%	-	*	-	67%	37%	-	66%	68%	58%	22%
At Masters Grade Level	2021	29%	24%	**41%**	11%	39%	46%	-	-	-	20%	18%	*	41%	41%	44%	33%
	2019	33%	26%	**38%**	8%	30%	47%	-	*	-	56%	16%	-	37%	39%	26%	11%

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

- Indicates there are no students in the group.

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	66	**66**	55	66	69	*	-	-	60	60	-	67	63	62	75
	2018	67	71	**71**	68	66	74	-	*	-	88	67	*	72	71	72	75
End of Course Algebra I	2019	75	67	**62**	50	62	65	-	-	-	50	46	-	63	60	64	68
	2018	72	60	**47**	31	48	52	*	-	-	50	28	*	44	55	45	50
All Grades Both Subjects	2019	69	66	**64**	53	64	67	*	-	-	55	55	-	65	61	63	71
	2018	69	66	**61**	48	60	63	*	*	-	73	45	*	60	63	59	64
All Grades ELA/Reading	2019	68	66	**66**	55	66	69	*	-	-	60	60	-	67	63	62	75
	2018	69	70	**71**	68	66	74	-	*	-	88	67	*	72	71	72	75
All Grades Mathematics	2019	70	66	**62**	50	62	65	-	-	-	50	46	-	63	60	64	68
	2018	70	62	**47**	31	48	52	*	-	-	50	28	*	44	55	45	50

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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)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP 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%	69%	**76%**	-	-	-	-	-	-	35%	-	35%	-	*	79%	33%	95%
	2019	78%	75%	**81%**	-	-	-	-	-		51%	-	51%		-		51%	
At Meets Grade Level or Above	2021	41%	44%	**53%**	-	-	-	-	-	-	19%	-	19%	-	*	56%	19%	63%
	2019	50%	45%	**52%**	-	-	-	-	-		11%	-	11%		-		11%	
At Masters Grade Level	2021	18%	18%	**17%**	-	-	-	-	-	-	2%	-	2%	-	*	18%	2%	26%
	2019	24%	19%	**16%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	68%	**68%**	-	-	-	-	-	-	29%	-	29%	-	*	71%	28%	*
	2019	75%	74%	**75%**	-	-	-	-	-		36%	-	36%		-		36%	
At Meets Grade Level or Above	2021	45%	45%	**51%**	-	-	-	-	-	-	21%	-	21%	-	*	54%	20%	*
	2019	48%	47%	**54%**	-	-	-	-	-		14%	-	14%		-		14%	
At Masters Grade Level	2021	18%	17%	**8%**	-	-	-	-	-	-	0%	-	0%	-	*	9%	0%	*
	2019	21%	18%	**9%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	**73%**	-	-	-	-	-	-	31%	-	31%	-	*	78%	29%	*
	2019	82%	78%	**82%**	-	-	-	-	-		67%	-	67%		-		67%	
At Meets Grade Level or Above	2021	37%	44%	**41%**	-	-	-	-	-	-	15%	-	15%	-	*	44%	14%	*
	2019	52%	44%	**39%**	-	-	-	-	-		22%	-	22%		-		22%	
At Masters Grade Level	2021	18%	19%	**13%**	-	-	-	-	-	-	0%	-	0%	-	*	14%	0%	*
	2019	26%	18%	**12%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	**82%**	-	-	-	-	-	-	50%	-	50%	-	-	84%	50%	80%
	2019	81%	82%	**88%**	-	-	-	-	-		57%	-	57%		-		57%	
At Meets Grade Level or Above	2021	44%	48%	**58%**	-	-	-	-	-	-	20%	-	20%	-	-	60%	20%	60%
	2019	54%	44%	**48%**	-	-	-	-	-		0%	-	0%		-		0%	
At Masters Grade Level	2021	20%	18%	**18%**	-	-	-	-	-	-	10%	-	10%	-	-	19%	10%	0%
	2019	25%	20%	**13%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	69%	**90%**	-	-	-	-	-	-	40%	-	40%	-	-	91%	40%	100%
	2019	81%	78%	**92%**	-	-	-	-	-		71%	-	71%		-		71%	
At Meets Grade Level or Above	2021	49%	43%	**67%**	-	-	-	-	-	-	20%	-	20%	-	-	68%	20%	75%
	2019	55%	49%	**66%**	-	-	-	-	-		0%	-	0%		-		0%	
At Masters Grade Level	2021	29%	24%	**41%**	-	-	-	-	-	-	0%	-	0%	-	-	41%	0%	63%
	2019	33%	26%	**38%**	-	-	-	-	-		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.

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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	**97%**	100%	97%	97%	-	*	-	100%	98%	*	97%	97%	97%	98%
Included in Accountability	83%	94%	**91%**	95%	89%	92%	-	*	-	90%	91%	*	96%	79%	93%	85%
Not Included in Accountability: Mobile	3%	5%	**5%**	5%	6%	5%	-	*	-	10%	5%	*	1%	17%	4%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	*	-	0%	2%	*	1%	1%	1%	6%
Not Tested	12%	1%	**3%**	0%	3%	3%	-	*	-	0%	2%	*	3%	3%	3%	2%
Absent	2%	1%	**1%**	0%	1%	0%	-	*	-	0%	2%	*	0%	2%	0%	1%
Other	10%	1%	**2%**	0%	3%	3%	-	*	-	0%	0%	*	3%	2%	2%	1%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	100%	92%	97%	*	*	-	100%	98%	-	98%	90%	95%	92%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	5%	3%	*	*	-	0%	0%	-	1%	9%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	*	-	0%	2%	-	1%	1%	1%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	-	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	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%	98.7%	**98.5%**	98.0%	98.4%	98.5%	*	*	*	99.3%	98.2%	98.1%	98.7%
2018-19	95.4%	95.5%	**95.4%**	93.8%	95.2%	95.7%	*	*	-	96.3%	95.0%	94.7%	95.8%
Chronic Absenteeism													
2019-20	6.7%	7.3%	**10.8%**	19.1%	9.8%	10.7%	*	*	*	3.6%	12.2%	14.1%	7.7%
2018-19	11.4%	11.6%	**13.1%**	20.0%	14.5%	12.2%	*	*	-	5.0%	12.2%	16.6%	13.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	**0.8%**	0.0%	1.1%	0.9%	*	*	*	0.0%	1.1%	1.0%	0.0%
2018-19	1.9%	1.2%	**1.2%**	0.0%	3.6%	0.3%	*	*	-	0.0%	1.4%	1.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	**94.3%**	100.0%	91.7%	94.6%	*	*	-	100.0%	86.7%	96.9%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.9%	2.4%	**2.4%**	0.0%	2.1%	3.6%	*	*	-	0.0%	13.3%	1.5%	*
Dropped Out	5.4%	3.3%	**3.3%**	0.0%	6.3%	1.8%	*	*	-	0.0%	0.0%	1.5%	*
Graduates and TxCHSE	90.7%	94.3%	**94.3%**	100.0%	91.7%	94.6%	*	*	-	100.0%	86.7%	96.9%	*
Graduates, TxCHSE, and Continuers	94.6%	96.7%	**96.7%**	100.0%	93.8%	98.2%	*	*	-	100.0%	100.0%	98.5%	*
Class of 2019													
Graduated	90.0%	96.4%	**96.4%**	100.0%	85.7%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.7%	1.4%	**1.4%**	0.0%	5.7%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	5.9%	2.2%	**2.2%**	0.0%	8.6%	0.0%	-	*	-	0.0%	0.0%	3.6%	*
Graduates and TxCHSE	90.4%	96.4%	**96.4%**	100.0%	85.7%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Graduates, TxCHSE, and Continuers	94.1%	97.8%	**97.8%**	100.0%	91.4%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.5%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	1.5%	**1.5%**	0.0%	6.1%	0.0%	-	*	-	0.0%	0.0%	3.6%	*
Graduates and TxCHSE	92.6%	98.5%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*
Graduates, TxCHSE, and Continuers	93.9%	98.5%	**98.5%**	100.0%	93.9%	100.0%	-	*	-	100.0%	100.0%	96.4%	*

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP 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 2018													
Graduated	92.2%	96.6%	**96.6%**	100.0%	97.1%	97.1%	*	-	-	80.0%	100.0%	98.1%	*
Received TxCHSE	0.6%	0.8%	**0.8%**	0.0%	0.0%	1.4%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	2.5%	**2.5%**	0.0%	2.9%	1.4%	*	-	-	20.0%	0.0%	1.9%	*
Graduates and TxCHSE	92.8%	97.5%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
Graduates, TxCHSE, and Continuers	93.9%	97.5%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	96.6%	**96.6%**	100.0%	97.1%	97.1%	*	-	-	80.0%	100.0%	98.1%	*
Received TxCHSE	0.7%	0.8%	**0.8%**	0.0%	0.0%	1.4%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	2.5%	**2.5%**	0.0%	2.9%	1.4%	*	-	-	20.0%	0.0%	1.9%	*
Graduates and TxCHSE	93.3%	97.5%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
Graduates, TxCHSE, and Continuers	93.9%	97.5%	**97.5%**	100.0%	97.1%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
Class of 2017													
Graduated	92.4%	96.2%	**96.2%**	100.0%	96.9%	95.1%	-	-	*	*	54.5%	95.5%	*
Received TxCHSE	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.8%	**0.8%**	0.0%	0.0%	1.2%	-	-	*	*	9.1%	0.0%	*
Dropped Out	6.3%	3.1%	**3.1%**	0.0%	3.1%	3.7%	-	-	*	*	36.4%	4.5%	*
Graduates and TxCHSE	93.2%	96.2%	**96.2%**	100.0%	96.9%	95.1%	-	-	*	*	54.5%	95.5%	*
Graduates, TxCHSE, and Continuers	93.7%	96.9%	**96.9%**	100.0%	96.9%	96.3%	-	-	*	*	63.6%	95.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	**92.1%**	84.6%	89.8%	94.6%	*	*	-	100.0%	72.2%	94.0%	*
Class of 2019	90.0%	93.1%	**93.1%**	100.0%	81.6%	96.7%	-	*	-	100.0%	72.2%	94.8%	*
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%	4.3%	**4.3%**	9.1%	6.8%	1.9%	*	*	-	0.0%	7.7%	4.8%	*
Class of 2019	4.2%	6.8%	**6.8%**	10.0%	6.9%	7.0%	-	*	-	0.0%	10.0%	7.7%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	69.0%	**69.0%**	54.5%	59.1%	77.4%	*	*	-	83.3%	7.7%	65.1%	*
Class of 2019	83.5%	71.2%	**71.2%**	50.0%	75.9%	70.9%	-	*	-	80.0%	30.0%	61.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	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	87.8%	73.3%	**73.3%**	63.6%	65.9%	79.2%	*	*	-	83.3%	15.4%	69.8%	*
Class of 2019	87.6%	78.0%	**78.0%**	60.0%	82.8%	77.9%	-	*	-	80.0%	40.0%	69.2%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	*	-	-	*	-	-	-	-	*	-	-
2018-19	32.7%	*	*	-	-	*	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	4.3%	**4.3%**	9.1%	6.4%	2.0%	*	*	-	0.0%	7.1%	4.9%	0.0%
2018-19	4.4%	7.5%	**7.5%**	10.0%	10.7%	6.7%	-	*	-	0.0%	9.1%	9.1%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.7%	**70.7%**	54.5%	57.4%	84.3%	*	*	-	80.0%	7.1%	67.2%	60.0%
2018-19	82.1%	67.9%	**67.9%**	50.0%	71.4%	67.4%	-	*	-	80.0%	27.3%	56.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	73.7%	**73.7%**	63.6%	63.8%	83.0%	*	*	-	80.0%	12.5%	72.1%	60.0%
2018-19	85.9%	74.8%	**74.8%**	60.0%	82.1%	73.3%	-	*	-	80.0%	33.3%	64.3%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	118	100.0%	118	360,220
By Ethnicity:				
African American	11	9.3%	11	44,729
Hispanic	47	39.8%	47	184,060
White	53	44.9%	53	105,215
American Indian	1	0.8%	1	1,226
Asian	1	0.8%	1	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	5	4.2%	5	7,307
By Graduation Type:				
Minimum H.S. Program	2	1.7%	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	29	24.6%	29	49,535
Foundation H.S. Program (Endorsement)	5	4.2%	5	15,689
Foundation H.S. Program (DLA)	82	69.5%	82	292,532
Special Education Graduates	16	13.6%	16	29,018
Economically Disadvantaged Graduates	61	51.7%	61	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	5	4.2%	5	29,639
At-Risk Graduates	58	49.2%	58	148,836

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%	59.3%	**59.3%**	36.4%	53.2%	64.2%	*	*	-	100.0%	68.8%	52.5%	40.0%
2018-19	72.9%	82.8%	**82.8%**	55.0%	79.3%	86.8%	-	*	-	80.0%	64.3%	71.6%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	37.3%	**37.3%**	18.2%	25.5%	45.3%	*	*	-	80.0%	0.0%	24.6%	0.0%
2018-19	53.0%	47.4%	**47.4%**	10.0%	41.4%	52.7%	-	*	-	60.0%	0.0%	25.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	37.3%	**37.3%**	9.1%	34.0%	41.5%	*	*	-	60.0%	6.3%	29.5%	0.0%
2018-19	60.7%	46.0%	**46.0%**	10.0%	44.8%	49.5%	-	*	-	60.0%	0.0%	25.9%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	33.1%	**33.1%**	9.1%	23.4%	39.6%	*	*	-	80.0%	0.0%	23.0%	0.0%
2018-19	48.6%	47.4%	**47.4%**	10.0%	48.3%	49.5%	-	*	-	60.0%	0.0%	31.0%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	27.1%	**27.1%**	0.0%	17.0%	35.8%	*	*	-	60.0%	0.0%	16.4%	0.0%
2018-19	44.2%	38.7%	**38.7%**	10.0%	37.9%	40.7%	-	*	-	60.0%	0.0%	24.1%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	8.5%	**8.5%**	0.0%	8.5%	7.5%	*	*	-	20.0%	0.0%	4.9%	0.0%
2018-19	21.1%	8.0%	**8.0%**	0.0%	10.3%	6.6%	-	*	-	20.0%	0.0%	6.9%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	26.3%	**26.3%**	18.2%	17.0%	30.2%	*	*	-	60.0%	0.0%	13.1%	0.0%
2018-19	23.1%	38.7%	**38.7%**	10.0%	34.5%	41.8%	-	*	-	60.0%	0.0%	19.0%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.8%	**0.8%**	0.0%	0.0%	1.9%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	27.1%	**27.1%**	18.2%	36.2%	22.6%	*	*	-	20.0%	68.8%	34.4%	40.0%
2018-19	40.4%	53.6%	**53.6%**	50.0%	55.2%	53.8%	-	*	-	30.0%	64.3%	54.3%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	21.2%	**21.2%**	18.2%	25.5%	18.9%	*	*	-	20.0%	25.0%	26.2%	40.0%

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%	32.8%	**32.8%**	20.0%	34.5%	33.0%	-	*	-	20.0%	28.6%	31.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	7.6%	**7.6%**	9.1%	14.9%	1.9%	*	*	-	0.0%	56.3%	11.5%	20.0%
2018-19	2.3%	0.0%	**0.0%**	0.0%	0.0%	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%	1.7%	**1.7%**	0.0%	2.1%	1.9%	*	*	-	0.0%	12.5%	1.6%	0.0%
2018-19	2.7%	2.9%	**2.9%**	0.0%	3.4%	2.2%	-	*	-	20.0%	28.6%	3.4%	*

	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%	20.3%	**20.3%**	9.1%	21.3%	20.8%	*	*	-	40.0%	6.3%	21.3%	0.0%
	2018-19	33.4%	6.6%	**6.6%**	10.0%	3.4%	7.7%	-	*	-	0.0%	0.0%	5.2%	*
Mathematics	2019-20	21.2%	20.3%	**20.3%**	9.1%	12.8%	22.6%	*	*	-	80.0%	0.0%	18.0%	0.0%
	2018-19	24.7%	16.1%	**16.1%**	10.0%	10.3%	17.6%	-	*	-	20.0%	0.0%	10.3%	*
Both Subjects	2019-20	16.4%	11.0%	**11.0%**	0.0%	6.4%	15.1%	*	*	-	40.0%	0.0%	9.8%	0.0%
	2018-19	18.8%	4.4%	**4.4%**	10.0%	0.0%	5.5%	-	*	-	0.0%	0.0%	3.4%	*
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%	0.0%
	2018-19	5.1%	0.0%	**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%	0.0%
	2018-19	7.3%	0.0%	**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%	0.0%
	2018-19	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	6.9%	**6.9%**	4.0%	7.1%	6.0%	*	*	-	16.7%	0.0%	4.5%	0.0%
	2019	25.2%	9.5%	**9.5%**	0.0%	3.8%	13.0%	*	*	-	18.2%	0.0%	5.1%	0.0%
English Language Arts	2020	12.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	14.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2020	6.4%	4.2%	**4.2%**	0.0%	5.9%	3.7%	*	*	-	0.0%	0.0%	3.0%	0.0%
	2019	7.4%	9.5%	**9.5%**	0.0%	3.8%	13.0%	*	*	-	18.2%	0.0%	5.1%	0.0%
Science	2020	9.4%	5.4%	**5.4%**	4.0%	4.7%	4.5%	*	*	-	16.7%	0.0%	3.8%	0.0%
	2019	10.4%	1.1%	**1.1%**	0.0%	0.0%	1.4%	*	*	-	0.0%	0.0%	0.7%	0.0%
Social Studies	2020	12.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	61.1%	**61.1%**	*	66.7%	62.5%	-	*	-	*	-	50.0%	-
	2019	51.0%	44.0%	**44.0%**	-	*	31.6%	-	*	-	*	-	57.1%	-
English Language Arts	2020	50.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	81.8%	**81.8%**	-	80.0%	80.0%	-	*	-	-	-	*	-
	2019	52.2%	44.0%	**44.0%**	-	*	31.6%	-	*	-	*	-	57.1%	-
Science	2020	47.6%	35.7%	**35.7%**	*	*	33.3%	-	*	-	*	-	20.0%	-
	2019	40.6%	*	*****	-	-	*	-	*	-	-	-	*	-

	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%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	35.6%	**35.6%**	36.4%	31.9%	35.8%	*	*	-	40.0%	6.3%	26.2%	0.0%
	2018-19	75.0%	60.6%	**60.6%**	30.0%	55.2%	64.8%	-	*	-	60.0%	7.1%	45.6%	*
At/Above Criterion for All Examinees	2019-20	35.7%	42.9%	**42.9%**	*	33.3%	57.9%	*	*	-	*	*	18.8%	-
	2018-19	36.1%	51.8%	**51.8%**	*	62.5%	50.8%	-	*	-	*	*	42.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1068	**1068**	*	1028	1123	*	*	-	*	*	978	-
	2018-19	1027	1069	**1069**	*	1068	1076	-	*	-	*	*	1038	-
English Language Arts and Writing	2019-20	513	538	**538**	*	528	563	*	*	-	*	*	490	-
	2018-19	517	534	**534**	*	527	540	-	*	-	*	*	515	-
Mathematics	2019-20	506	530	**530**	*	501	561	*	*	-	*	*	488	-
	2018-19	510	534	**534**	*	541	536	-	*	-	*	*	523	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	20.4	**20.4**	*	20.0	21.6	-	-	-	-	-	17.9	-
	2018-19	20.6	21.5	**21.5**	*	21.6	21.7	-	-	-	*	-	20.8	-
English Language Arts	2019-20	19.9	20.1	**20.1**	*	19.7	21.5	-	-	-	-	-	18.3	-
	2018-19	20.3	21.4	**21.4**	*	21.3	21.5	-	-	-	*	-	20.3	-
Mathematics	2019-20	20.1	20.1	**20.1**	*	19.5	21.3	-	-	-	-	-	17.1	-
	2018-19	20.4	21.1	**21.1**	*	21.4	21.5	-	-	-	*	-	20.6	-
Science	2019-20	20.5	21.1	**21.1**	*	20.5	22.0	-	-	-	-	-	17.9	-
	2018-19	20.8	21.5	**21.5**	*	22.3	21.6	-	-	-	*	-	21.7	-

	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%	32.8%	**32.8%**	31.8%	31.8%	34.2%	*	*	*	25.0%	37.2%	31.8%	25.0%
	2018-19	44.6%	32.9%	**32.9%**	27.3%	31.8%	33.0%	*	*	-	40.0%	32.4%	29.1%	9.5%
English Language Arts	2019-20	18.2%	13.6%	**13.6%**	16.3%	10.7%	15.2%	*	*	*	4.2%	10.7%	10.5%	8.3%
	2018-19	17.8%	14.2%	**14.2%**	0.0%	12.2%	15.7%	*	*	-	26.3%	6.0%	7.2%	0.0%
Mathematics	2019-20	20.7%	20.0%	**20.0%**	21.1%	20.4%	19.9%	*	*	*	13.6%	7.7%	18.8%	4.5%
	2018-19	20.4%	22.1%	**22.1%**	8.6%	19.6%	22.9%	*	*	-	41.2%	2.1%	16.7%	0.0%
Science	2019-20	22.4%	22.4%	**22.4%**	16.7%	24.2%	21.6%	*	*	*	25.0%	24.6%	22.0%	17.4%
	2018-19	21.7%	26.7%	**26.7%**	30.8%	23.1%	27.5%	*	*	-	25.0%	29.3%	23.9%	10.5%
Social Studies	2019-20	24.6%	10.2%	**10.2%**	4.7%	5.9%	13.1%	*	*	*	8.3%	0.0%	5.4%	0.0%
	2018-19	23.6%	13.5%	**13.5%**	0.0%	11.1%	14.8%	*	*	-	30.0%	0.0%	6.5%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	66.1%	**66.1%**	54.5%	66.0%	67.9%	*	*	-	100.0%	56.3%	70.5%	60.0%
	2018-19	59.0%	62.0%	**62.0%**	80.0%	58.6%	62.6%	-	*	-	40.0%	78.6%	63.8%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	44.5%	**44.5%**	20.0%	37.9%	49.5%	-	*	-	40.0%	21.4%	31.6%	*
	2017-18	53.4%	48.4%	**48.4%**	60.0%	36.1%	50.7%	*	-	-	*	16.7%	32.7%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	13.2%	**13.2%**	-	0.0%	16.7%	-	*	-	*	-	11.1%	-
	2017-18	60.7%	67.9%	**67.9%**	60.0%	75.0%	68.6%	*	-	-	*	*	70.6%	-

		Membership				Enrollment		
		Campus				Campus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	584	100.0%	1,746	5,359,040	584	100.0%	1,753	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	2.1%	3.7%	0	0.0%	2.1%	3.7%
Kindergarten	0	0.0%	6.5%	6.7%	0	0.0%	6.5%	6.7%
Grade 1	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	6.3%	7.4%	0	0.0%	6.3%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 9	154	26.4%	8.8%	8.1%	154	26.4%	8.8%	8.1%
Grade 10	143	24.5%	8.2%	7.8%	143	24.5%	8.2%	7.8%
Grade 11	150	25.7%	8.6%	7.2%	150	25.7%	8.6%	7.2%
Grade 12	137	23.5%	7.8%	6.8%	137	23.5%	7.8%	6.8%
Ethnic Distribution:								
African American	47	8.0%	6.8%	12.7%	47	8.0%	6.7%	12.7%
Hispanic	171	29.3%	34.0%	52.9%	171	29.3%	33.9%	52.9%
White	339	58.0%	54.2%	26.5%	339	58.0%	54.2%	26.5%
American Indian	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Asian	3	0.5%	0.7%	4.7%	3	0.5%	0.7%	4.7%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	21	3.6%	4.1%	2.7%	21	3.6%	4.2%	2.7%
Sex:								
Female	274	46.9%	50.1%	48.9%	274	46.9%	50.0%	48.9%
Male	310	53.1%	49.9%	51.1%	310	53.1%	50.0%	51.1%
Economically Disadvantaged	303	51.9%	56.5%	60.3%	303	51.9%	56.4%	60.2%
Non-Educationally Disadvantaged	281	48.1%	43.5%	39.7%	281	48.1%	43.6%	39.8%
Section 504 Students	80	13.7%	9.6%	7.2%	80	13.7%	9.6%	7.2%
EB Students/EL	32	5.5%	8.2%	20.7%	32	5.5%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	25	4.2%	1.8%	1.2%				
Students w/ Dyslexia	41	7.0%	5.3%	4.5%	41	7.0%	5.3%	4.5%
Foster Care	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.3%	0.7%	1.1%	2	0.3%	0.7%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	2	0.3%	0.5%	0.3%	2	0.3%	0.5%	0.3%
Title I	580	99.3%	99.8%	64.5%	580	99.3%	99.8%	64.5%
Military Connected	32	5.5%	5.1%	2.7%	32	5.5%	5.1%	2.7%
At-Risk	106	18.2%	33.5%	49.2%	106	18.2%	33.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	32	5.5%	8.0%	21.0%	32	5.5%	8.0%	20.9%
Gifted and Talented Education	54	9.2%	7.2%	8.3%	54	9.2%	7.1%	8.3%
Special Education	83	14.2%	12.4%	11.1%	83	14.2%	12.7%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	83							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	59.0%	44.0%	42.5%				
Students with Physical Disabilities	*	*	18.5%	21.3%				
Students with Autism	**	**	16.7%	14.1%				
Students with Behavioral Disabilities	23	27.7%	18.5%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	71	12.0%	10.5%	13.8%				
By Ethnicity:								
African American	6	1.0%	1.1%	2.8%				
Hispanic	21	3.5%	4.0%	7.1%				
White	39	6.6%	4.6%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.7%	0.8%	0.4%				
Count and Percent of Special Ed Students who are Mobile	12	13.3%	10.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	11.5%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	36	12.0%	12.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	48	10.8%	13.7%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.0%	1.4%	-	0.0%	4.8%
Grade 1	-	6.0%	1.9%	-	4.8%	3.2%
Grade 2	-	0.9%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	5.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.8%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	2.4%	2.4%	4.7%	8.0%	8.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.3	18.0
Grade 3	-	15.5	18.2
Grade 4	-	16.1	18.3
Grade 5	-	17.8	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	14.1	15.5	15.7
Foreign Languages	23.9	23.9	17.8
Mathematics	15.9	14.8	16.9
Science	14.8	15.5	17.9
Social Studies	14.2	15.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	57.5	100.0%	100.0%	100.0%
Professional Staff:	51.5	89.6%	64.5%	64.3%
Teachers	43.0	74.9%	51.3%	49.6%
Professional Support	5.9	10.3%	8.2%	10.6%
Campus Administration (School Leadership)	2.5	4.4%	3.1%	3.0%
Educational Aides:	6.0	10.4%	14.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	9.3	16.2%	17.1%	51.5%
Teachers by Ethnicity:				
African American	1.8	4.1%	4.3%	11.1%
Hispanic	4.0	9.3%	9.7%	28.4%
White	35.4	82.2%	83.0%	56.9%
American Indian	1.0	2.3%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.9	2.0%	2.2%	1.2%
Teachers by Sex:				
Males	16.8	39.0%	21.3%	23.8%
Females	26.3	61.0%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	29.4	68.4%	74.6%	73.0%
Masters	13.6	31.6%	25.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.0%	7.4%	6.7%
1-5 Years Experience	10.2	23.6%	27.2%	27.8%
6-10 Years Experience	8.9	20.6%	23.2%	20.3%
11-20 Years Experience	10.7	24.8%	25.4%	29.1%
21-30 Years Experience	9.3	21.7%	13.8%	13.0%
Over 30 Years Experience	1.0	2.3%	3.0%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	13.6	n/a	13.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	2.0	6.4
Average Years Experience of Principals with District	1.0	2.0	5.5
Average Years Experience of Assistant Principals	3.0	4.8	5.5
Average Years Experience of Assistant Principals with District	3.0	2.8	4.8
Average Years Experience of Teachers:	12.8	11.3	11.2
Average Years Experience of Teachers with District:	7.8	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$43,501	$43,748	$50,849
1-5 Years Experience	$49,729	$47,397	$53,288
6-10 Years Experience	$48,953	$48,970	$56,282
11-20 Years Experience	$54,829	$54,211	$59,900
21-30 Years Experience	$62,545	$61,686	$64,637
Over 30 Years Experience	$63,085	$63,085	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$53,492	$51,666	$57,641
Professional Support	$57,448	$59,515	$68,030
Campus Administration (School Leadership)	$80,638	$74,872	$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.3%	0.4%	6.2%
Career and Technical Education	5.1	11.8%	3.9%	5.1%
Compensatory Education	2.3	5.5%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	30.3	70.5%	78.1%	71.0%
Special Education	5.2	12.0%	13.1%	9.4%
Other	0.0	0.0%	0.0%	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.)

Smithville Junior High Campus Data

2020-2021

Texas Academic Performance Report

2020-21 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE J H

Campus Number: 011904041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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2020-21 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP 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)	Continu-ously Enrolled	Non-Continu-ously 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%	61%	**61%**	50%	50%	72%	-	-	-	*	22%	*	60%	62%	46%	47%
	2019	68%	74%	**74%**	57%	75%	76%	-	-	-	60%	57%	*	86%	52%	67%	62%
At Meets Grade Level or Above	2021	32%	32%	**32%**	33%	21%	43%	-	-	-	*	17%	*	27%	43%	22%	20%
	2019	37%	37%	**37%**	14%	32%	43%	-	-	-	20%	57%	*	43%	26%	24%	31%
At Masters Grade Level	2021	15%	11%	**11%**	17%	6%	15%	-	-	-	*	0%	*	9%	16%	7%	7%
	2019	18%	17%	**17%**	0%	14%	20%	-	-	-	20%	14%	*	20%	11%	11%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	67%	**67%**	58%	65%	72%	-	-	-	*	28%	*	62%	78%	58%	80%
	2019	81%	76%	**76%**	57%	70%	82%	-	-	-	60%	57%	*	81%	67%	68%	69%
At Meets Grade Level or Above	2021	36%	26%	**26%**	17%	15%	38%	-	-	-	*	17%	*	25%	27%	18%	20%
	2019	47%	44%	**44%**	14%	36%	51%	-	-	-	40%	57%	*	51%	30%	32%	31%
At Masters Grade Level	2021	15%	5%	**5%**	0%	6%	5%	-	-	-	*	0%	*	6%	3%	4%	7%
	2019	21%	16%	**16%**	0%	16%	19%	-	-	-	0%	43%	*	18%	13%	12%	15%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	62%	**62%**	20%	58%	66%	-	*	-	67%	33%	*	59%	72%	48%	57%
	2019	76%	69%	**69%**	55%	65%	76%	*	*	-	*	38%	*	72%	62%	61%	38%
At Meets Grade Level or Above	2021	45%	46%	**46%**	0%	49%	47%	-	*	-	50%	22%	*	45%	52%	41%	50%
	2019	49%	50%	**50%**	18%	40%	63%	*	*	-	*	25%	*	53%	44%	41%	19%
At Masters Grade Level	2021	25%	23%	**23%**	0%	16%	26%	-	*	-	33%	0%	*	23%	21%	13%	14%
	2019	29%	31%	**31%**	9%	12%	47%	*	*	-	*	6%	*	33%	24%	26%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	42%	**42%**	40%	33%	51%	-	-	-	*	33%	*	43%	39%	32%	27%
	2019	75%	63%	**63%**	20%	62%	73%	*	-	-	*	38%	-	62%	64%	56%	40%
At Meets Grade Level or Above	2021	27%	11%	**11%**	40%	8%	11%	-	-	-	*	22%	*	10%	17%	10%	9%
	2019	43%	26%	**26%**	10%	21%	35%	*	-	-	*	25%	-	24%	32%	23%	7%
At Masters Grade Level	2021	12%	2%	**2%**	0%	3%	3%	-	-	-	*	0%	*	2%	6%	2%	0%
	2019	17%	5%	**5%**	10%	6%	4%	*	-	-	*	19%	-	4%	8%	5%	7%
Grade 7 Writing																	

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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	67%	**67%**	40%	58%	75%	-	*	-	50%	44%	*	66%	71%	54%	57%
	2019	70%	71%	**71%**	36%	65%	79%	*	*	-	*	31%	*	73%	65%	68%	38%
At Meets Grade Level or Above	2021	33%	32%	**32%**	0%	35%	33%	-	*	-	17%	22%	*	30%	39%	28%	43%
	2019	42%	48%	**48%**	18%	40%	58%	*	*	-	*	25%	*	50%	41%	42%	19%
At Masters Grade Level	2021	10%	11%	**11%**	0%	5%	16%	-	*	-	0%	11%	*	11%	11%	6%	14%
	2019	18%	24%	**24%**	9%	21%	29%	*	*	-	*	13%	*	26%	18%	23%	13%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	**74%**	57%	76%	76%	-	-	-	*	43%	*	80%	56%	71%	69%
	2019	86%	88%	**88%**	70%	88%	91%	-	*	-	80%	72%	*	88%	87%	83%	85%
At Meets Grade Level or Above	2021	46%	50%	**50%**	29%	53%	53%	-	-	-	*	29%	*	55%	38%	39%	46%
	2019	55%	56%	**56%**	50%	45%	63%	-	*	-	60%	22%	*	55%	61%	49%	31%
At Masters Grade Level	2021	21%	21%	**21%**	14%	22%	21%	-	-	-	*	7%	*	24%	12%	15%	15%
	2019	28%	27%	**27%**	30%	17%	36%	-	*	-	0%	6%	*	26%	30%	20%	0%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	78%	**78%**	57%	81%	81%	-	*	-	40%	43%	*	84%	63%	76%	88%
	2019	88%	88%	**88%**	91%	80%	94%	-	*	-	80%	56%	*	87%	93%	85%	73%
At Meets Grade Level or Above	2021	36%	55%	**55%**	57%	55%	56%	-	*	-	40%	29%	*	60%	44%	44%	69%
	2019	57%	49%	**49%**	45%	36%	58%	-	*	-	30%	11%	*	50%	45%	45%	18%
At Masters Grade Level	2021	11%	17%	**17%**	29%	13%	18%	-	*	-	0%	7%	*	22%	5%	10%	6%
	2019	17%	9%	**9%**	0%	9%	11%	-	*	-	0%	6%	*	9%	10%	7%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	75%	**75%**	71%	67%	83%	-	-	-	*	36%	*	84%	53%	71%	46%
	2019	81%	83%	**83%**	70%	74%	91%	-	*	-	80%	61%	*	83%	83%	77%	62%
At Meets Grade Level or Above	2021	43%	48%	**48%**	57%	33%	59%	-	-	-	*	29%	*	54%	32%	39%	15%
	2019	51%	40%	**40%**	30%	29%	49%	-	*	-	20%	11%	*	41%	35%	33%	23%
At Masters Grade Level	2021	24%	23%	**23%**	14%	22%	26%	-	-	-	*	14%	*	24%	21%	15%	15%
	2019	25%	20%	**20%**	0%	19%	24%	-	*	-	10%	6%	*	19%	26%	13%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	46%	**46%**	29%	42%	53%	-	-	-	*	43%	*	52%	32%	29%	31%
	2019	69%	64%	**64%**	40%	55%	70%	-	*	-	80%	44%	*	64%	65%	56%	46%

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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	17%	**17%**	14%	22%	14%	-	-	-	*	29%	*	18%	12%	11%	8%
	2019	37%	32%	**32%**	20%	26%	39%	-	*	-	10%	11%	*	32%	30%	25%	23%
At Masters Grade Level	2021	14%	5%	**5%**	14%	7%	3%	-	-	-	*	7%	*	7%	0%	4%	0%
	2019	21%	14%	**14%**	20%	7%	18%	-	*	-	0%	6%	*	14%	13%	12%	15%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	77%	**100%**	-	100%	100%	-	-	-	*	-	-	100%	*	100%	-
	2019	85%	85%	**100%**	-	100%	100%	-	*	-	-	-	*	100%	*	100%	*
At Meets Grade Level or Above	2021	41%	49%	**93%**	-	100%	91%	-	-	-	*	-	-	92%	*	100%	-
	2019	61%	47%	**91%**	-	100%	87%	-	*	-	-	-	*	90%	*	71%	*
At Masters Grade Level	2021	23%	25%	**75%**	-	80%	77%	-	-	-	*	-	-	75%	*	75%	-
	2019	37%	20%	**61%**	-	57%	60%	-	*	-	-	-	*	55%	*	57%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**65%**	49%	60%	72%	-	*	-	45%	35%	52%	67%	60%	56%	57%
	2019	78%	75%	**76%**	55%	71%	82%	*	100%	-	73%	50%	76%	78%	69%	70%	56%
At Meets Grade Level or Above	2021	41%	44%	**38%**	28%	34%	43%	-	*	-	18%	24%	33%	39%	35%	29%	32%
	2019	50%	45%	**44%**	25%	35%	53%	*	91%	-	27%	22%	62%	46%	38%	36%	24%
At Masters Grade Level	2021	18%	18%	**15%**	10%	12%	18%	-	*	-	5%	5%	14%	17%	11%	10%	9%
	2019	24%	19%	**19%**	9%	14%	25%	*	36%	-	4%	10%	38%	20%	17%	15%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	68%	**65%**	46%	61%	71%	-	*	-	54%	32%	71%	66%	63%	55%	57%
	2019	75%	74%	**77%**	61%	76%	81%	*	*	-	65%	56%	71%	82%	63%	70%	60%
At Meets Grade Level or Above	2021	45%	45%	**43%**	25%	40%	48%	-	*	-	23%	22%	43%	42%	44%	33%	38%
	2019	48%	47%	**48%**	29%	39%	56%	*	*	-	41%	29%	57%	51%	40%	38%	26%
At Masters Grade Level	2021	18%	17%	**18%**	13%	15%	21%	-	*	-	15%	2%	14%	19%	16%	11%	12%
	2019	21%	18%	**25%**	14%	14%	34%	*	*	-	6%	7%	14%	27%	19%	19%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	**68%**	54%	63%	74%	-	*	-	46%	34%	57%	69%	66%	60%	69%
	2019	82%	78%	**79%**	57%	73%	86%	*	*	-	71%	49%	86%	80%	75%	72%	62%
At Meets Grade Level or Above	2021	37%	44%	**39%**	33%	30%	46%	-	*	-	23%	22%	43%	40%	35%	29%	36%
	2019	52%	44%	**44%**	25%	36%	53%	*	*	-	29%	24%	57%	47%	37%	36%	24%

2020-21 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP 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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	19%	**14%**	8%	10%	18%	-	*	-	0%	2%	14%	17%	7%	9%	5%
	2019	26%	18%	**13%**	4%	13%	16%	*	*	-	0%	17%	43%	13%	14%	10%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	60%	**67%**	40%	58%	75%	-	*	-	50%	44%	*	66%	71%	54%	57%
	2019	68%	61%	**71%**	36%	65%	79%	*	*	-	*	31%	*	73%	65%	68%	38%
At Meets Grade Level or Above	2021	30%	33%	**32%**	0%	35%	33%	-	*	-	17%	22%	*	30%	39%	28%	43%
	2019	38%	37%	**48%**	18%	40%	58%	*	*	-	*	25%	*	50%	41%	42%	19%
At Masters Grade Level	2021	9%	9%	**11%**	0%	5%	16%	-	*	-	0%	11%	*	11%	11%	6%	14%
	2019	14%	14%	**24%**	9%	21%	29%	*	*	-	*	13%	*	26%	18%	23%	13%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	**75%**	71%	67%	83%	-	-	-	*	36%	*	84%	53%	71%	46%
	2019	81%	82%	**83%**	70%	74%	91%	-	*	-	80%	61%	*	83%	83%	77%	62%
At Meets Grade Level or Above	2021	44%	48%	**48%**	57%	33%	59%	-	-	-	*	29%	*	54%	32%	39%	15%
	2019	54%	44%	**40%**	30%	29%	49%	-	*	-	20%	11%	*	41%	35%	33%	23%
At Masters Grade Level	2021	20%	18%	**23%**	14%	22%	26%	-	-	-	*	14%	*	24%	21%	15%	15%
	2019	25%	20%	**20%**	0%	19%	24%	-	*	-	10%	6%	*	19%	26%	13%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	69%	**46%**	29%	42%	53%	-	-	-	*	43%	*	52%	32%	29%	31%
	2019	81%	78%	**64%**	40%	55%	70%	-	*	-	80%	44%	*	64%	65%	56%	46%
At Meets Grade Level or Above	2021	49%	43%	**17%**	14%	22%	14%	-	-	-	*	29%	*	18%	12%	11%	8%
	2019	55%	49%	**32%**	20%	26%	39%	-	*	-	10%	11%	*	32%	30%	25%	23%
At Masters Grade Level	2021	29%	24%	**5%**	14%	7%	3%	-	-	-	*	7%	*	7%	0%	4%	0%
	2019	33%	26%	**14%**	20%	7%	18%	-	*	-	0%	6%	*	14%	13%	12%	15%

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 - 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.

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	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						School Progress Domain - Academic Growth Score by Grade and Subject											
Grade 6 ELA/Reading	2019	42	50	**50**	8	55	49	-	-	-	60	50	*	49	50	46	54
	2018	47	47	**47**	55	49	47	-	*	-	*	45	*	50	38	46	38
Grade 6 Mathematics	2019	54	45	**45**	33	51	44	-	-	-	20	67	*	45	45	42	50
	2018	56	47	**47**	45	37	51	-	*	-	*	57	*	40	63	52	42
Grade 7 ELA/Reading	2019	77	76	**76**	68	66	82	*	*	-	*	67	*	79	63	67	53
	2018	76	78	**78**	83	79	76	-	*	-	88	88	*	75	95	80	77
Grade 7 Mathematics	2019	62	65	**65**	60	62	71	*	-	-	*	53	-	68	55	61	53
	2018	67	62	**62**	86	53	63	-	-	-	67	87	*	61	64	60	69
Grade 8 ELA/Reading	2019	77	79	**79**	83	77	82	-	*	-	65	59	*	81	70	76	65
	2018	79	83	**83**	100	75	85	-	-	-	80	60	*	83	82	85	69
Grade 8 Mathematics	2019	82	70	**70**	63	78	64	-	*	-	80	75	*	70	74	68	77
	2018	81	69	**69**	57	74	69	-	*	-	*	67	*	68	72	73	73
End of Course Algebra I	2019	75	67	**85**	-	100	77	-	*	-	-	-	*	83	*	71	*
	2018	72	60	**89**	*	100	88	-	-	-	*	-	-	90	88	87	*
All Grades Both Subjects	2019	69	66	**65**	57	66	65	*	*	-	63	63	61	67	57	60	60
	2018	69	66	**65**	69	62	67	-	*	-	68	68	44	65	68	66	60
All Grades ELA/Reading	2019	68	66	**68**	60	66	70	*	*	-	68	61	50	71	58	63	57
	2018	69	70	**69**	76	67	70	-	*	-	69	65	50	69	69	69	59
All Grades Mathematics	2019	70	66	**61**	54	66	59	*	*	-	59	65	71	63	57	57	62
	2018	70	62	**62**	63	58	64	-	*	-	68	71	38	60	68	62	61

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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)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP 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%	69%	**65%**	-	-	-	-	-	-	41%	-	41%	-	-	66%	41%	89%
	2019	78%	75%	**76%**	-	-	-	-	-		41%	*	39%		-		41%	
At Meets Grade Level or Above	2021	41%	44%	**38%**	-	-	-	-	-	-	21%	-	21%	-	-	38%	21%	59%
	2019	50%	45%	**44%**	-	-	-	-	-		10%	*	7%		-		10%	
At Masters Grade Level	2021	18%	18%	**15%**	-	-	-	-	-	-	5%	-	5%	-	-	16%	5%	15%
	2019	24%	19%	**19%**	-	-	-	-	-		3%	*	2%		-		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	68%	**65%**	-	-	-	-	-	-	38%	-	38%	-	-	66%	38%	100%
	2019	75%	74%	**77%**	-	-	-	-	-		43%	*	41%		-		43%	
At Meets Grade Level or Above	2021	45%	45%	**43%**	-	-	-	-	-	-	21%	-	21%	-	-	43%	21%	79%
	2019	48%	47%	**48%**	-	-	-	-	-		14%	*	11%		-		14%	
At Masters Grade Level	2021	18%	17%	**18%**	-	-	-	-	-	-	7%	-	7%	-	-	19%	7%	21%
	2019	21%	18%	**25%**	-	-	-	-	-		0%	*	0%		-		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	**68%**	-	-	-	-	-	-	62%	-	62%	-	-	68%	62%	86%
	2019	82%	78%	**79%**	-	-	-	-	-		46%	*	44%		-		46%	
At Meets Grade Level or Above	2021	37%	44%	**39%**	-	-	-	-	-	-	28%	-	28%	-	-	39%	28%	57%
	2019	52%	44%	**44%**	-	-	-	-	-		7%	*	4%		-		7%	
At Masters Grade Level	2021	18%	19%	**14%**	-	-	-	-	-	-	0%	-	0%	-	-	15%	0%	14%
	2019	26%	18%	**13%**	-	-	-	-	-		4%	*	0%		-		4%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	60%	**67%**	-	-	-	-	-	-	40%	-	40%	-	-	68%	40%	*
	2019	68%	61%	**71%**	-	-	-	-	-		29%	*	23%		-		29%	
At Meets Grade Level or Above	2021	30%	33%	**32%**	-	-	-	-	-	-	30%	-	30%	-	-	31%	30%	*
	2019	38%	37%	**48%**	-	-	-	-	-		21%	*	15%		-		21%	
At Masters Grade Level	2021	9%	9%	**11%**	-	-	-	-	-	-	20%	-	20%	-	-	11%	20%	*
	2019	14%	14%	**24%**	-	-	-	-	-		14%	*	15%		-		14%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	**75%**	-	-	-	-	-	-	14%	-	14%	-	-	79%	14%	86%
	2019	81%	82%	**83%**	-	-	-	-	-		50%	-	50%		-		50%	
At Meets Grade Level or Above	2021	44%	48%	**48%**	-	-	-	-	-	-	0%	-	0%	-	-	51%	0%	43%
	2019	54%	44%	**40%**	-	-	-	-	-		0%	-	0%		-		0%	
At Masters Grade Level	2021	20%	18%	**23%**	-	-	-	-	-	-	0%	-	0%	-	-	24%	0%	29%
	2019	25%	20%	**20%**	-	-	-	-	-		0%	-	0%		-		0%	
All Grades Social Studies																		

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP 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%	69%	**46%**	-	-	-	-	-	-	0%	-	0%	-	-	48%	0%	71%
	2019	81%	78%	**64%**	-	-	-	-	-		25%	-	25%		-		25%	
At Meets Grade Level or Above	2021	49%	43%	**17%**	-	-	-	-	-	-	0%	-	0%	-	-	17%	0%	29%
	2019	55%	49%	**32%**	-	-	-	-	-		0%	-	0%		-		0%	
At Masters Grade Level	2021	29%	24%	**5%**	-	-	-	-	-	-	0%	-	0%	-	-	6%	0%	0%
	2019	33%	26%	**14%**	-	-	-	-	-		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.

2020-21 STAAR Participation (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	**99%**	100%	99%	100%	-	*	-	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	83%	94%	**96%**	100%	93%	98%	-	*	-	100%	98%	91%	97%	93%	95%	93%
Not Included in Accountability: Mobile	3%	5%	**3%**	0%	5%	2%	-	*	-	0%	2%	9%	2%	6%	4%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	1%
Not Tested	12%	1%	**1%**	0%	1%	0%	-	*	-	0%	0%	0%	1%	1%	1%	0%
Absent	2%	1%	**1%**	0%	1%	0%	-	*	-	0%	0%	0%	1%	1%	1%	0%
Other	10%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	97%	95%	97%	*	100%	-	100%	100%	91%	98%	91%	95%	98%
Not Included in Accountability: Mobile	4%	4%	**4%**	3%	5%	3%	*	0%	-	0%	0%	9%	2%	9%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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.

	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%	98.7%	**98.9%**	98.0%	98.8%	99.0%	*	*	-	98.3%	98.4%	98.7%	99.0%
2018-19	95.4%	95.5%	**95.4%**	95.6%	95.7%	95.3%	*	*	-	94.2%	95.2%	94.9%	95.8%
Chronic Absenteeism													
2019-20	6.7%	7.3%	**5.5%**	17.2%	5.7%	4.3%	*	*	-	0.0%	9.8%	8.2%	5.7%
2018-19	11.4%	11.6%	**12.4%**	15.6%	11.9%	11.8%	*	*	-	22.2%	15.1%	15.2%	13.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-

	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%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
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%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	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%	69.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	73.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	67.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	118	360,220
By Ethnicity:				
African American	-	-	11	44,729
Hispanic	-	-	47	184,060
White	-	-	53	105,215
American Indian	-	-	1	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	5	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	29	49,535
Foundation H.S. Program (Endorsement)	-	-	5	15,689
Foundation H.S. Program (DLA)	-	-	82	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	61	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	29,639
At-Risk Graduates	-	-	58	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				**Campus**			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	407	100.0%	1,746	5,359,040	407	100.0%	1,753	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	2.1%	3.7%	0	0.0%	2.1%	3.7%
Kindergarten	0	0.0%	6.5%	6.7%	0	0.0%	6.5%	6.7%
Grade 1	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	6.3%	7.4%	0	0.0%	6.3%	7.4%
Grade 6	138	33.9%	7.9%	7.7%	138	33.9%	7.9%	7.7%
Grade 7	135	33.2%	7.7%	7.9%	135	33.2%	7.7%	7.8%
Grade 8	134	32.9%	7.7%	7.9%	134	32.9%	7.6%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.6%	7.2%	0	0.0%	8.6%	7.2%
Grade 12	0	0.0%	7.8%	6.8%	0	0.0%	7.8%	6.8%
Ethnic Distribution:								
African American	26	6.4%	6.8%	12.7%	26	6.4%	6.7%	12.7%
Hispanic	148	36.4%	34.0%	52.9%	148	36.4%	33.9%	52.9%
White	215	52.8%	54.2%	26.5%	215	52.8%	54.2%	26.5%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.2%	0.7%	4.7%	1	0.2%	0.7%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	17	4.2%	4.1%	2.7%	17	4.2%	4.2%	2.7%
Sex:								
Female	221	54.3%	50.1%	48.9%	221	54.3%	50.0%	48.9%
Male	186	45.7%	49.9%	51.1%	186	45.7%	50.0%	51.1%
Economically Disadvantaged	232	57.0%	56.5%	60.3%	232	57.0%	56.4%	60.2%
Non-Educationally Disadvantaged	175	43.0%	43.5%	39.7%	175	43.0%	43.6%	39.8%
Section 504 Students	60	14.7%	9.6%	7.2%	60	14.7%	9.6%	7.2%
EB Students/EL	31	7.6%	8.2%	20.7%	31	7.6%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	11	2.4%	1.8%	1.2%				
Students w/ Dyslexia	29	7.1%	5.3%	4.5%	29	7.1%	5.3%	4.5%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	5	1.2%	0.7%	1.1%	5	1.2%	0.7%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	4	1.0%	0.5%	0.3%	4	1.0%	0.5%	0.3%
Title I	407	100.0%	99.8%	64.5%	407	100.0%	99.8%	64.5%
Military Connected	11	2.7%	5.1%	2.7%	11	2.7%	5.1%	2.7%
At-Risk	192	47.2%	33.5%	49.2%	192	47.2%	33.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	31	7.6%	8.0%	21.0%	31	7.6%	8.0%	20.9%
Gifted and Talented Education	37	9.1%	7.2%	8.3%	37	9.1%	7.1%	8.3%
Special Education	45	11.1%	12.4%	11.1%	45	11.1%	12.7%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	45							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	51.1%	44.0%	42.5%				
Students with Physical Disabilities	*	*	18.5%	21.3%				
Students with Autism	**	**	16.7%	14.1%				
Students with Behavioral Disabilities	10	22.2%	18.5%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	36	7.9%	10.5%	13.8%				
By Ethnicity:								
African American	6	1.3%	1.1%	2.8%				
Hispanic	14	3.1%	4.0%	7.1%				
White	14	3.1%	4.6%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.8%	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	5.9%	10.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	5.7%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	23	8.9%	12.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	37	13.2%	13.7%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.0%	1.4%	-	0.0%	4.8%
Grade 1	-	6.0%	1.9%	-	4.8%	3.2%
Grade 2	-	0.9%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	5.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.8%	0.8%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	2.4%	4.7%	-	8.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.3	18.0
Grade 3	-	15.5	18.2
Grade 4	-	16.1	18.3
Grade 5	-	17.8	19.8
Grade 6	17.9	17.9	19.4
Secondary:			
English/Language Arts	17.9	15.5	15.7
Foreign Languages	-	23.9	17.8
Mathematics	13.1	14.8	16.9
Science	16.8	15.5	17.9
Social Studies	18.8	15.6	18.3

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	51.9	100.0%	100.0%	100.0%
Professional Staff:	39.4	75.9%	64.5%	64.3%
Teachers	35.2	67.9%	51.3%	49.6%
Professional Support	2.7	5.1%	8.2%	10.6%
Campus Administration (School Leadership)	1.5	2.9%	3.1%	3.0%
Educational Aides:	12.5	24.1%	14.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	10.0	19.3%	17.1%	51.5%
Teachers by Ethnicity:				
African American	4.0	11.4%	4.3%	11.1%
Hispanic	4.0	11.3%	9.7%	28.4%
White	25.1	71.2%	83.0%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.1	6.1%	2.2%	1.2%
Teachers by Sex:				
Males	8.7	24.7%	21.3%	23.8%
Females	26.5	75.3%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	25.9	73.5%	74.6%	73.0%
Masters	9.3	26.5%	25.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.5	4.3%	7.4%	6.7%
1-5 Years Experience	10.1	28.8%	27.2%	27.8%
6-10 Years Experience	7.1	20.2%	23.2%	20.3%
11-20 Years Experience	11.3	32.0%	25.4%	29.1%
21-30 Years Experience	4.1	11.8%	13.8%	13.0%
Over 30 Years Experience	1.0	2.8%	3.0%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	11.6	n/a	13.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	2.0	6.4
Average Years Experience of Principals with District	1.0	2.0	5.5
Average Years Experience of Assistant Principals	1.0	4.8	5.5
Average Years Experience of Assistant Principals with District	1.0	2.8	4.8
Average Years Experience of Teachers:	11.9	11.3	11.2
Average Years Experience of Teachers with District:	5.8	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$44,107	$43,748	$50,849
1-5 Years Experience	$47,669	$47,397	$53,288
6-10 Years Experience	$48,964	$48,970	$56,282
11-20 Years Experience	$54,602	$54,211	$59,900
21-30 Years Experience	$61,225	$61,686	$64,637
Over 30 Years Experience	$63,085	$63,085	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$52,027	$51,666	$57,641
Professional Support	$62,319	$59,515	$68,030
Campus Administration (School Leadership)	$72,810	$74,872	$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	1.1%	0.4%	6.2%
Career and Technical Education	0.1	0.3%	3.9%	5.1%
Compensatory Education	0.8	2.2%	4.5%	2.8%
Gifted and Talented Education	0.1	0.3%	0.1%	1.8%
Regular Education	28.5	81.0%	78.1%	71.0%
Special Education	5.3	14.9%	13.1%	9.4%
Other	0.0	0.0%	0.0%	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.)

Smithville Elementary Campus Data

2020-2021

Texas Academic Performance Report

2020-21 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE EL

Campus Number: 011904101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP 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)	Continu-ously Enrolled	Non-Continu-ously 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%	74%	**74%**	57%	64%	83%	*	*	-	*	45%	*	74%	74%	61%	40%
	2019	76%	71%	**71%**	60%	67%	79%	-	*	-	*	0%	67%	74%	61%	56%	47%
At Meets Grade Level or Above	2021	39%	40%	**40%**	29%	34%	45%	*	*	-	*	35%	*	38%	47%	26%	20%
	2019	45%	42%	**42%**	0%	42%	48%	-	*	-	*	0%	67%	47%	26%	33%	41%
At Masters Grade Level	2021	19%	19%	**19%**	14%	16%	22%	*	*	-	*	30%	*	20%	16%	11%	10%
	2019	27%	25%	**25%**	0%	23%	31%	-	*	-	*	0%	50%	30%	9%	18%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	73%	**73%**	29%	59%	88%	*	*	-	*	45%	*	74%	68%	60%	30%
	2019	79%	81%	**81%**	60%	74%	98%	-	*	-	*	40%	67%	84%	74%	68%	76%
At Meets Grade Level or Above	2021	31%	47%	**47%**	14%	39%	58%	*	*	-	*	40%	*	45%	58%	32%	20%
	2019	49%	59%	**59%**	20%	53%	74%	-	*	-	*	20%	67%	64%	43%	40%	41%
At Masters Grade Level	2021	14%	23%	**23%**	0%	16%	30%	*	*	-	*	20%	*	23%	21%	11%	20%
	2019	25%	33%	**33%**	0%	35%	36%	-	*	-	*	0%	50%	33%	35%	23%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	74%	**74%**	50%	62%	87%	-	*	-	*	31%	*	76%	70%	64%	31%
	2019	75%	58%	**58%**	42%	53%	65%	-	-	-	50%	21%	*	61%	48%	46%	44%
At Meets Grade Level or Above	2021	36%	46%	**46%**	17%	38%	56%	-	*	-	*	0%	*	49%	37%	37%	15%
	2019	44%	32%	**32%**	17%	30%	37%	-	-	-	17%	21%	*	32%	30%	22%	25%
At Masters Grade Level	2021	17%	26%	**26%**	17%	10%	37%	-	*	-	*	0%	*	26%	26%	20%	0%
	2019	22%	12%	**12%**	8%	14%	12%	-	-	-	17%	0%	*	13%	12%	6%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	70%	**70%**	33%	67%	76%	-	*	-	*	31%	*	77%	48%	63%	54%
	2019	75%	62%	**62%**	50%	53%	69%	-	-	-	67%	36%	*	64%	58%	47%	38%
At Meets Grade Level or Above	2021	36%	50%	**50%**	0%	41%	61%	-	*	-	*	8%	*	55%	37%	41%	8%
	2019	48%	36%	**36%**	17%	37%	41%	-	-	-	17%	21%	*	38%	33%	27%	25%
At Masters Grade Level	2021	21%	32%	**32%**	0%	28%	41%	-	*	-	*	0%	*	33%	30%	22%	0%
	2019	28%	20%	**20%**	0%	14%	29%	-	-	-	0%	7%	*	21%	18%	14%	13%
Grade 4 Writing																	

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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	52%	**52%**	50%	40%	62%	-	*	-	*	8%	*	51%	56%	40%	15%
	2019	67%	50%	**50%**	42%	40%	58%	-	-	-	33%	29%	*	52%	44%	37%	25%
At Meets Grade Level or Above	2021	27%	34%	**34%**	33%	25%	42%	-	*	-	*	8%	*	32%	41%	30%	0%
	2019	35%	26%	**26%**	17%	24%	30%	-	-	-	17%	21%	*	25%	28%	21%	25%
At Masters Grade Level	2021	8%	6%	**6%**	0%	5%	6%	-	*	-	*	0%	*	1%	19%	3%	0%
	2019	11%	4%	**4%**	0%	0%	7%	-	-	-	0%	0%	*	3%	6%	1%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	65%	**65%**	60%	64%	69%	-	*	-	*	17%	*	72%	53%	60%	52%
	2019	86%	79%	**79%**	60%	67%	88%	-	-	-	75%	40%	*	77%	83%	69%	65%
At Meets Grade Level or Above	2021	46%	41%	**41%**	20%	32%	53%	-	*	-	*	0%	*	47%	29%	36%	33%
	2019	54%	44%	**44%**	0%	37%	51%	-	-	-	63%	10%	*	45%	43%	34%	35%
At Masters Grade Level	2021	30%	30%	**30%**	20%	25%	36%	-	*	-	*	0%	*	33%	24%	26%	29%
	2019	29%	21%	**21%**	0%	12%	27%	-	-	-	25%	0%	*	19%	25%	13%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	77%	**77%**	40%	77%	82%	-	*	-	*	50%	*	81%	68%	75%	81%
	2019	90%	86%	**86%**	80%	76%	95%	-	-	-	75%	80%	*	88%	80%	78%	76%
At Meets Grade Level or Above	2021	44%	53%	**53%**	0%	61%	56%	-	*	-	*	33%	*	58%	44%	43%	57%
	2019	58%	45%	**45%**	20%	31%	56%	-	-	-	50%	10%	*	45%	45%	31%	29%
At Masters Grade Level	2021	25%	29%	**29%**	0%	32%	31%	-	*	-	*	0%	*	31%	24%	21%	19%
	2019	36%	27%	**27%**	20%	20%	32%	-	-	-	25%	0%	*	24%	33%	22%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	66%	**66%**	20%	66%	76%	-	*	-	*	33%	*	69%	62%	55%	67%
	2019	75%	74%	**74%**	40%	59%	86%	-	*	-	75%	60%	*	75%	73%	62%	65%
At Meets Grade Level or Above	2021	31%	34%	**34%**	20%	39%	31%	-	*	-	*	17%	*	39%	24%	23%	33%
	2019	49%	44%	**44%**	20%	37%	49%	-	*	-	50%	20%	*	48%	33%	35%	41%
At Masters Grade Level	2021	13%	11%	**11%**	0%	11%	13%	-	*	-	*	0%	*	16%	3%	4%	10%
	2019	24%	26%	**26%**	20%	16%	31%	-	*	-	38%	0%	*	26%	25%	18%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**69%**	43%	62%	78%	*	81%	-	42%	34%	44%	72%	62%	60%	51%
	2019	78%	75%	**70%**	51%	62%	79%	-	71%	-	58%	39%	74%	71%	66%	58%	55%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP 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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	44%	**43%**	17%	39%	50%	*	50%	-	23%	21%	22%	45%	38%	33%	27%
	2019	50%	45%	**41%**	15%	36%	47%	-	71%	-	33%	17%	63%	42%	36%	30%	33%
At Masters Grade Level	2021	18%	18%	**22%**	6%	18%	27%	*	25%	-	12%	10%	15%	23%	20%	15%	12%
	2019	24%	19%	**21%**	5%	17%	25%	-	57%	-	17%	1%	33%	20%	21%	14%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	68%	**71%**	56%	63%	81%	*	83%	-	50%	36%	50%	74%	64%	62%	43%
	2019	75%	74%	**69%**	50%	63%	77%	-	*	-	59%	24%	64%	70%	66%	57%	52%
At Meets Grade Level or Above	2021	45%	45%	**42%**	22%	35%	51%	*	50%	-	20%	18%	20%	44%	36%	33%	25%
	2019	48%	47%	**39%**	9%	36%	45%	-	*	-	35%	14%	55%	41%	34%	29%	34%
At Masters Grade Level	2021	18%	17%	**25%**	17%	17%	31%	*	50%	-	10%	15%	10%	25%	23%	18%	16%
	2019	21%	18%	**19%**	5%	16%	22%	-	*	-	18%	0%	36%	20%	17%	12%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	71%	**73%**	33%	68%	82%	*	83%	-	50%	41%	60%	77%	61%	65%	61%
	2019	82%	78%	**76%**	59%	68%	86%	-	*	-	59%	52%	82%	78%	71%	64%	64%
At Meets Grade Level or Above	2021	37%	44%	**50%**	6%	47%	58%	*	50%	-	30%	28%	30%	52%	45%	38%	34%
	2019	52%	44%	**46%**	18%	40%	55%	-	*	-	29%	17%	73%	48%	41%	32%	32%
At Masters Grade Level	2021	18%	19%	**28%**	0%	25%	34%	*	17%	-	10%	10%	30%	29%	25%	17%	14%
	2019	26%	18%	**26%**	5%	23%	32%	-	*	-	12%	3%	36%	25%	28%	19%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	60%	**52%**	50%	40%	62%	-	*	-	*	8%	*	51%	56%	40%	15%
	2019	68%	61%	**50%**	42%	40%	58%	-	-	-	33%	29%	*	52%	44%	37%	25%
At Meets Grade Level or Above	2021	30%	33%	**34%**	33%	25%	42%	-	*	-	*	8%	*	32%	41%	30%	0%
	2019	38%	37%	**26%**	17%	24%	30%	-	-	-	17%	21%	*	25%	28%	21%	25%
At Masters Grade Level	2021	9%	9%	**6%**	0%	5%	6%	-	*	-	*	0%	*	1%	19%	3%	0%
	2019	14%	14%	**4%**	0%	0%	7%	-	-	-	0%	0%	*	3%	6%	1%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	**66%**	20%	66%	76%	-	*	-	*	33%	*	69%	62%	55%	67%
	2019	81%	82%	**74%**	40%	59%	86%	-	*	-	75%	60%	*	75%	73%	62%	65%
At Meets Grade Level or Above	2021	44%	48%	**34%**	20%	39%	31%	-	*	-	*	17%	*	39%	24%	23%	33%
	2019	54%	44%	**44%**	20%	37%	49%	-	*	-	50%	20%	*	48%	33%	35%	41%
At Masters Grade Level	2021	20%	18%	**11%**	0%	11%	13%	-	*	-	*	0%	*	16%	3%	4%	10%
	2019	25%	20%	**26%**	20%	16%	31%	-	*	-	38%	0%	*	26%	25%	18%	18%

* 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.

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	51	**51**	50	58	48	-	-	-	40	38	*	54	38	49	61
	2018	63	69	**69**	83	74	66	-	*	-	60	50	-	70	69	71	73
Grade 4 Mathematics	2019	65	61	**61**	59	57	63	-	-	-	80	71	*	63	57	59	47
	2018	65	59	**59**	86	46	66	-	*	-	42	40	-	61	56	53	44
Grade 5 ELA/Reading	2019	81	76	**76**	80	66	82	-	-	-	88	65	*	74	80	69	63
	2018	80	71	**71**	83	79	65	-	-	-	*	42	*	70	74	76	95
Grade 5 Mathematics	2019	83	86	**86**	90	81	90	-	-	-	88	90	*	85	91	87	88
	2018	81	79	**79**	67	82	77	-	-	-	*	57	*	76	84	76	80
All Grades Both Subjects	2019	69	66	**69**	64	66	71	-	-	-	77	65	75	69	69	66	65
	2018	69	66	**69**	80	69	69	-	*	-	62	47	67	69	70	69	69
All Grades ELA/Reading	2019	68	66	**64**	59	62	65	-	-	-	69	50	80	64	62	59	62
	2018	69	70	**70**	83	77	65	-	*	-	69	46	*	70	72	73	83
All Grades Mathematics	2019	70	66	**74**	69	70	77	-	-	-	85	80	70	74	76	73	67
	2018	70	62	**68**	77	62	72	-	*	-	56	47	*	68	69	64	57

* 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)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP 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%	69%	**69%**	-	-	-	-	-	-	44%	44%	-	-	67%	72%	45%	100%
	2019	78%	75%	**70%**	-	-	-	-	-		47%	47%	-		100%		49%	
At Meets Grade Level or Above	2021	41%	44%	**43%**	-	-	-	-	-	-	20%	20%	-	-	17%	46%	20%	92%
	2019	50%	45%	**41%**	-	-	-	-	-		25%	25%	-		100%		28%	
At Masters Grade Level	2021	18%	18%	**22%**	-	-	-	-	-	-	9%	9%	-	-	0%	24%	8%	50%
	2019	24%	19%	**21%**	-	-	-	-	-		12%	12%	-		0%		12%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	68%	**71%**	-	-	-	-	-	-	37%	37%	-	-	*	76%	38%	*
	2019	75%	74%	**69%**	-	-	-	-	-		43%	43%	-		*		45%	
At Meets Grade Level or Above	2021	45%	45%	**42%**	-	-	-	-	-	-	21%	21%	-	-	*	45%	20%	*
	2019	48%	47%	**39%**	-	-	-	-	-		24%	24%	-		*		27%	
At Masters Grade Level	2021	18%	17%	**25%**	-	-	-	-	-	-	13%	13%	-	-	*	26%	13%	*
	2019	21%	18%	**19%**	-	-	-	-	-		7%	7%	-		*		7%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	71%	**73%**	-	-	-	-	-	-	55%	55%	-	-	*	75%	58%	*
	2019	82%	78%	**76%**	-	-	-	-	-		57%	57%	-		*		59%	
At Meets Grade Level or Above	2021	37%	44%	**50%**	-	-	-	-	-	-	26%	26%	-	-	*	53%	28%	*
	2019	52%	44%	**46%**	-	-	-	-	-		24%	24%	-		*		27%	
At Masters Grade Level	2021	18%	19%	**28%**	-	-	-	-	-	-	11%	11%	-	-	*	30%	10%	*
	2019	26%	18%	**26%**	-	-	-	-	-		19%	19%	-		*		18%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	60%	**52%**	-	-	-	-	-	-	17%	17%	-	-	*	58%	15%	-
	2019	68%	61%	**50%**	-	-	-	-	-		8%	8%	-		*		14%	
At Meets Grade Level or Above	2021	30%	33%	**34%**	-	-	-	-	-	-	0%	0%	-	-	*	39%	0%	-
	2019	38%	37%	**26%**	-	-	-	-	-		8%	8%	-		*		14%	
At Masters Grade Level	2021	9%	9%	**6%**	-	-	-	-	-	-	0%	0%	-	-	*	7%	0%	-
	2019	14%	14%	**4%**	-	-	-	-	-		0%	0%	-		*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	**66%**	-	-	-	-	-	-	56%	56%	-	-	*	66%	59%	*
	2019	81%	82%	**74%**	-	-	-	-	-		63%	63%	-		-		63%	
At Meets Grade Level or Above	2021	44%	48%	**34%**	-	-	-	-	-	-	19%	19%	-	-	*	34%	18%	*
	2019	54%	44%	**44%**	-	-	-	-	-		44%	44%	-		-		44%	
At Masters Grade Level	2021	20%	18%	**11%**	-	-	-	-	-	-	0%	0%	-	-	*	12%	0%	*
	2019	25%	20%	**26%**	-	-	-	-	-		19%	19%	-		-		19%	

* 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.

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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	**100%**	100%	100%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	83%	94%	**94%**	96%	93%	95%	*	100%	*	93%	92%	100%	97%	85%	94%	90%
Not Included in Accountability: Mobile	3%	5%	**6%**	4%	6%	5%	*	0%	*	7%	6%	0%	2%	14%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	2%	0%	0%	1%	0%	1%
Not Tested	12%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	2%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	95%	94%	95%	-	78%	-	96%	100%	100%	97%	88%	94%	91%
Not Included in Accountability: Mobile	4%	4%	**5%**	5%	5%	5%	-	22%	-	4%	0%	0%	2%	11%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	1%	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.

	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%	98.7%	**98.7%**	98.8%	98.8%	98.8%	-	*	-	96.7%	98.6%	98.6%	99.0%
2018-19	95.4%	95.5%	**95.7%**	96.8%	95.7%	95.6%	-	*	-	94.3%	95.2%	95.5%	96.0%
Chronic Absenteeism													
2019-20	6.7%	7.3%	**5.5%**	12.5%	5.2%	4.1%	-	0.0%	-	14.3%	9.3%	6.3%	2.2%
2018-19	11.4%	11.6%	**10.4%**	15.6%	7.7%	10.5%	-	*	-	26.7%	12.5%	10.2%	8.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-

	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%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
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%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP 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%	69.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	73.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	67.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	118	360,220
By Ethnicity:				
African American	-	-	11	44,729
Hispanic	-	-	47	184,060
White	-	-	53	105,215
American Indian	-	-	1	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	5	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	29	49,535
Foundation H.S. Program (Endorsement)	-	-	5	15,689
Foundation H.S. Program (DLA)	-	-	82	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	61	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	29,639
At-Risk Graduates	-	-	58	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	352	100.0%	1,746	5,359,040	353	100.0%	1,753	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	2.1%	3.7%	0	0.0%	2.1%	3.7%
Kindergarten	0	0.0%	6.5%	6.7%	0	0.0%	6.5%	6.7%
Grade 1	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	127	36.1%	7.3%	7.1%	128	36.3%	7.3%	7.1%
Grade 4	115	32.7%	6.6%	7.2%	115	32.6%	6.6%	7.2%
Grade 5	110	31.3%	6.3%	7.4%	110	31.2%	6.3%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.6%	7.2%	0	0.0%	8.6%	7.2%
Grade 12	0	0.0%	7.8%	6.8%	0	0.0%	7.8%	6.8%
Ethnic Distribution:								
African American	23	6.5%	6.8%	12.7%	23	6.5%	6.7%	12.7%
Hispanic	135	38.4%	34.0%	52.9%	135	38.2%	33.9%	52.9%
White	174	49.4%	54.2%	26.5%	175	49.6%	54.2%	26.5%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	7	2.0%	0.7%	4.7%	7	2.0%	0.7%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	12	3.4%	4.1%	2.7%	12	3.4%	4.2%	2.7%
Sex:								
Female	166	47.2%	50.1%	48.9%	167	47.3%	50.0%	48.9%
Male	186	52.8%	49.9%	51.1%	186	52.7%	50.0%	51.1%
Economically Disadvantaged	203	57.7%	56.5%	60.3%	204	57.8%	56.4%	60.2%
Non-Educationally Disadvantaged	149	42.3%	43.5%	39.7%	149	42.2%	43.6%	39.8%
Section 504 Students	22	6.3%	9.6%	7.2%	22	6.2%	9.6%	7.2%
EB Students/EL	43	12.2%	8.2%	20.7%	43	12.2%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.8%	1.2%				
Students w/ Dyslexia	17	4.8%	5.3%	4.5%	17	4.8%	5.3%	4.5%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	3	0.9%	0.7%	1.1%	3	0.8%	0.7%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	2	0.6%	0.5%	0.3%	2	0.6%	0.5%	0.3%
Title I	352	100.0%	99.8%	64.5%	353	100.0%	99.8%	64.5%
Military Connected	24	6.8%	5.1%	2.7%	24	6.8%	5.1%	2.7%
At-Risk	80	22.7%	33.5%	49.2%	80	22.7%	33.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	41	11.6%	8.0%	21.0%	41	11.6%	8.0%	20.9%
Gifted and Talented Education	24	6.8%	7.2%	8.3%	24	6.8%	7.1%	8.3%
Special Education	44	12.5%	12.4%	11.1%	45	12.7%	12.7%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	44							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	40.9%	44.0%	42.5%				
Students with Physical Disabilities	15	34.1%	18.5%	21.3%				
Students with Autism	**	**	16.7%	14.1%				
Students with Behavioral Disabilities	*	*	18.5%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	45	11.2%	10.5%	13.8%				
By Ethnicity:								
African American	5	1.2%	1.1%	2.8%				
Hispanic	21	5.2%	4.0%	7.1%				
White	16	4.0%	4.6%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.7%	0.8%	0.4%				
Count and Percent of Special Ed Students who are Mobile	6	11.1%	10.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	8	17.8%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	31	13.2%	12.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	35	14.8%	13.7%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.0%	1.4%	-	0.0%	4.8%
Grade 1	-	6.0%	1.9%	-	4.8%	3.2%
Grade 2	-	0.9%	1.0%	-	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	5.0%	5.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.8%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.4%	4.7%	-	8.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	17.7
Grade 1	-	17.6	18.0
Grade 2	-	17.3	18.0
Grade 3	15.5	15.5	18.2
Grade 4	16.1	16.1	18.3
Grade 5	17.8	17.8	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.5	15.7
Foreign Languages	-	23.9	17.8
Mathematics	-	14.8	16.9
Science	-	15.5	17.9
Social Studies	-	15.6	18.3

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	41.7	100.0%	100.0%	100.0%
Professional Staff:	34.1	81.8%	64.5%	64.3%
Teachers	27.9	66.9%	51.3%	49.6%
Professional Support	3.7	8.9%	8.2%	10.6%
Campus Administration (School Leadership)	2.5	6.0%	3.1%	3.0%
Educational Aides:	7.6	18.2%	14.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	4.3	10.3%	17.1%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	4.3%	11.1%
Hispanic	3.0	10.7%	9.7%	28.4%
White	24.9	89.3%	83.0%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	2.2%	1.2%
Teachers by Sex:				
Males	2.3	8.1%	21.3%	23.8%
Females	25.7	91.9%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	23.6	84.6%	74.6%	73.0%
Masters	4.3	15.4%	25.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.4	12.3%	7.4%	6.7%
1-5 Years Experience	6.6	23.7%	27.2%	27.8%
6-10 Years Experience	8.2	29.5%	23.2%	20.3%
11-20 Years Experience	6.6	23.8%	25.4%	29.1%
21-30 Years Experience	2.0	7.2%	13.8%	13.0%
Over 30 Years Experience	1.0	3.6%	3.0%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent		
Number of Students per Teacher	12.6	n/a	13.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	2.0	6.4
Average Years Experience of Principals with District	3.0	2.0	5.5
Average Years Experience of Assistant Principals	7.0	4.8	5.5
Average Years Experience of Assistant Principals with District	2.0	2.8	4.8
Average Years Experience of Teachers:	9.4	11.3	11.2
Average Years Experience of Teachers with District:	7.0	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$43,948	$43,748	$50,849
1-5 Years Experience	$46,013	$47,397	$53,288
6-10 Years Experience	$49,153	$48,970	$56,282
11-20 Years Experience	$53,400	$54,211	$59,900
21-30 Years Experience	$58,185	$61,686	$64,637
Over 30 Years Experience	$63,085	$63,085	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$49,925	$51,666	$57,641
Professional Support	$49,572	$59,515	$68,030
Campus Administration (School Leadership)	$71,268	$74,872	$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
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%	0.4%	6.2%
Career and Technical Education	0.0	0.0%	3.9%	5.1%
Compensatory Education	2.2	7.9%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	22.4	80.3%	78.1%	71.0%
Special Education	3.3	11.8%	13.1%	9.4%
Other	0.0	0.0%	0.0%	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.)

Smithville Brown Primary Campus Data

2020-2021

Texas Academic Performance Report

2020-21 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: BROWN PRI

Campus Number: 011904102

2021 Accountability Rating: Not Rated: Declared State of Disaster

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	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%	98.7%	**98.7%**	98.3%	98.3%	99.2%	*	*	-	95.6%	98.6%	98.3%	98.7%
2018-19	95.4%	95.5%	**95.4%**	95.3%	94.7%	95.8%	*	*	-	95.4%	94.9%	95.1%	95.6%
Chronic Absenteeism													
2019-20	6.7%	7.3%	**5.8%**	14.3%	6.1%	2.5%	*	*	-	23.5%	4.3%	6.9%	3.7%
2018-19	11.4%	11.6%	**9.2%**	18.2%	10.6%	7.4%	*	*	-	8.3%	15.4%	10.1%	4.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-

	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%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
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%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	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%	69.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	73.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	67.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-

2020-21 Graduation Profile (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	118	360,220
By Ethnicity:				
African American	-	-	11	44,729
Hispanic	-	-	47	184,060
White	-	-	53	105,215
American Indian	-	-	1	1,226
Asian	-	-	1	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	5	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	2	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	29	49,535
Foundation H.S. Program (Endorsement)	-	-	5	15,689
Foundation H.S. Program (DLA)	-	-	82	292,532
Special Education Graduates	-	-	16	29,018
Economically Disadvantaged Graduates	-	-	61	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	29,639
At-Risk Graduates	-	-	58	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

| | Membership | | | | Enrollment | | | |
| | Campus | | | | Campus | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	403	100.0%	1,746	5,359,040	409	100.0%	1,753	5,371,586
Students by Grade:								
Early Childhood Education	3	0.7%	0.2%	0.3%	9	2.2%	0.5%	0.4%
Pre-Kindergarten	37	9.2%	2.1%	3.7%	37	9.0%	2.1%	3.7%
Kindergarten	114	28.3%	6.5%	6.7%	114	27.9%	6.5%	6.7%
Grade 1	124	30.8%	7.1%	7.1%	124	30.3%	7.1%	7.1%
Grade 2	125	31.0%	7.2%	7.1%	125	30.6%	7.1%	7.1%
Grade 3	0	0.0%	7.3%	7.1%	0	0.0%	7.3%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 5	0	0.0%	6.3%	7.4%	0	0.0%	6.3%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.6%	7.2%	0	0.0%	8.6%	7.2%
Grade 12	0	0.0%	7.8%	6.8%	0	0.0%	7.8%	6.8%
Ethnic Distribution:								
African American	22	5.5%	6.8%	12.7%	22	5.4%	6.7%	12.7%
Hispanic	139	34.5%	34.0%	52.9%	140	34.2%	33.9%	52.9%
White	219	54.3%	54.2%	26.5%	222	54.3%	54.2%	26.5%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.2%	0.7%	4.7%	1	0.2%	0.7%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	22	5.5%	4.1%	2.7%	24	5.9%	4.2%	2.7%
Sex:								
Female	213	52.9%	50.1%	48.9%	214	52.3%	50.0%	48.9%
Male	190	47.1%	49.9%	51.1%	195	47.7%	50.0%	51.1%
Economically Disadvantaged	248	61.5%	56.5%	60.3%	250	61.1%	56.4%	60.2%
Non-Educationally Disadvantaged	155	38.5%	43.5%	39.7%	159	38.9%	43.6%	39.8%
Section 504 Students	6	1.5%	9.6%	7.2%	6	1.5%	9.6%	7.2%
EB Students/EL	37	9.2%	8.2%	20.7%	37	9.0%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.8%	1.2%				
Students w/ Dyslexia	6	1.5%	5.3%	4.5%	6	1.5%	5.3%	4.5%
Foster Care	2	0.5%	0.2%	0.3%	2	0.5%	0.2%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	3	0.7%	0.7%	1.1%	3	0.7%	0.7%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.3%
Title I	403	100.0%	99.8%	64.5%	409	100.0%	99.8%	64.5%
Military Connected	22	5.5%	5.1%	2.7%	22	5.4%	5.1%	2.7%
At-Risk	207	51.4%	33.5%	49.2%	207	50.6%	33.4%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	36	8.9%	8.0%	21.0%	36	8.8%	8.0%	20.9%
Gifted and Talented Education	10	2.5%	7.2%	8.3%	10	2.4%	7.1%	8.3%
Special Education	44	10.9%	12.4%	11.1%	50	12.2%	12.7%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	44							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	44.0%	42.5%				
Students with Physical Disabilities	20	45.5%	18.5%	21.3%				
Students with Autism	11	25.0%	16.7%	14.1%				
Students with Behavioral Disabilities	*	*	18.5%	20.6%				
Students with Non-Categorical Early Childhood	**	**	2.3%	1.5%				
Mobility (2019-20):								
Total Mobile Students	32	11.0%	10.5%	13.8%				
By Ethnicity:								
African American	2	0.7%	1.1%	2.8%				
Hispanic	14	4.8%	4.0%	7.1%				
White	11	3.8%	4.6%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	1.7%	0.8%	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	6.5%	10.0%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	11.1%	12.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	26	15.3%	12.1%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	58	17.1%	13.7%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.0%	2.0%	1.4%	0.0%	0.0%	4.8%
Grade 1	6.0%	6.0%	1.9%	4.8%	4.8%	3.2%
Grade 2	0.9%	0.9%	1.0%	0.0%	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	5.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.8%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.4%	4.7%	-	8.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.1	16.1	17.7
Grade 1	17.6	17.6	18.0
Grade 2	17.3	17.3	18.0
Grade 3	-	15.5	18.2
Grade 4	-	16.1	18.3
Grade 5	-	17.8	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.5	15.7
Foreign Languages	-	23.9	17.8
Mathematics	-	14.8	16.9
Science	-	15.5	17.9
Social Studies	-	15.6	18.3

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	44.3	100.0%	100.0%	100.0%
Professional Staff:	33.0	74.4%	64.5%	64.3%
Teachers	27.5	62.0%	51.3%	49.6%
Professional Support	4.0	9.0%	8.2%	10.6%
Campus Administration (School Leadership)	1.5	3.4%	3.1%	3.0%
Educational Aides:	11.3	25.6%	14.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	5.7	12.8%	17.1%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	4.3%	11.1%
Hispanic	2.0	7.3%	9.7%	28.4%
White	25.5	92.7%	83.0%	56.9%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	2.2%	1.2%
Teachers by Sex:				
Males	0.7	2.6%	21.3%	23.8%
Females	26.7	97.4%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	20.7	75.5%	74.6%	73.0%
Masters	6.7	24.5%	25.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.3%	7.4%	6.7%
1-5 Years Experience	9.4	34.2%	27.2%	27.8%
6-10 Years Experience	6.7	24.4%	23.2%	20.3%
11-20 Years Experience	5.4	19.5%	25.4%	29.1%
21-30 Years Experience	3.0	10.9%	13.8%	13.0%
Over 30 Years Experience	1.0	3.6%	3.0%	3.1%

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Number of Students per Teacher	14.7	n/a	13.1	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	2.0	6.4
Average Years Experience of Principals with District	3.0	2.0	5.5
Average Years Experience of Assistant Principals	6.0	4.8	5.5
Average Years Experience of Assistant Principals with District	6.0	2.8	4.8
Average Years Experience of Teachers:	9.9	11.3	11.2
Average Years Experience of Teachers with District:	6.0	6.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$43,501	$43,748	$50,849
1-5 Years Experience	$45,554	$47,397	$53,288
6-10 Years Experience	$48,774	$48,970	$56,282
11-20 Years Experience	$53,162	$54,211	$59,900
21-30 Years Experience	$61,977	$61,686	$64,637
Over 30 Years Experience	$63,085	$63,085	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$50,112	$51,666	$57,641
Professional Support	$55,836	$59,515	$68,030
Campus Administration (School Leadership)	$73,267	$74,872	$83,424
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

| Program Information | ----- Campus ----- | | District | State |
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.4%	6.2%
Career and Technical Education	0.0	0.0%	3.9%	5.1%
Compensatory Education	0.6	2.3%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.1%	1.8%
Regular Education	23.1	84.2%	78.1%	71.0%
Special Education	3.7	13.5%	13.1%	9.4%
Other	0.0	0.0%	0.0%	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.)

Smithville ISD

District Data

2019-2020

Actual Financial Data Report

2019 - 2020 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,853

	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)	$9,934,805	53.43%	$5,361	$9,934,805	46.45%	$5,361	$25,533,913,274	43.11%	$4,660
State Operating Funds	$7,730,416	41.57%	$4,172	$8,229,842	38.48%	$4,441	$24,198,968,656	40.86%	$4,417
Federal Funds	$458,583	2.47%	$247	$2,336,129	10.92%	$1,261	$7,015,215,596	11.84%	$1,280
Other Local	$471,325	2.53%	$254	$887,345	4.15%	$479	$2,483,070,133	4.19%	$453
Total Operating Revenue	$18,595,129	100.00%	$10,035	$21,388,121	100.00%	$11,542	$59,231,167,659	100.00%	$10,811
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$2,597,185	91.11%	$1,402	$7,988,017,723	85.75%	$1,458
State Assistance for Debt Service	$0	0.00%	$0	$25,102	0.88%	$14	$417,799,545	4.49%	$76
Other Receipts (excluding debt service financing)	$224,960	100.00%	$121	$228,460	8.01%	$123	$909,418,245	9.76%	$166
Total Other Revenue	$224,960	100.00%	$121	$2,850,747	100.00%	$1,538	$9,315,235,513	100.00%	$1,700
Subtotal: Operating and Other Revenue	$18,820,089	100.00%	$10,157	$24,238,868	100.00%	$13,081	$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	$18,820,089	100.00%	$10,157	$24,238,868	100.00%	$13,081	$71,156,992,275	100.00%	$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$6,707,981,130	72.89%	$1,224
Estimated State TRS Contributions	$919,160	100.00%	$496	$943,823	100.00%	$509	$2,495,227,887	27.11%	$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	$919,160	100.00%	$496	$943,823	100.00%	$509	$9,203,209,017	100.00%	$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$19,739,249	100.00%	$10,653	$25,182,691	100.00%	$13,590	$77,749,612,189	100.00%	$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$13,333,477	75.86%	$7,196	$15,238,861	74.45%	$8,224	$45,632,220,765	80.04%	$8,329
Professional & Contracted Services (Object 62xx)	$2,620,880	14.91%	$1,414	$2,703,258	13.21%	$1,459	$5,127,350,907	8.99%	$936

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$1,346,948	7.66%	$727	$2,202,699	10.76%	$1,189	$4,914,857,654	8.62%	$897
Other Operating Expenditures (Object 64xx)	$274,290	1.56%	$148	$324,140	1.58%	$175	$1,339,390,963	2.35%	$244
Total Operating Expenditures by Object	$17,575,595	100.00%	$9,485	$20,468,958	100.00%	$11,046	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$64,329	7.79%	$35	$2,682,600	26.31%	$1,448	$9,524,076,242	47.61%	$1,738
Capital Outlay(Object 66xx)	$761,596	92.21%	$411	$7,513,731	73.69%	$4,055	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Object	$825,925	100.00%	$446	$10,196,331	100.00%	$5,503	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	$18,401,520	100.00%	$9,931	$30,665,289	100.00%	$16,549	$77,019,760,233	100.00%	$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$9,479,115	53.93%	$5,116	$10,766,085	52.60%	$5,810	$32,482,839,029	56.97%	$5,929
Instructional Resources & Media Services (Function 12)	$282,947	1.61%	$153	$282,947	1.38%	$153	$620,523,428	1.09%	$113
Curriculum & Staff Development (Function 13)	$206,825	1.18%	$112	$285,737	1.40%	$154	$1,283,086,493	2.25%	$234
Instructional Leadership (Function 21)	$202,932	1.15%	$110	$381,622	1.86%	$206	$945,108,506	1.66%	$173
School Leadership (Function 23)	$1,131,992	6.44%	$611	$1,131,992	5.53%	$611	$3,397,560,197	5.96%	$620
Guidance Counseling Services (Function 31)	$358,879	2.04%	$194	$358,879	1.75%	$194	$2,204,295,228	3.87%	$402
Social Work Services (Function 32)	$47,238	0.27%	$25	$51,357	0.25%	$28	$173,240,994	0.30%	$32
Health Services (Function 33)	$231,939	1.32%	$125	$231,939	1.13%	$125	$608,875,388	1.07%	$111
Transportation (Function 34)	$835,228	4.75%	$451	$835,721	4.08%	$451	$1,625,400,170	2.85%	$297
Food Services (Function 35)	$0	0.00%	$0	$1,204,738	5.89%	$650	$2,839,750,491	4.98%	$518
Extracurricular (Function 36)	$823,836	4.69%	$445	$924,261	4.52%	$499	$1,574,298,616	2.76%	$287
General Administration (Function 41,92)	$731,555	4.16%	$395	$731,555	3.57%	$395	$1,833,390,327	3.22%	$335
Facilities Maintenance & Operations (Function 51)	$2,479,228	14.11%	$1,338	$2,509,289	12.26%	$1,354	$5,475,939,693	9.60%	$999
Security & Monitoring Services (Function 52)	$117,418	0.67%	$63	$126,373	0.62%	$68	$621,397,805	1.09%	$113
Data Processing Services (Function 53)	$529,845	3.01%	$286	$529,845	2.59%	$286	$1,049,981,008	1.84%	$192
Community Services (Function 61)	$116,618	0.66%	$63	$116,618	0.57%	$63	$278,132,916	0.49%	$51
Total Operating Expenditures by Function	$17,575,595	100.00%	$9,485	$20,468,958	100.00%	$11,046	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	$64,329	7.79%	$35	$2,682,600	26.31%	$1,448	$9,524,076,242	47.61%	$1,738

2019 - 2020 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,853

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	$761,596	92.21%	$411	$7,513,731	73.69%	$4,055	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Function	$825,925	100.00%	$446	$10,196,331	100.00%	$5,503	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	$18,401,520	100.00%	$9,931	$30,665,289	100.00%	$16,549	$77,019,760,233	100.00%	$14,058

Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Basic Educational Services (PIC 11)	$7,545,113	42.93%	$4,072	$8,103,807	39.59%	$4,373	$24,808,865,963	43.51%	$4,528
Gifted and Talented (PIC 21)	$39,442	0.22%	$21	$39,442	0.19%	$21	$407,970,018	0.72%	$74
Career and Technical (PIC 22)	$545,799	3.11%	$295	$553,749	2.71%	$299	$1,848,729,587	3.24%	$337
Students with Disabilities (PICs 23,33)	$2,424,134	13.79%	$1,308	$3,032,427	14.81%	$1,636	$7,124,984,870	12.50%	$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,178,329	6.70%	$636	$1,504,175	7.35%	$812	$4,961,252,070	8.70%	$906
Bilingual (PICs 25,35)	$52,150	0.30%	$28	$53,486	0.26%	$29	$666,494,835	1.17%	$122
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$198,008,871	0.35%	$36
PreKindergarten (PIC 32)	$174,805	0.99%	$94	$174,805	0.85%	$94	$556,180,368	0.98%	$102
Early Education Allotment (PIC 36)	$241,078	1.37%	$130	$241,078	1.18%	$130	$817,733,874	1.66%	$149
Dyslexia or Related Disorder Services (PIC 37)	$57,240	0.33%	$31	$57,240	0.28%	$31	$247,840,811	0.50%	$45
College, Career, and Military Readiness (CCMR) (PIC 38)	$48,325	0.27%	$26	$48,325	0.24%	$26	$225,233,881	0.46%	$41
Athletics/Related Activities (PIC 91)	$642,329	3.65%	$347	$642,329	3.14%	$347	$1,079,705,932	1.89%	$197
Un-Allocated (PIC 99)	$4,626,851	26.33%	$2,497	$6,018,095	29.40%	$3,248	$14,070,819,209	24.68%	$2,568
Total Operating Expenditures by Program Intent Code (PIC)	$17,575,595	100.00%	$9,485	$20,468,958	100.00%	$11,046	$57,013,820,289	100.00%	$10,406

Non-Operating Expenditures by PIC

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$64,329	7.79%	$35	$2,682,600	26.31%	$1,448	$9,524,076,242	47.61%	$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$761,596	92.21%	$411	$7,513,731	73.69%	$4,055	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	$825,925	100.00%	$446	$10,196,331	100.00%	$5,503	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$18,401,520	100.00%	$9,931	$30,665,289	100.00%	$16,549	$77,019,760,233	100.00%	$14,058

Disbursements
Total Disbursements

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$17,575,595	91.65%	$9,485	$20,468,958	65.10%	$11,046	$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	$0	0.00%	$0	$0	0.00%	$0	$1,065,828,545	1.31%	$195
Intergovernmental Charge	$775,781	4.05%	$419	$775,781	2.47%	$419	$647,236,702	0.80%	$118
Debt Service (Object 6500)	$64,329	0.34%	$35	$2,682,600	8.53%	$1,448	$9,524,076,242	11.71%	$1,738
Capital Projects (Object 6600)	$761,596	3.97%	$411	$7,513,731	23.90%	$4,055	$10,481,863,702	12.89%	$1,913
Total Disbursements	$19,177,301	100.00%	$10,349	$31,441,070	100.00%	$16,968	$81,343,414,583	100.00%	$14,847

Tax Rates
2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				1.0684			1.0164		
Interest & Sinking				0.2800			0.2221		
Total Tax Rate				1.3484			1.2384		

Fund Balance**
Fund Balance

Nonspendable Fund Balance	$88,271		$48	$88,271		$48	$616,400,402		$120
Restricted Fund Balance	$0		$0	$1,756,505		$948	$19,313,845,455		$3,756
Committed Fund Balance	$0		$0	$65,074		$35	$3,524,709,206		$685
Assigned Fund Balance	$2,111,488		$1,139	$2,111,488		$1,139	$3,414,948,929		$664
Unassigned Fund Balance	$6,001,270		$3,239	$6,001,270		$3,239	$15,296,929,974		$2,975
Total Fund Balance**	$8,201,029		$4,426	$10,022,608		$5,409	$42,166,833,966		$8,200
Fund Balance Reconciliation									
2018-2019 Total Fund Balance (Previous Year)	$7,639,107		$4,244	$16,594,517		$9,219	$39,112,172,860		$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	$336,962		$182	$-6,800,369		$-3,670	$-8,388,390,544		$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	$224,960		$121	$228,460		$123	$11,239,274,781		$2,186
2019-2020 Uncommon Items	$0		$0	$0		$0	$203,776,869		$40
2019-2020 Total Fund Balance	$8,201,029		$4,426	$10,022,608		$5,409	$42,166,833,966		$8,200

Smithville High School
Campus Data

2019-2020

Actual Financial Data Report

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD

Total Enrolled Membership: 558

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	$3,835,799	84.94%	$6,874	$4,055,082	84.30%	$7,267
Other Operating	$582,648	12.90%	$1,044	$657,496	13.67%	$1,178
Non-Operating(Equipt/Supplies)	$97,441	2.16%	$175	$97,441	2.03%	$175
Total Expenditures	$4,515,888	100.00%	$8,093	$4,810,019	100.00%	$8,620
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	$3,377,340	76.44%	$6,053	$3,650,667	77.47%	$6,542
Instructional Res/Media (12) *	$83,565	1.89%	$150	$83,565	1.77%	$150
Curriculum/Staff Develop (13) *	$60,786	1.38%	$109	$81,590	1.73%	$146
Instructional Leadership (21) *	$82,194	1.86%	$147	$82,194	1.74%	$147
School Leadership (23) *	$376,645	8.52%	$675	$376,645	7.99%	$675
Guidance/Counseling Svcs (31) *	$148,690	3.37%	$266	$148,690	3.16%	$266
Social Work Services (32) *	$13,143	0.30%	$24	$13,143	0.28%	$24
Health Services (33) *	$71,264	1.61%	$128	$71,264	1.51%	$128
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) * **	$83	0.00%	$0	$83	0.00%	$0
Plant Maint/Operation (51) * **	$187,621	4.25%	$336	$187,621	3.98%	$336
Security/Monitoring (52) * **	$3,700	0.08%	$7	$3,700	0.08%	$7
Data Processing Svcs (53)* **	$13,416	0.30%	$24	$13,416	0.28%	$24
Total Operating Expenditures	$4,418,447	100.00%	$7,918	$4,712,578	100.00%	$8,445

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD

Total Enrolled Membership: 558

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	$2,305,477	54.71%	$4,132	$2,355,531	52.26%	$4,221
Gifted & Talented	$10,733	0.25%	$19	$10,733	0.24%	$19
Career & Technical	$545,148	12.94%	$977	$553,098	12.27%	$991
Students with Disabilities	$707,076	16.78%	$1,267	$905,555	20.09%	$1,623
Accelerated Education	$0	0.00%	$0	$0	0.00%	$0
Bilingual	$1,821	0.04%	$3	$1,821	0.04%	$3
Nondisc Alted-AEP Basic Serv	$178,957	4.25%	$321	$178,957	3.97%	$321
Disc Alted-DAEP Basic Serv	$105,681	2.51%	$189	$105,681	2.34%	$189
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$308,412	7.32%	$553	$346,060	7.68%	$620
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	$1,997	0.05%	$4	$1,997	0.04%	$4
CCMR	$48,325	1.15%	$87	$48,325	1.07%	$87
Total Operating Expenditures	$4,213,627	100.00%	$7,551	$4,507,758	100.00%	$8,078

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices 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. It is recommended that district-level data.

            Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Smithville Junior High Campus Data

2019-2020

Actual Financial Data Report

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD

Total Enrolled Membership: 435

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	$2,671,894	86.78%	$6,142	$2,865,013	86.69%	$6,586
Other Operating	$364,630	11.84%	$838	$397,540	12.03%	$914
Non-Operating(Equipt/Supplies)	$42,459	1.38%	$98	$42,459	1.28%	$98
Total Expenditures	$3,078,983	100.00%	$7,078	$3,305,012	100.00%	$7,598
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	$2,309,672	76.06%	$5,310	$2,514,907	77.08%	$5,781
Instructional Res/Media (12) *	$63,859	2.10%	$147	$63,859	1.96%	$147
Curriculum/Staff Develop (13) *	$51,510	1.70%	$118	$72,304	2.22%	$166
Instructional Leadership (21) *	$55,270	1.82%	$127	$55,270	1.69%	$127
School Leadership (23) *	$240,630	7.92%	$553	$240,630	7.38%	$553
Guidance/Counseling Svcs (31) *	$78,618	2.59%	$181	$78,618	2.41%	$181
Social Work Services (32) *	$11,199	0.37%	$26	$11,199	0.34%	$26
Health Services (33) *	$61,190	2.02%	$141	$61,190	1.88%	$141
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) * **	$4,717	0.16%	$11	$4,717	0.14%	$11
Plant Maint/Operation (51) * **	$138,276	4.55%	$318	$138,276	4.24%	$318
Security/Monitoring (52) * **	$675	0.02%	$2	$675	0.02%	$2
Data Processing Svcs (53)* **	$20,908	0.69%	$48	$20,908	0.64%	$48
Total Operating Expenditures	$3,036,524	100.00%	$6,981	$3,262,553	100.00%	$7,500

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD

Total Enrolled Membership: 435

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	$1,813,439	63.14%	$4,169	$1,833,194	59.17%	$4,214
Gifted & Talented	$11,112	0.39%	$26	$11,112	0.36%	$26
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$695,316	24.21%	$1,598	$867,641	28.01%	$1,995
Accelerated Education	$-235	(0.01%)	$-1	$-235	(0.01%)	$-1
Bilingual	$1,164	0.04%	$3	$1,164	0.04%	$3
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$77,780	2.71%	$179	$77,780	2.51%	$179
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$261,125	9.09%	$600	$295,074	9.52%	$678
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	$12,247	0.43%	$28	$12,247	0.40%	$28
CCMR	$0	0.00%	$0	$0	0.00%	$0
Total Operating Expenditures	$2,871,948	100.00%	$6,602	$3,097,977	100.00%	$7,122

Total Enrolled Membership: 435

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices 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. It is recommended that district-level data.

         Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Smithville Elementary Campus Data

2019-2020

Actual Financial Data Report

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD

Total Enrolled Membership: 379

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	$2,011,779	75.14%	$5,308	$2,459,648	77.19%	$6,490
Other Operating	$248,580	9.28%	$656	$309,701	9.72%	$817
Non-Operating(Equipt/Supplies)	$417,078	15.58%	$1,100	$417,078	13.09%	$1,100
Total Expenditures	$2,677,437	100.00%	$7,064	$3,186,427	100.00%	$8,407
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	$1,618,786	71.62%	$4,271	$2,126,456	76.79%	$5,611
Instructional Res/Media (12) *	$66,915	2.96%	$177	$66,915	2.42%	$177
Curriculum/Staff Develop (13) *	$45,604	2.02%	$120	$46,924	1.69%	$124
Instructional Leadership (21) *	$33,538	1.48%	$88	$33,538	1.21%	$88
School Leadership (23) *	$283,265	12.53%	$747	$283,265	10.23%	$747
Guidance/Counseling Svcs (31) *	$69,840	3.09%	$184	$69,840	2.52%	$184
Social Work Services (32) *	$11,638	0.51%	$31	$11,638	0.42%	$31
Health Services (33) *	$44,600	1.97%	$118	$44,600	1.61%	$118
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) * **	$5,877	0.26%	$16	$5,877	0.21%	$16
Plant Maint/Operation (51) * **	$53,937	2.39%	$142	$53,937	1.95%	$142
Security/Monitoring (52) * **	$0	0.00%	$0	$0	0.00%	$0
Data Processing Svcs (53)* **	$26,359	1.17%	$70	$26,359	0.95%	$70
Total Operating Expenditures	$2,260,359	100.00%	$5,964	$2,769,349	100.00%	$7,307

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD

Total Enrolled Membership: 379

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	$1,654,483	76.10%	$4,365	$1,956,099	72.90%	$5,161
Gifted & Talented	$12,709	0.58%	$34	$12,709	0.47%	$34
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$384,735	17.70%	$1,015	$502,529	18.73%	$1,326
Accelerated Education	$-992	(0.05%)	$-3	$-992	(0.04%)	$-3
Bilingual	$37,131	1.71%	$98	$37,131	1.38%	$98
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%	$53,163	2.45%	$140	$142,743	5.32%	$377
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	$32,957	1.52%	$87	$32,957	1.23%	$87
CCMR	$0	0.00%	$0	$0	0.00%	$0
Total Operating Expenditures	$2,174,186	100.00%	$5,737	$2,683,176	100.00%	$7,080

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices 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. It is recommended that district-level data.

        Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Smithville Brown Primary Campus Data

2019-2020

Actual Financial Data Report

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD

Total Enrolled Membership: 481

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Operating-Payroll	$2,462,674	85.80%	$5,120	$2,612,225	85.75%	$5,431
Other Operating	$384,097	13.38%	$799	$410,668	13.48%	$854
Non-Operating(Equipt/Supplies)	$23,491	0.82%	$49	$23,491	0.77%	$49
Total Expenditures	$2,870,262	100.00%	$5,967	$3,046,384	100.00%	$6,333
Expenditures by Function (Objects 6100-6400 Only)						
Instruction (11,95) *	$2,171,950	76.30%	$4,515	$2,313,838	76.54%	$4,810
Instructional Res/Media (12) *	$68,608	2.41%	$143	$68,608	2.27%	$143
Curriculum/Staff Develop (13) *	$48,925	1.72%	$102	$83,159	2.75%	$173
Instructional Leadership (21) *	$31,930	1.12%	$66	$31,930	1.06%	$66
School Leadership (23) *	$231,452	8.13%	$481	$231,452	7.66%	$481
Guidance/Counseling Svcs (31) *	$61,731	2.17%	$128	$61,731	2.04%	$128
Social Work Services (32) *	$11,258	0.40%	$23	$11,258	0.37%	$23
Health Services (33) *	$54,885	1.93%	$114	$54,885	1.82%	$114
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) * **	$451	0.02%	$1	$451	0.01%	$1
Plant Maint/Operation (51) * **	$145,295	5.10%	$302	$145,295	4.81%	$302
Security/Monitoring (52) * **	$0	0.00%	$0	$0	0.00%	$0
Data Processing Svcs (53)* **	$20,286	0.71%	$42	$20,286	0.67%	$42
Total Operating Expenditures	$2,846,771	100.00%	$5,918	$3,022,893	100.00%	$6,285

2019-2020 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD

Total Enrolled Membership: 481

	General Fund	%	Per Student	All Funds	%	Per Student
Program expenditures by Program (Objects 6100-6400 only)						
Regular	$1,576,834	58.82%	$3,278	$1,593,928	55.79%	$3,314
Gifted & Talented	$4,888	0.18%	$10	$4,888	0.17%	$10
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$326,650	12.19%	$679	$326,650	11.43%	$679
Accelerated Education	$-321	(0.01%)	$-1	$-321	(0.01%)	$-1
Bilingual	$6,065	0.23%	$13	$7,401	0.26%	$15
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%	$193,621	7.22%	$403	$343,793	12.03%	$715
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$321,885	12.01%	$669	$329,405	11.53%	$685
Early Education Allotment	$241,078	8.99%	$501	$241,078	8.44%	$501
Dyslexia or Related Disorder Serv	$10,039	0.37%	$21	$10,039	0.35%	$21
CCMR	$0	0.00%	$0	$0	0.00%	$0
Total Operating Expenditures	$2,680,739	100.00%	$5,573	$2,856,861	100.00%	$5,939

Note: Some amounts may not total due to rounding.

*   Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices 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. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

Statement of Nondiscrimination

The Smithville Independent School District does not discriminate on the basis of **race, color, national origin, sex, disability, or age** in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle inquiries and/or grievances regarding the non-discrimination policies:

Title IX Coordinator: **Michael Caudill, Ed.D Asst. Supt.**
                              901 NE 6th St. Smithville, TX 78957
                              512-237-2487 x.7162
                              mcaudill@smithvilleisd.org

504/ADA Coordinator: **Whitney Brown, Special Programs Coord.**
                              901 NE 6th St. Smithville, TX 78957
                              512-237-2487 x.7182
                              wbrown@smithvilleisd.org

Smithville Independent School District

PART III

TAPR Glossary

2019-2020 Texas Academic Performance Report

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](link). 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

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

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.

- *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),

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

- ▪ *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 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. 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)

- 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.

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.

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

(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:

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

(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*

(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

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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

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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

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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

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number of students in the 2019 cohort*

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*

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

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

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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:

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

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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.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2020 with reported graduation plans}}$$

(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.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

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.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

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.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2020 with reported graduation plans}}$$

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.

$$\frac{\text{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

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.

$$\frac{\text{number of graduates in SY 2019-20 who earn an FHSP-E}}{\text{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

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.

$$\frac{\text{number of graduates in SY 2019-20 who earn an FHSP-DLA}}{\text{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

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.

$$\frac{\text{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2019-20 with reported graduation plans}}$$

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)*

$$\frac{\text{number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

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)*

$$\frac{\text{number of students in the 2019-20 school year considered as at risk}}{\text{total number of students}}$$

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)*

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. Enlistment data reported in PEIMS for 2019 annual graduates remains included for indicators displaying military readiness from 2018–19.

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)*

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 <u>and </u>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.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2019-20 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\text{number of 2019-20 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\text{number of 2019-20 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

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

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned an approved industry-based certification}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned a level I or level II certificate}}{\text{number of 2019-20 annual graduates}}$$

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.

$$\frac{\text{number of 2019-20 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2019-20 annual graduates}}$$

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.

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

Mathematics.

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

Both Subjects.

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

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

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(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

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

$$\frac{\text{number of 2019-20 graduates who took either the SAT or the ACT}}{\text{number of 2019-20 graduates reported}}$$

(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:

$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion}}{\text{score on either the SAT or the ACT}}$$

$$\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

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

(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.

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

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

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

(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

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

Science

number of students in grades 9–12 in 2019-20 who received credit for at least
one science advanced/dual-credit course

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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

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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

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Students who completed CTE coherent sequence courses remain included when comparing 2018–19 results to 2019–20. (Data source: THECB)

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

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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)

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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

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.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: PEIMS 40100)

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:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 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)];

(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).](#)

$$\frac{\text{number of students in the 2020–21 school year considered as at risk}}{\text{total number of students}}$$

(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

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).

$$\frac{\text{number of mobile students in 2019–20}}{\text{number of students who were in membership at any time during the 2019–20 school year}}$$

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)*

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:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

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).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR 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.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

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

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)*

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.

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.

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:

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

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)*

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)*

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 LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS 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

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
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)

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

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...LSSP/Psychologist
024...Social Worker
026...Speech Therapist/Speech-Lang Pathologist
030...Visiting Teacher/Truant Officer
032...Work-Based Learning Site Coordinator
041...Teacher Facilitator
042...Teacher Appraiser
054...Department Head
056...Athletic Trainer
058...Other Campus Professional Personnel
064...Specialist/Consultant

065..Field Service Agent
079..Other ESC Professional Personnel
080..Other Non-Campus Professional Personnel
100.. Instructional Materials Coordinator
101.. Legal Services
102 ....Communications Professional
103 ....Research/Evaluation Professional
104 ....Internal Auditor
105 ....Security
106 ....District/Campus Information Technology Professional
107 ....Food Service Professional
108 ....Transportation
109 ....Athletics
110 ....Custodial
111 ....Maintenance
112 ....Business Services Professional
113 ....Other District Exempt Professional Auxiliary
114 ....Other Campus Exempt Professional Auxiliary
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.