

Smithville Independent School District



District Annual Report and Texas Academic Performance Report 2019-2020

**Cheryl Burns, Superintendent
January 2021**

2019-2020

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 2019-2020.

Smithville Independent School District

PART I

Locally Developed Smithville ISD Information

**2019-2020
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 meet and exceed state academic accountability standards.
- Goal II:** The district will provide opportunities for professional development of staff.
- Goal III:** The district will maintain student attendance above the state average.
- Goal IV:** The district will provide a rigorous, relevant and aligned curriculum.
- Goal V:** The district will maintain a safe and positive environment for students and staff.
- Goal VI:** The district will develop and maintain a strategic fiscal plan.
- Goal VII:** The district will increase teacher's retention.
- Goal VIII:** The district will collaborate with parents and community members as partners in education.
- Goal IX:** The district will incorporate relevant 21st century technology to support the delivery of quality instruction into every classroom.

**Goals adopted by the Smithville ISD Board of Trustees on January 27, 2014*

Smithville Independent School District 2020-2021

Board of Trustees

Alan Hemphill, Board President
Candice Parsons, Board Vice President
Nancy Towry, Board Secretary
Grant Gutierrez, 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
Shari Bang, 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
Amanda Gommert, High School Assistant Principal
Christine Kelly, Junior High Principal
Sarah Vinklarek, Junior High Assistant Principal
Stephanie Foster, Elementary & Brown Primary Principal
Erin O'Rourke, Elementary Assistant Principal
Holly Brockman, Elementary Assistant Principal
Whitney Brown, 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
Ashley Gartman, Teacher SES	2021
Brenda McEntire, Teacher, SES	2022
Crystal Vinklarek, Teacher, SES	2022
Tammy Davis, Teacher, SJHS	2022
Trish Hawkins, Teacher SJHS	2021
Nancy Allen, Teacher SJHS	2022
Jennifer Edwards, Non-Teacher Professional SJHS	2021
Leona Jones, Teacher SHS	2022
Anne Seidel, Teacher, SHS	2022
Reena Reese, Non-Teaching Professional, SHS	2022
David Edwards, District-Level Professional Staff	2021
Andra Sparks, Community Representative	2021
Athena Corby, Community Representative	2021
April Daniels, Community Representative	2021
Cinda Wilkey, Community Representative	2021
Gwendolyn Watkins, Business Representative	2022
Samella Williams, Community Representative	2022
T Warnke, Business Representative	2021
Dr. Judy Bergeron, Business Representative, Parent	2022
Crystal Roberts, CRC Representative	2021
Dana Tovar, Parent	2021
Devon Behrens, Parent	2022

Other Members

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

District and Campus Performance Objectives 2020-2021

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 meet and exceed state academic accountability standards.
 - Improve STAAR performance toward national standards and state standards set for all students and student groups.
 - Close the gaps in student STAAR performance between all students and accountability student sub- groups to passing rate.
 - Provide Career and Guidance counseling to secondary students, assisting them with post-secondary preparation including college applications assistance, and financial aid information.
 - Provide Career and Guidance counseling to secondary students, assisting them with post-secondary training and career pathways.
 - Gifted and Talented students will be challenged in all academic areas and expected to earn advanced level performance on the STAAR test in areas of their strength.
- II. The district will provide opportunities for professional development of staff.
 - The district will provide high quality staff training specific to improving classroom instruction.
- III. The district will maintain student attendance above the state average.
 - Improve District average daily attendance rate to 96%.
 - Make distinctions between excused and unexcused absences.
 - The district will achieve and maintain a dropout rate 0.5% or less.

- IV. The district will provide a rigorous, relevant and aligned curriculum.
 - Vertically align the district curriculum to TEKS (Texas Essential Knowledge and Skills) and STAAR (The State of Texas Assessments of Academic Readiness) objectives in grades PK-12.
 - Fully implement regular benchmark testing in all core curricula for all grade levels.
- V. The district will maintain a safe and positive environment for students and staff.
 - The district will institute health and safety measures to protect students and staff during the COVID-19 pandemic.
 - The district will continue character education, expand social/community responsibility and increase behavioral accountability.
 - The district will provide programs to ensure safe environments.
 - The district will provide programs to address student awareness of drugs, social courtship issues and alcohol issues.
 - The district will provide support and appropriate settings for students with behavior challenges.
- VI. The district will develop and maintain a strategic fiscal plan.
 - The district will maintain a superior rating on the State financial accountability rating system (FIRST).
 - The district will develop and present to the Board periodic financial analysis reports to evaluate the fiscal responsibility of the District.
- VII. The district will increase teacher's retention.
 - Provide teachers and administrators support for acquiring and maintaining appropriate certifications for job responsibilities.
 - Provide a positive working environment for the staff.
- VIII. The district will collaborate with parents and community members as partners in education.
 - Inform parents and community members about district information, educational opportunities and resources.
 - Maintain positive communications with the community in a proactive manner.
 - The district will establish a formal program for parent involvement at all campuses that is consistent with a District-wide plan for increasing parent involvement in the education of their children.
- IX. The district will incorporate relevant 21st century technology to support the delivery of quality instruction into every classroom.
 - The district will provide instructional tools and training to teachers in all content areas to support the delivery of quality instruction through the use of current and future technology.
 - District will increase availability of devices, training for virtual learning, and improved access to high speed internet in response to COVID-19.

Smithville High School

Campus Performance Objectives

District Goal 1: The district will meet and exceed state academic accountability standards.

Campus Performance Objective 1: Increase comparative academic growth scaled score by 10% points.

- **Status Update:** NA based on a lack of STAAR Data.

Campus Performance Objective 2: Increase Comparative Closing the Gaps scaled score by 5% points.

- **Status Update:** NA based on a lack of STAAR Data.

Campus Performance Objective 3: Increase Biology EOC percentage in mastery by 10%.

- **Status Update:** Staffing changes have shown a significant increase in the level of rigor and accountability. Biology teachers are utilizing Assessment Activities for the Texas Readiness Standards which are a curriculum resource from the Charles A. Dana Center at the University of Texas at Austin.

District Goal 2: The district will provide opportunities for professional development of staff.

Campus Performance Objective 1: Implement PLC's for Core Teachers.

- **Status Update:** SHS Administration and Instructional Coach have conducted three PLC's for Core teachers. Data from the beginning of year (BOY) assessment was reviewed. The first Curriculum Based Assessment was administered and results were evaluated and strategies were formed to address specific weaknesses.

Campus Performance Objective 2: The high school staff will implement the Fundamental 5.

- **Status Update:** Walkthroughs and formal observations are conducted with specific elements of the Fundamental 5 program targeted. I.E. Framing the lesson/ Work in the Power Zone/ FSGPT/ Recognizing and Reinforcing/ Write Critically. All teachers are updated weekly through the SHS newsletter as to the specific "look fors" for the week.

Campus Performance Objective 3: High-quality professional development will be offered to staff throughout the school year.

- **Status Update:** Due to COVID, SHS professional development has been provided in-house by the Instructional Coach or teachers have participated in virtual PD offered by Region 13 as well as other resources including Lead4ward.

District Goal 3: The district will maintain student attendance above the state average.

Campus Performance Objective 1: Dropout rates will remain 1% or lower and maintain attendance rates at 96% or better.

- **Status Update:** Administration and Counselors continually monitor attendance and academic success rates, and provide intervention through credit recovery and Tiger Academy. Mrs. Gutierrez assists in monitoring accurate accounting of attendance and compliance with the 90 percent rule.

District Goal 4: The district will provide a rigorous, relevant and aligned curriculum.

Campus Performance Objective 1: Smithville High School will offer competitive, successful vocational classes and college preparatory classes with well-defined pathways for graduation.

- **Status Update:** 100% implemented through course offerings in the course catalog.

District Goal 5: The district will maintain a safe and positive environment for students and staff.

Campus Performance Objective 1: Smithville High School will provide a safe and disciplined environment for all students.

- **Status Update:** SHS has implemented COVID mitigation protocols and have adapted those protocol to meet the need of the increasing population of students participating in in-person instruction. Discipline is systematic and follows the SISD Code of Conduct. The SRO provides a presence each day and aides in maintaining a safe environment.

Campus Performance Objective 2: Smithville High School will develop the character of students to create a positive learning environment.

- **Status Update:** SHS Counselors offer the Character Strong program through Tiger Time each Thursday of every full week-not offered on partial weeks or weeks with PD days. All staff model the level of character expected each day.

District Goal 6: The district will develop and maintain a strategic fiscal plan.

*** No High school performance objectives listed***

District Goal 7: The district will increase teacher's retention.

Campus Performance Objective 1: Keep staff turnover at 10% or below.

- **Status Update:** SHS Administration is evaluating and intentionally growing new and veteran teachers. Our goal is to build a staff that is committed to our students and our community. We offer mentor teachers and opportunities for our teachers to observe successful teachers in hope that they will gain strategies to be successful in the classroom.

District Goal 8: The district will collaborate with parents and community members as partners in education.

Campus Performance Objective 1: Improve parent and community involvement and participation in school decision making.

- **Status Update:** Parents have been an integral part of the utilization of google classroom. As we bring students back to campus for the second semester, we will be surveying parents about campus needs and or their perception thereof. Campus SBDM will meet and conduct detailed campus needs assessment which will involve community stakeholders.

District Goal 9: The district will incorporate relevant 21st century technology to support the delivery of quality instruction into every classroom.

Campus Performance Objective 1: Increase student participation in Robotics club by providing greater resources for the program.

- **Status Update:** Robotics was given the use of an empty portable building classroom to conduct meetings and work on projects. This classroom is in addition to the space they already maintain on the Construction Tech side of the shop which houses the majority of their supplies.

Campus Performance Objective 2: Continue implementation and planning for computer science pathway being offered at Smithville High School.

- **Status Update:** For the 2020-2021 school year, SHS has added Fundamentals of Computer Science, and AP Computer Science. For the 2021-2022 school year, we will offer all of the classes we currently offer along with a Computer Science Practicum which allows students to choose a path (i.e. new programming language, language certificate, cybersecurity, etc.)

Smithville Jr. High

Campus Performance Objectives

District Goal 1: The district will meet and exceed state academic accountability standards.

Campus Performance Objective 1: Implementation of Springboard Mathematics (Collegeboard) in grades 6-8 will increase students Approaching Grade Level in all areas

above 75% based on STAAR passing standards and 45% in Meets Grade Level based on STAAR passing standards.

- **Status Update:** Due to COVID and the late school year start, SJHS did not have December benchmarks. This data is based on Short Cycle exams.

Subject	Approaches	Meets
6th grade math	71	42
7th grade math	67	33
8th grade math / 7th Adv math	85	64
Algebra	95	76

Campus Performance Objective 2: Implementation of HMH ELA/ELAR Curriculum in grades 6-8 will increase students Approaching Grade Level in all areas above 75% based on STAAR passing standards 45% in meets based on STAAR passing standards.

- **Status Update:** Due to COVID and the late school year start, SJHS did not have December benchmarks. This data is based on Short Cycle exams.

Subject	Approaches	Meets
6th grade Reading	70	47
7th grade Reading	70	37
8th grade Reading	75	65

Campus Performance Objective 3: Implementation of Critical Writing (Fundamental 5) in all courses to improve writing scores above 70%.

- **Status Update:** Due to COVID and the late school year start, SJHS did not have December benchmarks. This data is based on Short Cycle exams.

Subject	Approaches	Meets
7 th grade Writing	75	58

District Goal 2: The district will provide opportunities for professional development of staff.

Campus Performance Objective 1: 100% of staff members will be trained in the Fundamental 5 focusing on best practices and instructional strategies.

- **Status Update:** All staff are trained in Fundamental 5, new staff were provided with Fundamental 5 book, best practice strategies are discussed during faculty meetings, and strategies are reinforced through walkthrough feedback and instructional coaching.

Campus Performance Objective 2: New and struggling teachers will increase instructional capacity and classroom effectiveness.

- **Status Update:** Denise Miles, Instructional Coach, provides 1:1 coaching and support to new and struggling teachers. She observes classes, then meets with teachers reinforcing classroom management, instructional best practices, and lesson planning/ lesson cycles.

Campus Performance Objective 3: Ensure all reading and writing teachers are ESL certified.

- **Status Update:** All ELAR teachers at SJHS are ESL certified.

Campus Performance Objective 4: Staff will use frequent, consistent formative feedback to self-evaluate and improve instructional capacity.

- **Status Update:** Staff receive walkthrough feedback including identifying areas of reinforcement and areas for refinement. SJHS Admin are transitioning from the Powerwalks system to using Eduphoria walkthroughs after discovering that Powerwalks did not provide teachers with complete feedback. In addition to Admin walkthroughs, the Instructional Coach provides non-evaluative walkthroughs to support teacher growth.

District Goal 3: The district will maintain student attendance above the state average.

Campus Performance Objective 1: The campus will increase overall average attendance to 96%.

- **Status Update:**

	Sept 20	Oct 20	Nov 20	Dec 20
Monthly Attendance Average	93.73%	93.26%	93.27%	90.67%

District Goal 4: The district will provide a rigorous, relevant and aligned curriculum.

Campus Performance Objective 1: Student learning will be measured through Springboard, Kamico, HMH or Study Island created short cycle assessments once per six weeks in all core subjects.

- **Status Update:** Short cycle assessments are conducted once per six weeks. PLC meetings are held after the assessments to review and discuss data and student scores. This data is used to inform instructional and intervention decisions.

Campus Performance Objective 2: Instructional Coach will lead PLC's and provide individual support to assist teachers in developing data driven curriculum.

- **Status Update:** PLCs are held the week after short cycles. The Instructional coach leads teachers through a data review protocol to identify areas for reteach, discuss instructional strategies, and determine needs for intervention.

Campus Performance Objective 3: Increase student engagement opportunities in extra-curricular and enrichment activities.

- **Status Update:** Due to COVID, SJHS has not been able to focus on increasing extra-curricular activities. All campus activities are conducted with increased COVID safety procedures in place.

District Goal 5: The district will maintain a safe and positive environment for students and staff.

Campus Performance Objective 1: All students and staff will be trained in the Standard Response Protocol.

- **Status Update:** SRP training was completed during the beginning of the year PD and start of school student expectation lessons.

Campus Performance Objective 2: The campus will maintain a PBIS committee that is focused on restorative practices.

- **Status Update:** Examples of PBIS activities include: Outstanding Student recognition, Student Shout Outs, and snack coupons.

Campus Performance Objective 3: Social Emotional Learning will support student growth and development.

- **Status Update:** Jennifer Edwards, SJHS school counselor, provides weekly SEL lessons and an accompanying video. These lessons are taught to all students through Tiger Time and reinforced throughout the week. Mrs. Edwards has included several campus wide challenges to encourage student participation (Exercise to combat stress, Door decorating focused on empathy, etc.)

District Goal 6: The district will develop and maintain a strategic fiscal plan.

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

- **Status Update:** The campus budget is balanced.

District Goal 7: The district will increase teacher's retention.

Campus Performance Objective 1: The campus will recruit and retain highly qualified teachers.

- **Status Update:** Admin work to develop positive supportive relationships with the faculty and staff by being visible, accessible, encouraging, and maintaining an open door policy. New and struggling teachers are also supported by the Instructional Coach.

Campus Performance Objective 2: Teacher retention will be increased through providing new and struggling teachers coaching to increase instructional capacity and classroom effectiveness.

- **Status Update:** Denise Miles, Instructional Coach, provides 1:1 coaching and support to new and struggling teachers. She observes classes, then meets with teachers reinforcing classroom management, instructional best practices, and lesson planning/ lesson cycles.

District Goal 8: The district will collaborate with parents and community members as partners in education.

Campus Performance Objective 1: Campus will provide frequent, informative, and responsive communication with parents.

- **Status Update:** Parent communication has been virtual due to COVID. Communication includes: emails, phone calls, Remind, newsletters, and virtual meetings.

District Goal 9: The district will incorporate relevant 21st century technology to support the delivery of quality instruction into every classroom.

Campus Performance Objective 1: Teachers will utilize Google Classroom as a Learning Management System for virtual and onsite instruction.

- **Status Update:** Every teacher maintains an active Google Classroom learning platform which includes lessons, videos, assignments, and exams. In addition, teachers provide Google Meets to facilitate interaction with their virtual students.

Campus Performance Objective 2: The campus will integrate Newline Touchboards into classrooms.

- **Status Update:** Newline Touchboards are actively used in every classroom, and teachers are learning to use them in conjunction with Google Classroom.

Campus Performance Objective 3: Students will utilize 21st century technology in Project Lead the Way.

- **Status Update:** Students enrolled in PLTW 1 and 2 learn to code using Vex VR and build different structures using the VES IQ robotics kits. Students enrolled in PLTW 3 follow the computer-based Medical Detectives module learning about body systems, illnesses, how to take vital signs, and how to properly diagnose patients. Students are also given the opportunity to participate in different experiments such as sheep brain dissections and manipulating vital signs.

Campus Performance Objective 4: Teachers will utilize 21st century technology to maximize instructional opportunities and effectiveness.

- **Status Update:** Every teacher maintains an active Google Classroom learning platform which includes lessons, videos, assignments, and exams. In addition, teachers provide Google Meets to facilitate interaction with their virtual students. Newline Touchboards are actively used in every classroom, and teachers are learning to use them in conjunction with Google Classroom.

Smithville Elementary & Brown Primary School

Campus Performance Objectives

District Goal 1: The district will meet and exceed state academic accountability standards.

Campus Performance Objective 1: Improve student achievement in the areas of Reading/Language Arts, Math, Science, and Special Populations.

- **Status Update:** Brown Primary and Smithville Elementary completed 1st 9 weeks (BOY) assessments to gather baseline data after the Spring 2020 COVID closure. We are currently in the process of completing 2nd 9 weeks assessments to evaluate growth and improvement in student achievement and to identify gaps in student performance and staff instructional practices.

Campus Performance Objective 2: Effectively implement guided reading across Brown Primary and Smithville Elementary.

- **Status Update:** All ELA teachers across Brown Primary and Smithville Elementary are currently implementing guided reading. Any teachers who were identified as in need of additional training have been provided that training.

District Goal 2: The district will provide opportunities for professional development of staff.

Campus Performance Objective 1: Send teachers to appropriate staff development opportunities in an effort to increase teacher knowledge/expertise in the areas of reading and math instruction.

- **Status Update:** Due to COVID, Administrators and the Instructional Coach have provided in house professional development in areas identified as areas of need. Teachers have also participated in virtual professional development opportunities as available. K-3rd staff is in the process of beginning the required HB3 Reading Academies.

District Goal 3: The district will maintain student attendance above the state average.

Campus Performance Objective 1: Brown Primary and Smithville Elementary will maintain a student attendance rate of 96% or higher.

- **Status Update:** Brown Primary 95%, Smithville Elementary 94.5%

District Goal 4: The district will provide a rigorous, relevant and aligned curriculum.

Campus Performance Objective 1: Brown Primary and Smithville Elementary will implement TEKS Resource Curriculum.

- **Status Update:** Teachers at Brown Primary and Smithville Elementary completed curriculum mapping in June 2020. Curriculum mapping was based on the TEKS Resource System units of study. Teachers, admin, and the campus Instructional Coach assist in planning based on TEKS Resource in their weekly PLC's.

Campus Performance Objective 2: Brown Primary and Smithville Elementary will implement Enrichment Days at the end of each 9 weeks.

- **Status Update:** Brown Primary and Smithville Elementary have completed Enrichment Days for the 1st 9 weeks and are in the process of planning Enrichment Days for the 2nd 9 weeks.

Campus Performance Objective 3: Brown Primary and Smithville Elementary will implement weekly PLC time for each team.

- **Status Update:** Brown Primary and Smithville Elementary PK-5th grade teachers are currently participating in weekly PLC's for 2 hours per week.

District Goal 5: The district will maintain a safe and positive environment for students and staff.

Campus Performance Objective 1: Provide opportunities for students to access the counselor.

- **Status Update:** Students have access to the campus counselor during weekly PLC classes in which the counselor provides lessons relevant to student needs. Students also have access to the counselor on an as needed basis based on staff or parent requests.

Campus Performance Objective 2: Implement PBIS strategies.

- **Status Update:** Brown Primary and Smithville Elementary have begun the planning phase of implementation of a new PBIS system called the House System. We plan to continue to develop this system as the year progresses. Teachers currently have individual positive behavior systems in their classrooms.

Campus Performance Objective 3: Develop a Growth Mindset across campuses.

- **Status Update:** The campus planning committee will continue to develop strategies to create a growth mindset campus wide. While we have intended to work on this in the fall semester, other goals have taken priority.

District Goal 6: The district will develop and maintain a strategic fiscal plan.

*** No Brown Primary/ Smithville Elementary performance objectives listed***

District Goal 7: The district will increase teacher's retention.

Campus Performance Objective 1: Create a positive school and working environment for faculty and staff.

- **Status Update:** Brown Primary and Smithville Elementary administrators and counselors have taken multiple opportunities to show staff that they are appreciated and promote a positive school and work environment. Some of those things have included special events and celebrations for staff around

holidays and weekly shout-outs where staff can say thank you to each other for helping them or their students.

District Goal 8: The district will collaborate with parents and community members as partners in education.

Campus Performance Objective 1: Effective communication with parents.

- **Status Update:** Brown Primary and Smithville Elementary currently communicate with parents through Peachjar, Facebook, and the campus webpage.

District Goal 9: The district will incorporate relevant 21st century technology to support the delivery of quality instruction into every classroom.

*** No Brown Primary/ Smithville Elementary performance objectives listed***

Smithville Independent School District

Violent and Criminal Incidents

2019-2020 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 2019-2020 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							
Assault-Threat							
Assault-Aggravated/Weapon							
Assault-Sexual							
Burglary							
Criminal Mischief				1			1
Delivery Controlled Subst.							
Disorderly Conduct-Fighting							
Electronic Transmission of Certain Visual Material							
Forgery Govt Instrument							
Harassment							
Improper Photography or Visual Recording (Felony)							
Indecency/Sexual							
Alcohol							
Tobacco	8						8
Drug Paraphernalia							
Possession of Controlled Sub	2						2
Possession of Marihuana	6		1				7
Public Intoxication (Misd.)							
Theft							
Terroristic Threat							
Trespassing							
Unlawfully Carrying Weapon							
Totals	16	0	1	1	0	0	18

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, 2019-2020
 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.
- Early Act First Knight - a program at Brown Primary that teaches character education to students. The EAFK program curriculum is character education designed to meet the needs of young students. The program is a multi-faced program that strives to develop children’s social and moral values and ethics. Some examples are honesty, respect, confidence, responsibility and compassion. Teachers will use the EAFK curriculum to teach one character trait per month and students recite the Rotarian 4-way test daily. The 4 way test asks questions that prompt the student to question their daily actions and behaviors. The Rotarian 4 way test: First, is it the truth? Second, is it fair to all concerned? Third, will it build goodwill and better friendships? Fourth, will it be beneficial to all concerned? The highlights of the program are the knighting ceremonies that take place throughout the year.

- 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.
- No Place for Hate – An Anti-Defamation League Program that encourages acceptance and respect for all. A student diversity committee plans and implements 3 campus projects which require student interaction and conversations that address diversity and the ability to accept/respect those who are different.
- 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 2019-2020
 Smithville High School Campus Improvement Plan 2019-2020
 Smithville Junior High Campus Improvement Plan 2019-2020
 Smithville Elementary Campus Improvement Plan 2019-2020
 Brown Primary Campus Improvement Plan 2019-2020
 Smithville ISD Emergency Operations Procedures
 2019-2020 PEIMS Data

Smithville Independent School District

PART II

Information Compiled by the Texas Education Agency

2019-2020 Texas Academic Performance Report

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

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY
2019

		2019	GPA for 1st Year in Public Higher Education in Texas					
County	District	Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
SMITHVILLE ISD								
	011904002 SMITHVILLE H S							
	Four-Year Public University	28	4	6	6	8	4	0
	Two-Year Public Colleges	28	10	4	3	6	4	1
	Independent Colleges & Universities	3						
	Not Trackable	2						
	Not Found	61						
	Total High School Graduates	122						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



Smithville ISD

District Data

2019-2020



District Accreditation Status



2019-2020 Accreditation Statuses

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

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

Show/Hide columns:

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

Show 100 ▾ entries

Search: smithville

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
011904	SMITHVILLE ISD	13	A - Superior	B	ACCREDITED	

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

Previous 1 Next



Smithville ISD District Data

2019-2020



Texas Academic Performance Report

2019-20 Texas Academic Performance Report

District Name: **SMITHVILLE ISD**

District Number: **011904**

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

2020 Special Education Determination Status:

Needs Assistance

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District Name: SMITHVILLE ISD
 County Name: BASTROP
 District Number: 011904

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

Please note that due to the cancellation of spring 2020 State of Texas
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		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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	71%	60%	67%	79%	-	*	-	*	0%	67%	74%	61%	56%	47%
	2018	77%	79%	70%	50%	61%	80%	-	-	-	50%	45%	*	70%	74%	62%	42%
At Meets Grade Level or Above	2019	45%	49%	42%	0%	42%	48%	-	*	-	*	0%	67%	47%	26%	33%	41%
	2018	43%	47%	29%	13%	13%	39%	-	-	-	33%	27%	*	29%	26%	18%	0%
At Masters Grade Level	2019	27%	32%	25%	0%	23%	31%	-	*	-	*	0%	50%	30%	9%	18%	18%
	2018	25%	29%	17%	13%	13%	19%	-	-	-	17%	0%	*	16%	21%	10%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	81%	60%	74%	98%	-	*	-	*	40%	67%	84%	74%	68%	76%
	2018	78%	78%	72%	29%	64%	80%	-	-	-	67%	50%	*	71%	75%	63%	69%
At Meets Grade Level or Above	2019	49%	50%	59%	20%	53%	74%	-	*	-	*	20%	67%	64%	43%	40%	41%
	2018	47%	49%	38%	14%	26%	48%	-	-	-	33%	33%	*	41%	25%	29%	31%
At Masters Grade Level	2019	25%	27%	33%	0%	35%	36%	-	*	-	*	0%	50%	33%	35%	23%	29%
	2018	23%	25%	17%	0%	13%	21%	-	-	-	17%	8%	*	17%	20%	10%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	76%	58%	42%	53%	65%	-	-	-	50%	21%	*	61%	48%	46%	44%
	2018	73%	76%	66%	38%	67%	73%	-	*	-	14%	33%	-	70%	60%	56%	67%
At Meets Grade Level or Above	2019	44%	47%	32%	17%	30%	37%	-	-	-	17%	21%	*	32%	30%	22%	25%
	2018	46%	50%	36%	25%	33%	40%	-	*	-	14%	11%	-	36%	36%	29%	33%
At Masters Grade Level	2019	22%	25%	12%	8%	14%	12%	-	-	-	17%	0%	*	13%	12%	6%	6%
	2018	24%	28%	15%	0%	14%	16%	-	*	-	14%	0%	-	12%	20%	13%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	62%	50%	53%	69%	-	-	-	67%	36%	*	64%	58%	47%	38%
	2018	78%	79%	60%	50%	46%	70%	-	*	-	43%	30%	-	64%	52%	46%	39%
At Meets Grade Level or Above	2019	48%	49%	36%	17%	37%	41%	-	-	-	17%	21%	*	38%	33%	27%	25%
	2018	49%	50%	29%	13%	25%	34%	-	*	-	14%	10%	-	33%	22%	24%	28%
At Masters Grade Level	2019	28%	31%	20%	0%	14%	29%	-	-	-	0%	7%	*	21%	18%	14%	13%
	2018	27%	28%	12%	13%	6%	14%	-	*	-	14%	0%	-	11%	14%	8%	11%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	68%	50%	42%	40%	58%	-	-	-	33%	29%	*	52%	44%	37%	25%
	2018	63%	64%	59%	38%	50%	67%	-	*	-	40%	14%	-	58%	60%	55%	57%
At Meets Grade Level or Above	2019	35%	38%	26%	17%	24%	30%	-	-	-	17%	21%	*	25%	28%	21%	25%
	2018	39%	42%	31%	13%	20%	39%	-	*	-	20%	0%	-	31%	30%	25%	14%
At Masters Grade Level	2019	11%	13%	4%	0%	0%	7%	-	-	-	0%	0%	*	3%	6%	1%	0%
	2018	11%	14%	6%	0%	0%	9%	-	*	-	0%	0%	-	6%	7%	3%	0%

District Name: SMITHVILLE ISD
County Name: BASTROP
District Number: 011904

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

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		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	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	79%	60%	67%	88%	-	-	-	75%	40%	*	77%	83%	69%	65%
	2018	84%	86%	84%	71%	85%	85%	-	-	-	*	83%	*	85%	80%	76%	80%
At Meets Grade Level or Above	2019	54%	57%	44%	0%	37%	51%	-	-	-	63%	10%	*	45%	43%	34%	35%
	2018	54%	58%	56%	29%	65%	56%	-	-	-	*	67%	*	59%	49%	47%	70%
At Masters Grade Level	2019	29%	33%	21%	0%	12%	27%	-	-	-	25%	0%	*	19%	25%	13%	12%
	2018	26%	31%	23%	14%	20%	26%	-	-	-	*	17%	*	25%	20%	17%	20%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	86%	80%	76%	95%	-	-	-	75%	80%	*	88%	80%	78%	76%
	2018	91%	91%	89%	71%	92%	89%	-	-	-	*	86%	*	89%	88%	88%	100%
At Meets Grade Level or Above	2019	58%	59%	45%	20%	31%	56%	-	-	-	50%	10%	*	45%	45%	31%	29%
	2018	58%	59%	61%	57%	59%	63%	-	-	-	*	57%	*	65%	54%	52%	60%
At Masters Grade Level	2019	36%	38%	27%	20%	20%	32%	-	-	-	25%	0%	*	24%	33%	22%	24%
	2018	30%	32%	35%	0%	26%	44%	-	-	-	*	0%	*	37%	32%	27%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	74%	40%	59%	86%	-	*	-	75%	60%	*	75%	73%	62%	65%
	2018	76%	77%	78%	57%	76%	82%	-	-	-	*	71%	*	80%	75%	73%	58%
At Meets Grade Level or Above	2019	49%	49%	44%	20%	37%	49%	-	*	-	50%	20%	*	48%	33%	35%	41%
	2018	41%	43%	43%	14%	40%	49%	-	-	-	*	57%	*	46%	39%	28%	33%
At Masters Grade Level	2019	24%	25%	26%	20%	16%	31%	-	*	-	38%	0%	*	26%	25%	18%	18%
	2018	17%	19%	22%	14%	21%	25%	-	-	-	*	43%	*	21%	25%	16%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	74%	57%	75%	76%	-	-	-	60%	57%	*	86%	52%	67%	62%
	2018	69%	71%	59%	27%	55%	67%	*	*	-	*	31%	*	61%	54%	50%	44%
At Meets Grade Level or Above	2019	37%	41%	37%	14%	32%	43%	-	-	-	20%	57%	*	43%	26%	24%	31%
	2018	39%	44%	30%	9%	23%	37%	*	*	-	*	23%	*	30%	30%	25%	17%
At Masters Grade Level	2019	18%	21%	17%	0%	14%	20%	-	-	-	20%	14%	*	20%	11%	11%	15%
	2018	19%	24%	11%	9%	8%	15%	*	*	-	*	15%	*	12%	11%	8%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	80%	76%	57%	70%	82%	-	-	-	60%	57%	*	81%	67%	68%	69%
	2018	77%	78%	58%	18%	54%	68%	*	*	-	*	27%	*	59%	55%	52%	42%
At Meets Grade Level or Above	2019	47%	48%	44%	14%	36%	51%	-	-	-	40%	57%	*	51%	30%	32%	31%
	2018	44%	46%	30%	18%	24%	35%	*	*	-	*	20%	*	34%	18%	29%	16%
At Masters Grade Level	2019	21%	22%	16%	0%	16%	19%	-	-	-	0%	43%	*	18%	13%	12%	15%
	2018	18%	20%	7%	0%	2%	10%	*	*	-	*	13%	*	7%	5%	4%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	69%	55%	65%	76%	*	*	-	*	38%	*	72%	62%	61%	38%
	2018	74%	76%	74%	78%	69%	76%	-	*	-	67%	42%	*	73%	78%	73%	64%

District Name: SMITHVILLE ISD
County Name: BASTROP
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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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At Meets Grade Level or Above	2019	49%	52%	50%	18%	40%	63%	*	*	-	*	25%	*	53%	44%	41%	19%
	2018	48%	53%	42%	22%	34%	47%	-	*	-	44%	17%	*	42%	43%	38%	45%
At Masters Grade Level	2019	29%	33%	31%	9%	12%	47%	*	*	-	*	6%	*	33%	24%	26%	0%
	2018	29%	34%	22%	0%	22%	25%	-	*	-	11%	8%	*	22%	22%	13%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	63%	20%	62%	73%	*	-	-	*	38%	-	62%	64%	56%	40%
	2018	72%	69%	68%	71%	59%	72%	-	-	-	70%	40%	*	64%	82%	64%	63%
At Meets Grade Level or Above	2019	43%	39%	26%	10%	21%	35%	*	-	-	*	25%	-	24%	32%	23%	7%
	2018	40%	37%	25%	29%	19%	30%	-	-	-	20%	13%	*	28%	14%	26%	38%
At Masters Grade Level	2019	17%	13%	5%	10%	6%	4%	*	-	-	*	19%	-	4%	8%	5%	7%
	2018	18%	16%	4%	0%	0%	9%	-	-	-	0%	7%	*	5%	0%	4%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	71%	71%	36%	65%	79%	*	*	-	*	31%	*	73%	65%	68%	38%
	2018	69%	70%	72%	60%	64%	80%	-	*	-	50%	35%	*	71%	75%	66%	64%
At Meets Grade Level or Above	2019	42%	45%	48%	18%	40%	58%	*	*	-	*	25%	*	50%	41%	42%	19%
	2018	43%	47%	44%	30%	33%	53%	-	*	-	30%	12%	*	44%	43%	37%	27%
At Masters Grade Level	2019	18%	20%	24%	9%	21%	29%	*	*	-	*	13%	*	26%	18%	23%	13%
	2018	15%	18%	13%	0%	11%	19%	-	*	-	0%	0%	*	13%	14%	8%	9%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	88%	70%	88%	91%	-	*	-	80%	72%	*	88%	87%	83%	85%
	2018	86%	88%	91%	100%	83%	95%	-	-	-	80%	50%	*	90%	94%	88%	85%
At Meets Grade Level or Above	2019	55%	60%	56%	50%	45%	63%	-	*	-	60%	22%	*	55%	61%	49%	31%
	2018	49%	56%	49%	29%	36%	56%	-	-	-	60%	20%	*	48%	50%	43%	38%
At Masters Grade Level	2019	28%	34%	27%	30%	17%	36%	-	*	-	0%	6%	*	26%	30%	20%	0%
	2018	27%	33%	22%	0%	17%	26%	-	-	-	20%	10%	*	22%	21%	19%	23%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	88%	91%	80%	94%	-	*	-	80%	56%	*	87%	93%	85%	73%
	2018	86%	87%	84%	88%	76%	86%	-	*	-	*	33%	*	83%	88%	86%	80%
At Meets Grade Level or Above	2019	57%	62%	49%	45%	36%	58%	-	*	-	30%	11%	*	50%	45%	45%	18%
	2018	51%	58%	36%	13%	26%	42%	-	*	-	*	8%	*	36%	34%	38%	33%
At Masters Grade Level	2019	17%	25%	9%	0%	9%	11%	-	*	-	0%	6%	*	9%	10%	7%	0%
	2018	15%	23%	8%	0%	6%	11%	-	*	-	*	0%	*	8%	9%	3%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	82%	83%	70%	74%	91%	-	*	-	80%	61%	*	83%	83%	77%	62%
	2018	76%	79%	79%	86%	59%	86%	-	-	-	100%	20%	*	79%	77%	74%	57%
At Meets Grade Level or Above	2019	51%	57%	40%	30%	29%	49%	-	*	-	20%	11%	*	41%	35%	33%	23%
	2018	52%	57%	54%	29%	38%	63%	-	-	-	60%	10%	*	54%	51%	45%	29%
At Masters Grade Level	2019	25%	32%	20%	0%	19%	24%	-	*	-	10%	6%	*	19%	26%	13%	8%
	2018	28%	34%	25%	0%	11%	33%	-	-	-	40%	0%	*	26%	23%	16%	0%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	64%	40%	55%	70%	-	*	-	80%	44%	*	64%	65%	56%	46%
	2018	65%	69%	67%	57%	46%	76%	-	-	-	100%	30%	*	66%	69%	57%	50%
At Meets Grade Level or Above	2019	37%	42%	32%	20%	26%	39%	-	*	-	10%	11%	*	32%	30%	25%	23%
	2018	36%	42%	32%	14%	24%	37%	-	-	-	40%	10%	*	34%	29%	22%	21%
At Masters Grade Level	2019	21%	26%	14%	20%	7%	18%	-	*	-	0%	6%	*	14%	13%	12%	15%
	2018	21%	27%	15%	0%	8%	18%	-	-	-	40%	0%	*	16%	11%	10%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	72%	78%	71%	69%	82%	-	-	-	88%	50%	-	77%	79%	71%	57%
	2018	65%	69%	60%	40%	45%	69%	*	*	-	88%	26%	*	60%	59%	50%	24%
At Meets Grade Level or Above	2019	50%	55%	58%	29%	51%	65%	-	-	-	63%	43%	-	55%	64%	50%	38%
	2018	44%	52%	41%	30%	26%	52%	*	*	-	38%	22%	*	41%	43%	32%	12%
At Masters Grade Level	2019	11%	12%	11%	0%	7%	14%	-	-	-	13%	7%	-	14%	4%	8%	5%
	2018	7%	10%	5%	0%	0%	9%	*	*	-	13%	4%	*	7%	2%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	72%	72%	60%	67%	77%	*	-	-	71%	27%	-	74%	67%	71%	50%
	2018	67%	71%	65%	39%	63%	72%	-	*	-	78%	43%	*	66%	63%	59%	38%
At Meets Grade Level or Above	2019	49%	55%	49%	27%	36%	59%	-	-	-	57%	23%	-	47%	56%	40%	17%
	2018	48%	54%	45%	17%	39%	54%	-	*	-	67%	38%	*	50%	33%	37%	23%
At Masters Grade Level	2019	8%	11%	8%	0%	2%	13%	*	-	-	0%	9%	-	8%	8%	3%	0%
	2018	8%	11%	11%	0%	7%	15%	-	*	-	22%	10%	*	13%	5%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	85%	88%	76%	89%	-	*	-	80%	50%	*	90%	75%	80%	81%
	2018	83%	84%	81%	77%	78%	82%	*	-	-	100%	50%	*	82%	80%	75%	83%
At Meets Grade Level or Above	2019	61%	61%	47%	13%	52%	47%	-	*	-	40%	36%	*	49%	42%	41%	56%
	2018	55%	58%	37%	18%	37%	41%	*	-	-	29%	32%	*	34%	43%	29%	33%
At Masters Grade Level	2019	37%	32%	20%	0%	20%	22%	-	*	-	0%	21%	*	19%	23%	18%	19%
	2018	32%	31%	19%	9%	26%	20%	*	-	-	0%	11%	*	21%	16%	13%	33%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	88%	81%	85%	90%	*	-	-	100%	73%	-	89%	86%	85%	67%
	2018	87%	88%	86%	33%	84%	94%	-	*	-	100%	67%	*	85%	90%	80%	63%
At Meets Grade Level or Above	2019	62%	67%	48%	44%	42%	51%	*	-	-	50%	20%	-	50%	41%	34%	33%
	2018	59%	64%	46%	11%	34%	58%	-	*	-	60%	50%	*	43%	57%	33%	0%
At Masters Grade Level	2019	25%	31%	13%	0%	15%	15%	*	-	-	0%	0%	-	13%	10%	7%	8%
	2018	24%	30%	9%	0%	0%	14%	-	*	-	20%	11%	*	9%	7%	6%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	92%	83%	90%	93%	-	*	-	100%	74%	-	91%	94%	88%	78%
	2018	92%	93%	93%	85%	88%	97%	-	*	-	80%	83%	*	95%	85%	90%	75%
At Meets Grade Level or Above	2019	73%	78%	66%	42%	54%	81%	-	*	-	67%	37%	-	66%	68%	58%	22%
	2018	70%	75%	69%	38%	56%	78%	-	*	-	80%	63%	*	71%	62%	60%	0%

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		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	EL (Current & Monitored)
At Masters Grade Level	2019	45%	51%	38%	8%	30%	47%	-	*	-	56%	16%	-	37%	39%	26%	11%
	2018	40%	46%	29%	8%	16%	38%	-	*	-	20%	13%	*	32%	18%	23%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	75%	60%	69%	82%	20%	89%	-	72%	48%	75%	77%	71%	67%	57%
	2018	77%	78%	73%	56%	66%	79%	*	100%	-	68%	45%	73%	74%	72%	66%	59%
At Meets Grade Level or Above	2019	50%	53%	45%	24%	38%	52%	0%	84%	-	37%	23%	63%	46%	41%	36%	29%
	2018	48%	52%	41%	22%	33%	48%	*	85%	-	36%	28%	38%	43%	38%	34%	27%
At Masters Grade Level	2019	24%	27%	19%	6%	15%	23%	0%	47%	-	12%	8%	35%	19%	18%	14%	11%
	2018	22%	25%	16%	4%	11%	20%	*	46%	-	13%	8%	11%	16%	14%	10%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	74%	59%	69%	79%	*	83%	-	67%	41%	67%	76%	67%	66%	55%
	2018	74%	77%	70%	50%	65%	77%	*	100%	-	62%	40%	71%	71%	68%	63%	53%
At Meets Grade Level or Above	2019	48%	53%	47%	23%	39%	55%	*	67%	-	45%	25%	56%	48%	45%	37%	30%
	2018	46%	52%	41%	22%	33%	48%	*	80%	-	40%	27%	29%	42%	39%	33%	28%
At Masters Grade Level	2019	21%	24%	18%	6%	12%	24%	*	33%	-	10%	6%	28%	20%	14%	13%	7%
	2018	19%	24%	15%	3%	11%	18%	*	60%	-	14%	8%	12%	15%	13%	10%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	81%	78%	62%	71%	86%	*	83%	-	67%	50%	83%	80%	73%	69%	65%
	2018	81%	81%	73%	60%	67%	79%	*	*	-	69%	43%	80%	73%	73%	67%	64%
At Meets Grade Level or Above	2019	52%	53%	44%	21%	39%	51%	*	83%	-	31%	24%	67%	46%	39%	34%	30%
	2018	50%	52%	37%	21%	31%	42%	*	*	-	26%	24%	33%	39%	32%	32%	32%
At Masters Grade Level	2019	26%	28%	18%	3%	17%	22%	*	50%	-	5%	13%	39%	18%	20%	14%	16%
	2018	24%	26%	15%	4%	12%	19%	*	*	-	8%	7%	7%	15%	15%	10%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	61%	39%	53%	69%	*	*	-	50%	30%	*	63%	55%	52%	31%
	2018	66%	67%	65%	50%	57%	73%	-	*	-	47%	29%	*	65%	66%	61%	60%
At Meets Grade Level or Above	2019	38%	41%	37%	17%	32%	45%	*	*	-	13%	23%	*	38%	35%	31%	22%
	2018	41%	45%	38%	22%	26%	46%	-	*	-	27%	8%	*	38%	35%	31%	20%
At Masters Grade Level	2019	14%	17%	14%	4%	11%	19%	*	*	-	0%	7%	*	15%	12%	12%	6%
	2018	13%	16%	10%	0%	5%	14%	-	*	-	0%	0%	*	10%	10%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	82%	71%	71%	89%	*	*	-	83%	65%	80%	82%	79%	74%	64%
	2018	80%	82%	81%	57%	74%	87%	-	*	-	92%	54%	86%	82%	80%	76%	59%
At Meets Grade Level or Above	2019	54%	58%	44%	35%	35%	50%	*	*	-	38%	16%	80%	46%	36%	34%	33%
	2018	51%	55%	48%	17%	38%	57%	-	*	-	46%	40%	57%	48%	48%	35%	24%
At Masters Grade Level	2019	25%	29%	20%	3%	17%	23%	*	*	-	17%	2%	40%	19%	21%	13%	12%
	2018	23%	28%	19%	4%	11%	25%	-	*	-	23%	14%	29%	19%	19%	13%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	78%	64%	74%	81%	-	*	-	89%	59%	*	77%	81%	72%	59%
	2018	78%	81%	81%	75%	69%	87%	-	*	-	90%	68%	*	83%	77%	74%	59%

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												Two or	Special	Special	Continu-	Non-	EL	
												More	Ed	Ed	ously	Continu-	(Current	
												Races	(Current)	(Former)	Enrolled	ously	&	
																Enrolled	Disadv	Monitored)
At Masters Grade Level	At Meets Grade Level or Above	2019	55%	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander							
		2018	53%															
		2019	33%															
		2018	31%															

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

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		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	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
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2019-20 District Prior Year and Student Success Initiative

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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	37%	32%	33%	43%	*	-	-	38%	27%	30%	18%
	2018	38%	39%	36%	40%	34%	37%	-	-	-	*	23%	32%	*
Mathematics	2019	45%	42%	41%	25%	39%	49%	*	-	-	27%	32%	34%	30%
	2018	47%	45%	31%	*	32%	32%	-	-	-	*	16%	30%	23%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	66%	20%	58%	75%	-	-	-	63%	11%	51%	53%
Students Requiring Accelerated Instruction														
	2019	22%	21%	34%	80%	42%	25%	-	-	-	38%	89%	49%	47%
STAAR Cumulative Met Standard														
	2019	86%	87%	78%	60%	67%	88%	-	-	-	75%	33%	68%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	97%	*	100%	92%	-	-	-	*	*	96%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	7%	26%	*	50%	11%	-	-	-	*	*	29%	*
Retained in Grade 5	2019	63%	56%	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	83%	73%	60%	58%	85%	-	-	-	63%	67%	61%	47%
Students Requiring Accelerated Instruction														
	2019	17%	17%	27%	40%	42%	15%	-	-	-	38%	33%	39%	53%
STAAR Cumulative Met Standard														
	2019	90%	90%	86%	80%	75%	96%	-	-	-	75%	78%	79%	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	100%	*	*	100%	-	-	-	*	*	100%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	79%	70%	79%	82%	-	*	-	70%	47%	70%	38%
Students Requiring Accelerated Instruction														
	2019	22%	20%	21%	30%	21%	18%	-	*	-	30%	53%	30%	63%
STAAR Cumulative Met Standard														
	2019	85%	87%	87%	70%	86%	91%	-	*	-	80%	71%	81%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	100%	-	*	*	-	-	-	-	*	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	12%	*	-	*	*	-	-	-	-	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														

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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Requiring Accelerated Instruction	2019	82%	83%	77%	64%	72%	83%	-	*	-	56%	35%	71%	56%
STAAR Cumulative Met Standard	2019	18%	17%	23%	36%	28%	17%	-	*	-	44%	65%	29%	44%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	88%	88%	91%	80%	94%	-	*	-	80%	53%	84%	67%
	2018	98%	99%	100%	*	*	*	-	-	-	-	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	50%	42%	*	*	*	*	-	-	-	-	*	*	-

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Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 13	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	75%	-	-	-	-	-	45%	48%	43%	100%	45%	47%
	2018	77%	78%	73%	-	-	-	-	-	44%	49%	41%	67%	44%	45%
At Meets Grade Level or Above	2019	50%	53%	45%	-	-	-	-	-	17%	27%	9%	100%	17%	19%
	2018	48%	52%	41%	-	-	-	-	-	12%	20%	7%	33%	12%	13%
At Masters Grade Level	2019	24%	27%	19%	-	-	-	-	-	7%	13%	2%	0%	7%	7%
	2018	22%	25%	16%	-	-	-	-	-	3%	5%	1%	0%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	74%	-	-	-	-	-	41%	44%	39%	*	41%	43%
	2018	74%	77%	70%	-	-	-	-	-	39%	48%	33%	*	39%	40%
At Meets Grade Level or Above	2019	48%	53%	47%	-	-	-	-	-	18%	26%	12%	*	18%	20%
	2018	46%	52%	41%	-	-	-	-	-	12%	15%	10%	*	12%	13%
At Masters Grade Level	2019	21%	24%	18%	-	-	-	-	-	3%	7%	0%	*	3%	3%
	2018	19%	24%	15%	-	-	-	-	-	1%	4%	0%	*	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	81%	78%	-	-	-	-	-	54%	58%	50%	*	54%	56%
	2018	81%	81%	73%	-	-	-	-	-	52%	55%	49%	*	52%	53%
At Meets Grade Level or Above	2019	52%	53%	44%	-	-	-	-	-	18%	26%	8%	*	18%	20%
	2018	50%	52%	37%	-	-	-	-	-	17%	29%	6%	*	17%	18%
At Masters Grade Level	2019	26%	28%	18%	-	-	-	-	-	11%	21%	0%	*	11%	11%
	2018	24%	26%	15%	-	-	-	-	-	6%	10%	3%	*	6%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	61%	-	-	-	-	-	19%	14%	23%	*	19%	21%
	2018	66%	67%	65%	-	-	-	-	-	41%	50%	20%	*	41%	44%
At Meets Grade Level or Above	2019	38%	41%	37%	-	-	-	-	-	15%	14%	15%	*	15%	18%
	2018	41%	45%	38%	-	-	-	-	-	12%	17%	0%	*	12%	17%
At Masters Grade Level	2019	14%	17%	14%	-	-	-	-	-	7%	0%	15%	*	7%	7%
	2018	13%	16%	10%	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	82%	-	-	-	-	-	58%	63%	53%	-	58%	58%
	2018	80%	82%	81%	-	-	-	-	-	35%	*	44%	*	35%	38%
At Meets Grade Level or Above	2019	54%	58%	44%	-	-	-	-	-	23%	44%	0%	-	23%	23%
	2018	51%	55%	48%	-	-	-	-	-	0%	*	0%	*	0%	0%
At Masters Grade Level	2019	25%	29%	20%	-	-	-	-	-	10%	19%	0%	-	10%	10%
	2018	23%	28%	19%	-	-	-	-	-	0%	*	0%	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	78%	-	-	-	-	-	47%	-	47%	-	47%	47%
	2018	78%	81%	81%	-	-	-	-	-	54%	-	54%	*	54%	47%
At Meets Grade Level or Above	2019	55%	59%	49%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	53%	58%	53%	-	-	-	-	-	8%	-	8%	*	8%	7%
At Masters Grade Level	2019	33%	38%	26%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	36%	23%	-	-	-	-	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	66%	-	-	-	-	-	60%	62%	58%	*	60%	61%
	2018	69%	70%	66%	-	-	-	-	-	58%	63%	55%	*	58%	58%
All Grades ELA/Reading	2019	68%	69%	66%	-	-	-	-	-	59%	59%	59%	*	59%	60%
	2018	69%	70%	70%	-	-	-	-	-	63%	81%	55%	*	63%	63%
All Grades Mathematics	2019	70%	69%	66%	-	-	-	-	-	61%	66%	57%	*	61%	62%

District Name: SMITHVILLE ISD
 County Name: BASTROP
 District Number: 011904

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

Bilingual Education/English as a Second Language

(Current EL Students)

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

		State	Region 13	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	62%	-	-	-	-	-	53%	50%	55%	*	53%	54%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	37%	-	-	-	-	-	18%	18%	19%	-	18%	18%
	2018	38%	39%	36%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	42%	41%	-	-	-	-	-	30%	43%	19%	-	30%	30%
	2018	47%	45%	31%	-	-	-	-	-	23%	*	*	-	23%	23%

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

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

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

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	97%	94%	96%	100%	90%	-	99%	99%	95%	93%
Not Included in Accountability													
Mobile	4%	4%	4%	3%	5%	4%	0%	10%	-	1%	0%	5%	4%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	1%	0%	3%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	99%	93%	95%	*	100%	-	93%	91%	95%	89%
Not Included in Accountability													
Mobile	4%	4%	5%	1%	6%	5%	*	0%	-	7%	9%	4%	7%
Other Exclusions	1%	1%	0%	0%	1%	0%	*	0%	-	0%	1%	0%	4%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.6%	95.5%	95.2%	95.4%	95.6%	*	97.0%	-	95.1%	95.1%	95.0%	95.8%
2017-18	95.4%	95.4%	95.3%	95.5%	95.3%	95.3%	*	97.6%	-	94.8%	95.3%	94.9%	95.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.4%	1.2%	0.0%	3.6%	0.3%	*	*	-	0.0%	1.4%	1.3%	0.0%
2017-18	1.9%	1.3%	0.3%	0.0%	0.6%	0.3%	*	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2018													
Graduated	90.0%	92.6%	95.0%	100.0%	97.0%	94.3%	*	-	-	80.0%	100.0%	96.2%	*
Received TxCHSE	0.4%	0.5%	0.8%	0.0%	0.0%	1.4%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	3.8%	3.1%	2.5%	0.0%	3.0%	2.9%	*	-	-	0.0%	0.0%	1.9%	*
Dropped Out	5.7%	3.8%	1.7%	0.0%	0.0%	1.4%	*	-	-	20.0%	0.0%	1.9%	*
Graduates and TxCHSE	90.4%	93.1%	95.8%	100.0%	97.0%	95.7%	*	-	-	80.0%	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	94.3%	96.2%	98.3%	100.0%	100.0%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2017													
Graduated	92.0%	93.9%	96.9%	100.0%	96.9%	96.3%	-	-	*	*	60.0%	95.5%	*
Received TxCHSE	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
Continued HS	1.1%	1.2%	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
Dropped Out	6.3%	4.3%	3.1%	0.0%	3.1%	3.7%	-	-	*	*	40.0%	4.5%	*
Graduates and TxCHSE	92.6%	94.5%	96.9%	100.0%	96.9%	96.3%	-	-	*	*	60.0%	95.5%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	96.9%	100.0%	96.9%	96.3%	-	-	*	*	60.0%	95.5%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency

Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	93.9%	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%	*
Class of 2016													
Graduated	92.1%	94.3%	97.8%	100.0%	100.0%	96.4%	*	-	-	*	100.0%	94.9%	*
Received TxCHSE	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	4.3%	2.2%	0.0%	0.0%	3.6%	*	-	-	*	0.0%	5.1%	*
Graduates and TxCHSE	92.9%	95.0%	97.8%	100.0%	100.0%	96.4%	*	-	-	*	100.0%	94.9%	*
Graduates, TxCHSE, and Continuers	93.4%	95.7%	97.8%	100.0%	100.0%	96.4%	*	-	-	*	100.0%	94.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.6%	93.1%	100.0%	81.6%	96.7%	-	*	-	100.0%	72.2%	94.8%	*
Class of 2018	90.0%	92.6%	95.0%	100.0%	97.0%	94.3%	*	-	-	80.0%	100.0%	96.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	46.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	2.1%	6.8%	10.0%	6.9%	7.0%	-	*	-	0.0%	10.0%	7.7%	*
Class of 2018	5.0%	3.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	87.3%	71.2%	50.0%	75.9%	70.9%	-	*	-	80.0%	30.0%	61.5%	*
Class of 2018	82.0%	81.7%	76.8%	60.0%	65.6%	83.1%	*	-	-	*	22.2%	58.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	89.1%	78.0%	60.0%	82.8%	77.9%	-	*	-	80.0%	40.0%	69.2%	*
Class of 2018	86.8%	85.0%	76.8%	60.0%	65.6%	83.1%	*	-	-	*	22.2%	58.8%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	7.5%	*	-	-	*	-	-	-	-	*	*	-
2017-18	37.7%	14.9%	0.0%	-	*	*	-	-	-	-	*	0.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	2.1%	7.5%	10.0%	10.7%	6.7%	-	*	-	0.0%	9.1%	9.1%	*
2017-18	4.9%	3.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	86.0%	67.9%	50.0%	71.4%	67.4%	-	*	-	80.0%	27.3%	56.4%	*
2017-18	81.5%	85.6%	78.3%	60.0%	69.7%	83.6%	*	-	-	*	22.2%	61.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

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

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	87.2%	74.8%	60.0%	82.1%	73.3%	-	*	-	80.0%	33.3%	64.3%	*
2017-18	85.1%	87.6%	74.4%	60.0%	63.9%	80.0%	*	-	-	*	18.2%	55.8%	*

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

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

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	137	100.0%	355,615	100.0%
By Ethnicity:				
African American	10	7.3%	43,953	12.4%
Hispanic	29	21.2%	180,673	50.8%
White	91	66.4%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	2	1.5%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	5	3.6%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	1	0.7%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	35	25.5%	51,579	14.5%
Foundation H.S. Program (Endorsement)	10	7.3%	15,160	4.3%
Foundation H.S. Program (DLA)	91	66.4%	285,538	80.3%
Special Education Graduates	14	10.2%	27,598	7.8%
Economically Disadvantaged Graduates	58	42.3%	186,364	52.4%
LEP Graduates	2	1.5%	25,189	7.1%
At-Risk Graduates	50	36.5%	146,432	41.2%

Texas Education Agency

Texas Academic Performance Report

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

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	78.3%	82.8%	55.0%	79.3%	86.8%	-	*	-	80.0%	64.3%	71.6%	*
2017-18	65.5%	71.2%	52.0%	50.0%	43.1%	55.6%	*	-	-	*	66.7%	44.2%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	63.5%	47.4%	10.0%	41.4%	52.7%	-	*	-	60.0%	0.0%	25.9%	*
2017-18	50.0%	59.4%	36.1%	30.0%	27.8%	39.4%	*	-	-	*	0.0%	25.0%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	72.2%	46.0%	10.0%	44.8%	49.5%	-	*	-	60.0%	0.0%	25.9%	*
2017-18	58.2%	68.0%	33.6%	20.0%	27.8%	38.0%	*	-	-	*	0.0%	25.0%	*
Mathematics													
2018-19	48.6%	61.8%	47.4%	10.0%	48.3%	49.5%	-	*	-	60.0%	0.0%	31.0%	*
2017-18	46.0%	59.0%	35.2%	30.0%	27.8%	39.4%	*	-	-	*	0.0%	30.8%	*
Both Subjects													
2018-19	44.2%	57.9%	38.7%	10.0%	37.9%	40.7%	-	*	-	60.0%	0.0%	24.1%	*
2017-18	42.1%	55.0%	27.0%	10.0%	25.0%	29.6%	*	-	-	*	0.0%	21.2%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	19.2%	38.7%	10.0%	34.5%	41.8%	-	*	-	60.0%	0.0%	19.0%	*
2017-18	20.7%	16.3%	23.8%	30.0%	22.2%	22.5%	*	-	-	*	0.0%	15.4%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	31.2%	8.0%	0.0%	10.3%	6.6%	-	*	-	20.0%	0.0%	6.9%	*
2017-18	20.4%	29.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	1.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	8.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	1.0%	4.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	37.8%	53.6%	50.0%	55.2%	53.8%	-	*	-	30.0%	64.3%	54.3%	*
2017-18	28.7%	25.3%	20.1%	20.0%	15.3%	21.8%	*	-	-	*	66.7%	23.1%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.8%	32.8%	20.0%	34.5%	33.0%	-	*	-	20.0%	28.6%	31.0%	*
2017-18	4.8%	4.6%	0.8%	0.0%	0.0%	1.4%	*	-	-	*	0.0%	1.9%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

Texas Academic Performance Report

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

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	1.7%	1.5%	4.1%	10.0%	5.6%	2.8%	*	-	-	*	41.7%	5.8%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	49.8%	60.6%	80.0%	58.6%	60.4%	-	*	-	40.0%	78.6%	63.8%	*
2017-18	38.7%	33.2%	28.7%	30.0%	16.7%	32.4%	*	-	-	*	50.0%	32.7%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.8%	8.0%	0.0%	6.9%	9.9%	-	*	-	0.0%	0.0%	6.9%	*
2017-18	4.3%	2.9%	0.8%	0.0%	0.0%	1.4%	*	-	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	3.2%	2.9%	0.0%	3.4%	2.2%	-	*	-	20.0%	28.6%	3.4%	*
2017-18	2.6%	3.3%	1.6%	0.0%	2.8%	1.4%	*	-	-	*	16.7%	1.9%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*

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

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	40.9%	6.6%	10.0%	3.4%	7.7%	-	*	-	0.0%	0.0%	5.2%	*
2017-18	32.1%	38.8%	3.3%	0.0%	2.8%	4.2%	*	-	-	*	0.0%	0.0%	*
Mathematics													
2018-19	24.7%	33.8%	16.1%	10.0%	10.3%	17.6%	-	*	-	20.0%	0.0%	10.3%	*
2017-18	23.7%	31.2%	10.7%	10.0%	11.1%	9.9%	*	-	-	*	0.0%	11.5%	*
Both Subjects													
2018-19	18.8%	25.4%	4.4%	10.0%	0.0%	5.5%	-	*	-	0.0%	0.0%	3.4%	*
2017-18	18.1%	24.2%	1.6%	0.0%	2.8%	1.4%	*	-	-	*	0.0%	0.0%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	53.9%	62.0%	80.0%	58.6%	62.6%	-	*	-	40.0%	78.6%	63.8%	*
2017-18	58.4%	55.2%	55.7%	50.0%	38.9%	63.4%	*	-	-	*	66.7%	48.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	5.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	2.0%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	6.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	3.9%	3.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects													
2018-19	2.6%	1.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	0.9%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	32.0%	9.5%	0.0%	3.8%	13.0%	*	*	-	18.2%	n/a	5.1%	n/a
2018	25.8%	31.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	19.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	15.3%	19.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
Mathematics													
2019	7.4%	12.3%	9.5%	0.0%	3.8%	13.0%	*	*	-	18.2%	n/a	5.1%	n/a
2018	7.3%	11.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
Science													
2019	10.4%	14.5%	1.1%	0.0%	0.0%	1.4%	*	*	-	0.0%	n/a	0.7%	n/a
2018	10.8%	13.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
Social Studies													
2019	13.9%	17.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	14.5%	17.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	64.6%	44.0%	-	*	31.6%	-	*	-	*	n/a	57.1%	n/a
2018	50.7%	65.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	56.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	59.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	62.9%	44.0%	-	*	31.6%	-	*	-	*	n/a	57.1%	n/a
2018	52.8%	67.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	55.9%	*	-	-	*	-	*	-	-	n/a	*	n/a
2018	38.0%	57.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	59.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	61.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	79.0%	60.6%	30.0%	55.2%	64.8%	-	*	-	60.0%	n/a	45.6%	n/a
2017-18	74.6%	77.0%	60.7%	60.0%	41.7%	67.6%	*	-	-	*	n/a	45.5%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	48.9%	51.8%	*	62.5%	50.8%	-	*	-	*	n/a	42.3%	n/a
2017-18	37.9%	51.8%	33.8%	16.7%	46.7%	33.3%	*	-	-	*	n/a	28.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1089	1069	*	1068	1076	-	*	-	*	n/a	1038	n/a
2017-18	1036	1097	1040	*	1053	1050	*	-	-	*	n/a	1048	n/a
English Language Arts and Writing													
2018-19	517	547	534	*	527	540	-	*	-	*	n/a	515	n/a
2017-18	521	551	517	*	536	521	*	-	-	*	n/a	521	n/a
Mathematics													
2018-19	510	542	534	*	541	536	-	*	-	*	n/a	523	n/a
2017-18	515	546	525	*	517	531	*	-	-	*	n/a	527	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.0	21.5	*	21.6	21.7	-	-	-	*	n/a	20.8	n/a
2017-18	20.6	22.5	19.6	17.5	19.4	20.4	*	-	-	*	n/a	19.6	n/a
English Language Arts													
2018-19	20.3	21.8	21.4	*	21.3	21.5	-	-	-	*	n/a	20.3	n/a
2017-18	20.3	22.3	19.5	16.8	19.9	20.2	*	-	-	*	n/a	19.5	n/a
Mathematics													
2018-19	20.4	21.9	21.1	*	21.4	21.5	-	-	-	*	n/a	20.6	n/a
2017-18	20.6	22.4	19.3	18.3	18.8	19.9	*	-	-	*	n/a	19.2	n/a
Science													
2018-19	20.8	22.1	21.5	*	22.3	21.6	-	-	-	*	n/a	21.7	n/a
2017-18	20.9	22.7	19.8	18.0	18.8	20.7	*	-	-	*	n/a	19.7	n/a

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

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.4%	32.9%	27.3%	31.8%	33.0%	*	*	-	40.0%	32.4%	29.1%	9.5%
2017-18	43.4%	46.5%	35.5%	28.3%	31.0%	38.3%	*	*	-	40.0%	29.9%	24.1%	10.0%
English Language Arts													
2018-19	17.8%	21.3%	14.2%	0.0%	12.2%	15.7%	*	*	-	26.3%	6.0%	7.2%	0.0%
2017-18	17.3%	19.8%	15.4%	6.7%	12.5%	17.9%	*	*	-	21.1%	0.0%	7.4%	0.0%
Mathematics													
2018-19	20.4%	22.9%	22.1%	8.6%	19.6%	22.9%	*	*	-	41.2%	2.1%	16.7%	0.0%
2017-18	20.7%	22.0%	23.9%	16.3%	21.1%	26.2%	*	*	-	25.0%	1.7%	14.2%	5.6%
Science													
2018-19	21.7%	21.7%	26.7%	30.8%	23.1%	27.5%	*	*	-	25.0%	29.3%	23.9%	10.5%
2017-18	21.2%	20.8%	23.2%	20.5%	20.8%	24.2%	*	*	-	25.0%	32.8%	18.6%	11.1%
Social Studies													
2018-19	23.6%	28.0%	13.5%	0.0%	11.1%	14.8%	*	*	-	30.0%	0.0%	6.5%	0.0%
2017-18	22.8%	27.0%	13.6%	6.5%	11.2%	15.8%	*	*	-	15.0%	0.0%	5.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	51.9%	48.4%	60.0%	36.1%	50.7%	*	-	-	*	16.7%	32.7%	*
2016-17	54.6%	52.9%	50.0%	36.4%	30.3%	61.3%	-	-	*	*	0.0%	37.5%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	73.8%	67.9%	60.0%	75.0%	68.6%	*	-	-	*	*	70.6%	-
2016-17	59.2%	71.6%	59.6%	*	30.0%	69.8%	-	-	-	*	-	50.0%	-

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,853	100.0%	5,479,173	100.0%	1,854	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	5	0.3%	16,848	0.3%	5	0.3%	25,883	0.5%
Pre-Kindergarten	74	4.0%	248,413	4.5%	74	4.0%	249,226	4.5%
Kindergarten	131	7.1%	383,585	7.0%	131	7.1%	384,114	7.0%
Grade 1	128	6.9%	391,175	7.1%	128	6.9%	391,449	7.1%
Grade 2	143	7.7%	388,370	7.1%	144	7.8%	388,675	7.1%
Grade 3	123	6.6%	391,565	7.1%	123	6.6%	391,795	7.1%
Grade 4	114	6.2%	399,883	7.3%	114	6.1%	400,111	7.3%
Grade 5	142	7.7%	417,272	7.6%	142	7.7%	417,444	7.6%
Grade 6	138	7.4%	422,605	7.7%	138	7.4%	422,740	7.7%
Grade 7	143	7.7%	423,421	7.7%	143	7.7%	423,545	7.7%
Grade 8	154	8.3%	411,170	7.5%	154	8.3%	411,272	7.5%
Grade 9	154	8.3%	448,929	8.2%	154	8.3%	449,122	8.2%
Grade 10	145	7.8%	406,785	7.4%	145	7.8%	407,044	7.4%
Grade 11	138	7.4%	376,894	6.9%	138	7.4%	377,208	6.9%
Grade 12	121	6.5%	352,258	6.4%	121	6.5%	354,312	6.4%
Ethnic Distribution:								
African American	134	7.2%	691,582	12.6%	134	7.2%	692,925	12.6%
Hispanic	624	33.7%	2,892,928	52.8%	624	33.7%	2,899,504	52.8%
White	1,003	54.1%	1,477,699	27.0%	1,004	54.2%	1,483,688	27.0%
American Indian	5	0.3%	19,999	0.4%	5	0.3%	20,062	0.4%
Asian	12	0.6%	250,065	4.6%	12	0.6%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	75	4.0%	138,434	2.5%	75	4.0%	138,817	2.5%
Sex:								
Female	908	49.0%	2,673,270	48.8%	909	49.0%	2,678,619	48.8%
Male	945	51.0%	2,805,903	51.2%	945	51.0%	2,815,321	51.2%
Economically Disadvantaged	1,001	54.0%	3,303,974	60.3%	1,001	54.0%	3,309,610	60.2%
Non-Educationally Disadvantaged	852	46.0%	2,175,199	39.7%	853	46.0%	2,184,330	39.8%
Section 504 Students	171	9.2%	376,734	6.9%	171	9.2%	376,956	6.9%
English Learners (EL)	139	7.5%	1,112,674	20.3%	139	7.5%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	58	3.0%	82,551	1.5%				
Students w/ Dyslexia	90	4.9%	224,619	4.1%	90	4.9%	224,741	4.1%
Foster Care	5	0.3%	17,393	0.3%	5	0.3%	17,451	0.3%
Homeless	43	2.3%	78,178	1.4%	43	2.3%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	8	0.4%	18,888	0.3%	8	0.4%	18,992	0.3%
Title I	1,853	100.0%	3,568,526	65.1%	1,854	100.0%	3,576,850	65.1%
Military Connected	87	4.7%	105,751	1.9%	87	4.7%	105,787	1.9%
At-Risk	847	45.7%	2,773,390	50.6%	847	45.7%	2,776,481	50.5%

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

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

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	136	7.3%	1,128,904	20.6%	136	7.3%	1,129,558	20.6%
Career & Technical Education	436	23.5%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	367	65.8%	805,496	50.8%	367	65.8%	806,117	50.8%
Gifted & Talented Education	137	7.4%	444,125	8.1%	137	7.4%	444,196	8.1%
Special Education	232	12.5%	577,868	10.5%	233	12.6%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	232		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	86	37.1%	245,216	42.4%				
Students with Physical Disabilities	54	23.3%	123,847	21.4%				
Students with Autism	37	15.9%	79,952	13.8%				
Students with Behavioral Disabilities	47	20.3%	120,042	20.8%				
Students with Non-Categorical Early Childhood	8	3.4%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	212	12.3%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.0%	1.6%	0.0%	5.5%
Grade 1	5.7%	2.9%	18.8%	4.9%
Grade 2	2.9%	1.6%	4.8%	2.0%
Grade 3	0.0%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	1.6%	0.4%	0.0%	0.5%
Grade 6	0.8%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	1.5%	7.8%	21.4%	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.3%	5,686	0.2%

District Name: SMITHVILLE ISD
 County Name: BASTROP
 District Number: 011904

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

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	21.5	19.0
Grade 1	18.1	18.9
Grade 2	17.8	18.8
Grade 3	19.5	19.0
Grade 4	18.7	19.2
Grade 5	21.9	20.9
Grade 6	21.3	20.4
Secondary:		
English/Language Arts	19.3	16.4
Foreign Languages	22.8	18.7
Mathematics	19.8	17.8
Science	19.7	18.8
Social Studies	23.3	19.3

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

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	265.6	100.0%	734,726.4	100.0%
Professional Staff:	168.3	63.4%	468,132.4	63.7%
Teachers	136.9	51.6%	363,121.3	49.4%
Professional Support	18.7	7.0%	74,698.8	10.2%
Campus Administration (School Leadership)	7.6	2.9%	21,960.1	3.0%
Central Administration	5.0	1.9%	8,352.3	1.1%
Educational Aides:	37.9	14.3%	78,096.8	10.6%
Auxiliary Staff:	59.5	22.4%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	3.0	n/a	4,373.0	n/a
Part-time	1.0	n/a	595.0	n/a
Counselors				
Full-time	4.0	n/a	12,901.0	n/a
Part-time	1.0	n/a	1,103.0	n/a
Total Minority Staff:	47.0	17.7%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	7.5	5.5%	39,132.5	10.8%
Hispanic	11.0	8.0%	102,099.7	28.1%
White	114.5	83.6%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	4.0	2.9%	4,165.2	1.1%
Males	31.4	22.9%	86,302.4	23.8%
Females	105.6	77.1%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	107.6	78.6%	266,596.3	73.4%
Masters	29.4	21.4%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	26,878.7	7.4%
1-5 Years Experience	57.8	42.2%	101,305.8	27.9%
6-10 Years Experience	23.8	17.4%	70,305.4	19.4%
11-20 Years Experience	30.9	22.5%	106,767.7	29.4%
Over 20 Years Experience	24.5	17.9%	57,863.9	15.9%
Number of Students per Teacher	13.5	n/a	15.1	n/a

District Name: SMITHVILLE ISD
 County Name: BASTROP
 District Number: 011904

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.8	6.2
Average Years Experience of Principals with District	3.8	5.3
Average Years Experience of Assistant Principals	5.3	5.3
Average Years Experience of Assistant Principals with District	2.8	4.7
Average Years Experience of Teachers:	10.9	11.1
Average Years Experience of Teachers with District:	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	-	\$49,868
1-5 Years Experience	\$46,090	\$52,823
6-10 Years Experience	\$48,305	\$55,756
11-20 Years Experience	\$55,542	\$59,308
Over 20 Years Experience	\$61,196	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$51,304	\$57,091
Professional Support	\$59,022	\$67,352
Campus Administration (School Leadership)	\$73,316	\$82,512
Central Administration	\$100,989	\$108,367
Instructional Staff Percent:	65.4%	64.6%
Turnover Rate for Teachers:	22.0%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

District Name: SMITHVILLE ISD

County Name: BASTROP

District Number: 011904

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

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	6.7	4.9%	18,120.4	5.0%
Compensatory Education	8.6	6.3%	10,147.3	2.8%
Gifted & Talented Education	0.9	0.6%	7,053.3	1.9%
Regular Education	103.3	75.5%	257,548.7	70.9%
Special Education	17.4	12.7%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

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

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

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

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

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

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

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

Smithville High School Campus Data

2019-2020



Texas Academic Performance Report

2019-20 Texas Academic Performance Report

District Name: **SMITHVILLE ISD**

Campus Name: **SMITHVILLE H S**

Campus Number: **011904002**

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

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District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE H S
Campus Number: 011904002

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

Total Students: 558
Grade Span: 09 - 12
School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	78%	78%	71%	69%	82%	-	-	-	88%	50%	-	77%	79%	71%	57%
	2018	65%	60%	60%	40%	45%	69%	*	*	-	88%	26%	*	60%	59%	50%	24%
At Meets Grade Level or Above	2019	50%	58%	58%	29%	51%	65%	-	-	-	63%	43%	-	55%	64%	50%	38%
	2018	44%	41%	41%	30%	26%	52%	*	*	-	38%	22%	*	41%	43%	32%	12%
At Masters Grade Level	2019	11%	11%	11%	0%	7%	14%	-	-	-	13%	7%	-	14%	4%	8%	5%
	2018	7%	5%	5%	0%	0%	9%	*	*	-	13%	4%	*	7%	2%	1%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	72%	72%	60%	67%	77%	*	-	-	71%	27%	-	74%	67%	71%	50%
	2018	67%	65%	65%	39%	63%	72%	-	*	-	78%	43%	*	66%	63%	59%	38%
At Meets Grade Level or Above	2019	49%	49%	49%	27%	36%	59%	*	-	-	57%	23%	-	47%	56%	40%	17%
	2018	48%	45%	45%	17%	39%	54%	-	*	-	67%	38%	*	50%	33%	37%	23%
At Masters Grade Level	2019	8%	8%	8%	0%	2%	13%	*	-	-	0%	9%	-	8%	8%	3%	0%
	2018	8%	11%	11%	0%	7%	15%	-	*	-	22%	10%	*	13%	5%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	85%	82%	88%	72%	87%	-	-	-	80%	50%	-	87%	73%	78%	77%
	2018	83%	81%	75%	75%	72%	75%	*	-	-	100%	50%	*	75%	76%	71%	78%
At Meets Grade Level or Above	2019	61%	47%	39%	13%	44%	39%	-	-	-	40%	36%	-	39%	38%	37%	46%
	2018	55%	37%	20%	10%	19%	25%	*	-	-	0%	32%	*	14%	34%	20%	11%
At Masters Grade Level	2019	37%	20%	12%	0%	13%	14%	-	-	-	0%	21%	-	9%	18%	13%	8%
	2018	32%	19%	8%	5%	8%	10%	*	-	-	0%	11%	*	5%	15%	7%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	88%	81%	85%	90%	*	-	-	100%	73%	-	89%	86%	85%	67%
	2018	87%	86%	86%	33%	84%	94%	-	*	-	100%	67%	*	85%	90%	80%	63%
At Meets Grade Level or Above	2019	62%	48%	48%	44%	42%	51%	*	-	-	50%	20%	-	50%	41%	34%	33%
	2018	59%	46%	46%	11%	34%	58%	-	*	-	60%	50%	*	43%	57%	33%	0%
At Masters Grade Level	2019	25%	13%	13%	0%	15%	15%	*	-	-	0%	0%	-	13%	10%	7%	8%
	2018	24%	9%	9%	0%	0%	14%	-	*	-	20%	11%	*	9%	7%	6%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	92%	83%	90%	93%	-	*	-	100%	74%	-	91%	94%	88%	78%
	2018	92%	93%	93%	85%	88%	97%	-	*	-	80%	83%	*	95%	85%	90%	75%
At Meets Grade Level or Above	2019	73%	66%	66%	42%	54%	81%	-	*	-	67%	37%	-	66%	68%	58%	22%
	2018	70%	69%	69%	38%	56%	78%	-	*	-	80%	63%	*	71%	62%	60%	0%
At Masters Grade Level	2019	45%	38%	38%	8%	30%	47%	-	*	-	56%	16%	-	37%	39%	26%	11%
	2018	40%	29%	29%	8%	16%	38%	-	*	-	20%	13%	*	32%	18%	23%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	81%	75%	76%	85%	*	*	-	89%	54%	-	83%	79%	78%	64%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	77%	73%	75%	55%	68%	81%	*	100%	-	88%	54%	71%	76%	72%	67%	49%
	2019	50%	45%	52%	32%	46%	59%	*	*	-	57%	31%	-	52%	54%	44%	33%
	2018	48%	41%	45%	21%	35%	55%	*	80%	-	50%	40%	14%	45%	44%	36%	11%
At Masters Grade Level	2019	24%	19%	16%	2%	13%	19%	*	*	-	17%	11%	-	16%	14%	11%	6%
	2018	22%	16%	12%	3%	6%	18%	*	40%	-	16%	10%	0%	14%	8%	8%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	75%	66%	68%	80%	*	-	-	80%	36%	-	75%	74%	71%	55%
	2018	74%	70%	62%	39%	54%	70%	*	*	-	82%	34%	*	63%	60%	54%	30%
	2019	48%	47%	54%	28%	44%	62%	*	-	-	60%	31%	-	51%	61%	45%	30%
At Meets Grade Level or Above	2018	46%	41%	43%	24%	32%	53%	*	*	-	53%	30%	*	45%	39%	34%	17%
	2019	21%	18%	9%	0%	5%	14%	*	-	-	7%	8%	-	11%	5%	6%	3%
	2018	19%	15%	8%	0%	3%	11%	*	*	-	18%	7%	*	10%	3%	3%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	78%	82%	88%	72%	87%	-	-	-	80%	50%	-	87%	73%	78%	77%
	2018	81%	73%	75%	75%	72%	75%	*	-	-	100%	50%	*	75%	76%	71%	78%
	2019	52%	44%	39%	13%	44%	39%	-	-	-	40%	36%	-	39%	38%	37%	46%
At Meets Grade Level or Above	2018	50%	37%	20%	10%	19%	25%	*	-	-	0%	32%	*	14%	34%	20%	11%
	2019	26%	18%	12%	0%	13%	14%	-	-	-	0%	21%	-	9%	18%	13%	8%
	2018	24%	15%	8%	5%	8%	10%	*	-	-	0%	11%	*	5%	15%	7%	11%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	88%	81%	85%	90%	*	-	-	100%	73%	-	89%	86%	85%	67%
	2018	80%	81%	86%	33%	84%	94%	-	*	-	100%	67%	*	85%	90%	80%	63%
	2019	54%	44%	48%	44%	42%	51%	*	-	-	50%	20%	-	50%	41%	34%	33%
At Meets Grade Level or Above	2018	51%	48%	46%	11%	34%	58%	-	*	-	60%	50%	*	43%	57%	33%	0%
	2019	25%	20%	13%	0%	15%	15%	*	-	-	0%	0%	-	13%	10%	7%	8%
	2018	23%	19%	9%	0%	0%	14%	-	*	-	20%	11%	*	9%	7%	6%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	78%	92%	83%	90%	93%	-	*	-	100%	74%	-	91%	94%	88%	78%
	2018	78%	81%	93%	85%	88%	97%	-	*	-	80%	83%	*	95%	85%	90%	75%
	2019	55%	49%	66%	42%	54%	81%	-	*	-	67%	37%	-	66%	68%	58%	22%
At Meets Grade Level or Above	2018	53%	53%	69%	38%	56%	78%	-	*	-	80%	63%	*	71%	62%	60%	0%
	2019	33%	26%	38%	8%	30%	47%	-	*	-	56%	16%	-	37%	39%	26%	11%
	2018	31%	23%	29%	8%	16%	38%	-	*	-	20%	13%	*	32%	18%	23%	0%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	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

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 5 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018 97%	97%		*	-	*	-	-	-	-	-	-	*	-
Grade 8 Reading													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	13%	*	*	-	*	*	-	-	-	-	*	*	*
2019													
Grade 8 Mathematics													
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	50%	*	*	*	*	*	-	-	-	-	*	*	-
2019													

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	75%	81%	-	-	-	-	-	51%	-	51%	-	51%	51%
	2018	77%	73%	75%	-	-	-	-	-	44%	-	44%	*	44%	42%
At Meets Grade Level or Above	2019	50%	45%	52%	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	48%	41%	45%	-	-	-	-	-	5%	-	5%	*	5%	5%
At Masters Grade Level	2019	24%	19%	16%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	16%	12%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	75%	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	74%	70%	62%	-	-	-	-	-	23%	-	23%	*	23%	22%
At Meets Grade Level or Above	2019	48%	47%	54%	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	46%	41%	43%	-	-	-	-	-	9%	-	9%	*	9%	9%
At Masters Grade Level	2019	21%	18%	9%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	15%	8%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	78%	82%	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	81%	73%	75%	-	-	-	-	-	67%	-	67%	-	67%	67%
At Meets Grade Level or Above	2019	52%	44%	39%	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	50%	37%	20%	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	26%	18%	12%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	15%	8%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	88%	-	-	-	-	-	57%	-	57%	-	57%	57%
	2018	80%	81%	86%	-	-	-	-	-	63%	-	63%	-	63%	63%
At Meets Grade Level or Above	2019	54%	44%	48%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	51%	48%	46%	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	25%	20%	13%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	19%	9%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	78%	92%	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	78%	81%	93%	-	-	-	-	-	80%	-	80%	*	80%	67%
At Meets Grade Level or Above	2019	55%	49%	66%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	53%	53%	69%	-	-	-	-	-	0%	-	0%	*	0%	0%
At Masters Grade Level	2019	33%	26%	38%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	23%	29%	-	-	-	-	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	64%	-	-	-	-	-	54%	-	54%	-	54%	54%
	2018	69%	66%	61%	-	-	-	-	-	60%	-	60%	-	60%	60%
All Grades ELA/Reading	2019	68%	66%	66%	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	69%	70%	71%	-	-	-	-	-	71%	-	71%	-	71%	71%
All Grades Mathematics	2019	70%	66%	62%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	70%	62%	47%	-	-	-	-	-	*	-	*	-	*	*

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 547
 Grade Span: 09 - 12
 School Type: High School

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	92%	97%	*	*	-	100%	98%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	5%	3%	*	*	-	0%	0%	4%	0%
Other Exclusions	1%	0%	1%	0%	2%	0%	*	*	-	0%	2%	1%	12%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	93%	100%	91%	93%	*	100%	-	97%	90%	94%	80%
Not Included in Accountability													
Mobile	4%	5%	6%	0%	7%	7%	*	0%	-	3%	8%	5%	11%
Other Exclusions	1%	0%	1%	0%	2%	0%	*	0%	-	0%	2%	1%	9%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.4%	93.8%	95.2%	95.7%	*	*	-	96.3%	95.0%	94.7%	95.8%
2017-18	95.4%	95.3%	95.3%	95.3%	94.9%	95.4%	*	*	-	95.6%	95.2%	94.6%	92.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.2%	1.2%	0.0%	3.6%	0.3%	*	*	-	0.0%	1.4%	1.3%	0.0%
2017-18	1.9%	0.3%	0.3%	0.0%	0.6%	0.3%	*	*	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2018													
Graduated	90.0%	95.0%	95.0%	100.0%	97.0%	94.3%	*	-	-	80.0%	100.0%	96.2%	*
Received TxCHSE	0.4%	0.8%	0.8%	0.0%	0.0%	1.4%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	3.8%	2.5%	2.5%	0.0%	3.0%	2.9%	*	-	-	0.0%	0.0%	1.9%	*
Dropped Out	5.7%	1.7%	1.7%	0.0%	0.0%	1.4%	*	-	-	20.0%	0.0%	1.9%	*
Graduates and TxCHSE	90.4%	95.8%	95.8%	100.0%	97.0%	95.7%	*	-	-	80.0%	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	94.3%	98.3%	98.3%	100.0%	100.0%	98.6%	*	-	-	80.0%	100.0%	98.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2017													
Graduated	92.0%	96.9%	96.9%	100.0%	96.9%	96.3%	-	-	*	*	60.0%	95.5%	*
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	0.0%	*
Dropped Out	6.3%	3.1%	3.1%	0.0%	3.1%	3.7%	-	-	*	*	40.0%	4.5%	*
Graduates and TxCHSE	92.6%	96.9%	96.9%	100.0%	96.9%	96.3%	-	-	*	*	60.0%	95.5%	*
Graduates, TxCHSE, and Continuers	93.7%	96.9%	96.9%	100.0%	96.9%	96.3%	-	-	*	*	60.0%	95.5%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.2%	96.2%	100.0%	96.9%	95.1%	-	-	*	*	54.5%	95.5%	*

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE H S
Campus Number: 011904002

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

Total Students: 558
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	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%	*
Class of 2016													
Graduated	92.1%	97.8%	97.8%	100.0%	100.0%	96.4%	*	-	-	*	100.0%	94.9%	*
Received TxCHSE	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.6%	2.2%	2.2%	0.0%	0.0%	3.6%	*	-	-	*	0.0%	5.1%	*
Graduates and TxCHSE	92.9%	97.8%	97.8%	100.0%	100.0%	96.4%	*	-	-	*	100.0%	94.9%	*
Graduates, TxCHSE, and Continuers	93.4%	97.8%	97.8%	100.0%	100.0%	96.4%	*	-	-	*	100.0%	94.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	93.1%	93.1%	100.0%	81.6%	96.7%	-	*	-	100.0%	72.2%	94.8%	*
Class of 2018	90.0%	95.0%	95.0%	100.0%	97.0%	94.3%	*	-	-	80.0%	100.0%	96.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	6.8%	6.8%	10.0%	6.9%	7.0%	-	*	-	0.0%	10.0%	7.7%	*
Class of 2018	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	71.2%	71.2%	50.0%	75.9%	70.9%	-	*	-	80.0%	30.0%	61.5%	*
Class of 2018	82.0%	76.8%	76.8%	60.0%	65.6%	83.1%	*	-	-	*	22.2%	58.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	78.0%	78.0%	60.0%	82.8%	77.9%	-	*	-	80.0%	40.0%	69.2%	*
Class of 2018	86.8%	76.8%	76.8%	60.0%	65.6%	83.1%	*	-	-	*	22.2%	58.8%	*
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	*	-	-	*	-	-	-	-	*	*	-
2017-18	37.7%	0.0%	0.0%	-	*	*	-	-	-	-	*	0.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	7.5%	10.0%	10.7%	6.7%	-	*	-	0.0%	9.1%	9.1%	*
2017-18	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	67.9%	67.9%	50.0%	71.4%	67.4%	-	*	-	80.0%	27.3%	56.4%	*
2017-18	81.5%	78.3%	78.3%	60.0%	69.7%	83.6%	*	-	-	*	22.2%	61.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	74.8%	74.8%	60.0%	82.1%	73.3%	-	*	-	80.0%	33.3%	64.3%	*
2017-18	85.1%	74.4%	74.4%	60.0%	63.9%	80.0%	*	-	-	*	18.2%	55.8%	*

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	137	100.0%	137	355,615
By Ethnicity:				
African American	10	7.3%	10	43,953
Hispanic	29	21.2%	29	180,673
White	91	66.4%	91	105,577
American Indian	0	0.0%	0	1,293
Asian	2	1.5%	2	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	5	3.6%	5	7,018
By Graduation Type:				
Minimum H.S. Program	1	0.7%	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	35	25.5%	35	51,579
Foundation H.S. Program (Endorsement)	10	7.3%	10	15,160
Foundation H.S. Program (DLA)	91	66.4%	91	285,538
Special Education Graduates	14	10.2%	14	27,598
Economically Disadvantaged Graduates	58	42.3%	58	186,364
LEP Graduates	2	1.5%	2	25,189
At-Risk Graduates	50	36.5%	50	146,432

District Name: SMITHVILLE ISD
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 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	82.8%	82.8%	55.0%	79.3%	86.8%	-	*	-	80.0%	64.3%	71.6%	*
2017-18	65.5%	52.0%	52.0%	50.0%	43.1%	55.6%	*	-	-	*	66.7%	44.2%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.4%	47.4%	10.0%	41.4%	52.7%	-	*	-	60.0%	0.0%	25.9%	*
2017-18	50.0%	36.1%	36.1%	30.0%	27.8%	39.4%	*	-	-	*	0.0%	25.0%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	46.0%	46.0%	10.0%	44.8%	49.5%	-	*	-	60.0%	0.0%	25.9%	*
2017-18	58.2%	33.6%	33.6%	20.0%	27.8%	38.0%	*	-	-	*	0.0%	25.0%	*
Mathematics													
2018-19	48.6%	47.4%	47.4%	10.0%	48.3%	49.5%	-	*	-	60.0%	0.0%	31.0%	*
2017-18	46.0%	35.2%	35.2%	30.0%	27.8%	39.4%	*	-	-	*	0.0%	30.8%	*
Both Subjects													
2018-19	44.2%	38.7%	38.7%	10.0%	37.9%	40.7%	-	*	-	60.0%	0.0%	24.1%	*
2017-18	42.1%	27.0%	27.0%	10.0%	25.0%	29.6%	*	-	-	*	0.0%	21.2%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	38.7%	38.7%	10.0%	34.5%	41.8%	-	*	-	60.0%	0.0%	19.0%	*
2017-18	20.7%	23.8%	23.8%	30.0%	22.2%	22.5%	*	-	-	*	0.0%	15.4%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	8.0%	8.0%	0.0%	10.3%	6.6%	-	*	-	20.0%	0.0%	6.9%	*
2017-18	20.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.6%	53.6%	50.0%	55.2%	53.8%	-	*	-	30.0%	64.3%	54.3%	*
2017-18	28.7%	20.1%	20.1%	20.0%	15.3%	21.8%	*	-	-	*	66.7%	23.1%	*
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	32.8%	32.8%	20.0%	34.5%	33.0%	-	*	-	20.0%	28.6%	31.0%	*
2017-18	4.8%	0.8%	0.8%	0.0%	0.0%	1.4%	*	-	-	*	0.0%	1.9%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	1.7%	4.1%	4.1%	10.0%	5.6%	2.8%	*	-	-	*	41.7%	5.8%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	60.6%	60.6%	80.0%	58.6%	60.4%	-	*	-	40.0%	78.6%	63.8%	*
2017-18	38.7%	28.7%	28.7%	30.0%	16.7%	32.4%	*	-	-	*	50.0%	32.7%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.0%	8.0%	0.0%	6.9%	9.9%	-	*	-	0.0%	0.0%	6.9%	*
2017-18	4.3%	0.8%	0.8%	0.0%	0.0%	1.4%	*	-	-	*	0.0%	0.0%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	2.9%	0.0%	3.4%	2.2%	-	*	-	20.0%	28.6%	3.4%	*
2017-18	2.6%	1.6%	1.6%	0.0%	2.8%	1.4%	*	-	-	*	16.7%	1.9%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*

District Name: SMITHVILLE ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus CCMR-Related Indicators

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	6.6%	6.6%	10.0%	3.4%	7.7%	-	*	-	0.0%	0.0%	5.2%	*
2017-18	32.1%	3.3%	3.3%	0.0%	2.8%	4.2%	*	-	-	*	0.0%	0.0%	*
Mathematics													
2018-19	24.7%	16.1%	16.1%	10.0%	10.3%	17.6%	-	*	-	20.0%	0.0%	10.3%	*
2017-18	23.7%	10.7%	10.7%	10.0%	11.1%	9.9%	*	-	-	*	0.0%	11.5%	*
Both Subjects													
2018-19	18.8%	4.4%	4.4%	10.0%	0.0%	5.5%	-	*	-	0.0%	0.0%	3.4%	*
2017-18	18.1%	1.6%	1.6%	0.0%	2.8%	1.4%	*	-	-	*	0.0%	0.0%	*
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	62.0%	62.0%	80.0%	58.6%	62.6%	-	*	-	40.0%	78.6%	63.8%	*
2017-18	58.4%	55.7%	55.7%	50.0%	38.9%	63.4%	*	-	-	*	66.7%	48.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Mathematics													
2018-19	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Both Subjects													
2018-19	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	9.5%	9.5%	0.0%	3.8%	13.0%	*	*	-	18.2%	n/a	5.1%	n/a
2018	25.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	15.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
Mathematics													
2019	7.4%	9.5%	9.5%	0.0%	3.8%	13.0%	*	*	-	18.2%	n/a	5.1%	n/a
2018	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
Science													
2019	10.4%	1.1%	1.1%	0.0%	0.0%	1.4%	*	*	-	0.0%	n/a	0.7%	n/a
2018	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
Social Studies													
2019	13.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
2018	14.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	44.0%	44.0%	-	*	31.6%	-	*	-	*	n/a	57.1%	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	44.0%	44.0%	-	*	31.6%	-	*	-	*	n/a	57.1%	n/a

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	*	*	-	-	*	-	*	-	-	n/a	*	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	60.6%	60.6%	30.0%	55.2%	64.8%	-	*	-	60.0%	n/a	45.6%	n/a
2017-18	74.6%	60.7%	60.7%	60.0%	41.7%	67.6%	*	-	-	*	n/a	45.5%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	51.8%	51.8%	*	62.5%	50.8%	-	*	-	*	n/a	42.3%	n/a
2017-18	37.9%	33.8%	33.8%	16.7%	46.7%	33.3%	*	-	-	*	n/a	28.0%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1069	1069	*	1068	1076	-	*	-	*	n/a	1038	n/a
2017-18	1036	1040	1040	*	1053	1050	*	-	-	*	n/a	1048	n/a
English Language Arts and Writing													
2018-19	517	534	534	*	527	540	-	*	-	*	n/a	515	n/a
2017-18	521	517	517	*	536	521	*	-	-	*	n/a	521	n/a
Mathematics													
2018-19	510	534	534	*	541	536	-	*	-	*	n/a	523	n/a
2017-18	515	525	525	*	517	531	*	-	-	*	n/a	527	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.5	21.5	*	21.6	21.7	-	-	-	*	n/a	20.8	n/a
2017-18	20.6	19.6	19.6	17.5	19.4	20.4	*	-	-	*	n/a	19.6	n/a
English Language Arts													
2018-19	20.3	21.4	21.4	*	21.3	21.5	-	-	-	*	n/a	20.3	n/a
2017-18	20.3	19.5	19.5	16.8	19.9	20.2	*	-	-	*	n/a	19.5	n/a
Mathematics													
2018-19	20.4	21.1	21.1	*	21.4	21.5	-	-	-	*	n/a	20.6	n/a
2017-18	20.6	19.3	19.3	18.3	18.8	19.9	*	-	-	*	n/a	19.2	n/a
Science													
2018-19	20.8	21.5	21.5	*	22.3	21.6	-	-	-	*	n/a	21.7	n/a
2017-18	20.9	19.8	19.8	18.0	18.8	20.7	*	-	-	*	n/a	19.7	n/a

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	32.9%	32.9%	27.3%	31.8%	33.0%	*	*	-	40.0%	32.4%	29.1%	9.5%
2017-18	43.4%	35.5%	35.5%	28.3%	31.0%	38.3%	*	*	-	40.0%	29.9%	24.1%	10.0%
English Language Arts													
2018-19	17.8%	14.2%	14.2%	0.0%	12.2%	15.7%	*	*	-	26.3%	6.0%	7.2%	0.0%
2017-18	17.3%	15.4%	15.4%	6.7%	12.5%	17.9%	*	*	-	21.1%	0.0%	7.4%	0.0%
Mathematics													
2018-19	20.4%	22.1%	22.1%	8.6%	19.6%	22.9%	*	*	-	41.2%	2.1%	16.7%	0.0%
2017-18	20.7%	23.9%	23.9%	16.3%	21.1%	26.2%	*	*	-	25.0%	1.7%	14.2%	5.6%
Science													
2018-19	21.7%	26.7%	26.7%	30.8%	23.1%	27.5%	*	*	-	25.0%	29.3%	23.9%	10.5%
2017-18	21.2%	23.2%	23.2%	20.5%	20.8%	24.2%	*	*	-	25.0%	32.8%	18.6%	11.1%
Social Studies													
2018-19	23.6%	13.5%	13.5%	0.0%	11.1%	14.8%	*	*	-	30.0%	0.0%	6.5%	0.0%
2017-18	22.8%	13.6%	13.6%	6.5%	11.2%	15.8%	*	*	-	15.0%	0.0%	5.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	48.4%	48.4%	60.0%	36.1%	50.7%	*	-	-	*	16.7%	32.7%	*
2016-17	54.6%	50.0%	50.0%	36.4%	30.3%	61.3%	-	-	*	*	0.0%	37.5%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	67.9%	67.9%	60.0%	75.0%	68.6%	*	-	-	*	*	70.6%	-
2016-17	59.2%	59.6%	59.6%	*	30.0%	69.8%	-	-	-	*	-	50.0%	-

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE H S
Campus Number: 011904002

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

Total Students: 558
Grade Span: 09 - 12
School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	558	100.0%	1,853	5,479,173	558	100.0%	1,854	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.0%	4.5%	0	0.0%	4.0%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.7%	7.1%	0	0.0%	7.8%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.2%	7.3%	0	0.0%	6.1%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.6%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	154	27.6%	8.3%	8.2%	154	27.6%	8.3%	8.2%
Grade 10	145	26.0%	7.8%	7.4%	145	26.0%	7.8%	7.4%
Grade 11	138	24.7%	7.4%	6.9%	138	24.7%	7.4%	6.9%
Grade 12	121	21.7%	6.5%	6.4%	121	21.7%	6.5%	6.4%
Ethnic Distribution:								
African American	47	8.4%	7.2%	12.6%	47	8.4%	7.2%	12.6%
Hispanic	177	31.7%	33.7%	52.8%	177	31.7%	33.7%	52.8%
White	303	54.3%	54.1%	27.0%	303	54.3%	54.2%	27.0%
American Indian	2	0.4%	0.3%	0.4%	2	0.4%	0.3%	0.4%
Asian	3	0.5%	0.6%	4.6%	3	0.5%	0.6%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	26	4.7%	4.0%	2.5%	26	4.7%	4.0%	2.5%
Sex:								
Female	260	46.6%	49.0%	48.8%	260	46.6%	49.0%	48.8%
Male	298	53.4%	51.0%	51.2%	298	53.4%	51.0%	51.2%
Economically Disadvantaged	273	48.9%	54.0%	60.3%	273	48.9%	54.0%	60.2%
Non-Educationally Disadvantaged	285	51.1%	46.0%	39.7%	285	51.1%	46.0%	39.8%
Section 504 Students	72	12.9%	9.2%	6.9%	72	12.9%	9.2%	6.9%
English Learners (EL)	25	4.5%	7.5%	20.3%	25	4.5%	7.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	33	5.7%	3.0%	1.5%				
Students w/ Dyslexia	41	7.3%	4.9%	4.1%	41	7.3%	4.9%	4.1%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Homeless	8	1.4%	2.3%	1.4%	8	1.4%	2.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	2	0.4%	0.4%	0.3%	2	0.4%	0.4%	0.3%
Title I	558	100.0%	100.0%	65.1%	558	100.0%	100.0%	65.1%
Military Connected	24	4.3%	4.7%	1.9%	24	4.3%	4.7%	1.9%
At-Risk	271	48.6%	45.7%	50.6%	271	48.6%	45.7%	50.5%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	25	4.5%	7.3%	20.6%	25	4.5%	7.3%	20.6%
Career & Technical Education	436	78.1%	23.5%	27.6%				
Career & Technical Education (9-12 grades only)	367	65.8%	65.8%	50.8%	367	65.8%	65.8%	50.8%
Gifted & Talented Education	50	9.0%	7.4%	8.1%	50	9.0%	7.4%	8.1%
Special Education	81	14.5%	12.5%	10.5%	81	14.5%	12.6%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	81							
By Type of Primary Disability								
Students with Intellectual Disabilities	49	60.5%	37.1%	42.4%				
Students with Physical Disabilities	*	*	23.3%	21.4%				
Students with Autism	**	**	15.9%	13.8%				
Students with Behavioral Disabilities	19	23.5%	20.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	3.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	62	10.7%	12.3%	15.3%				
By Ethnicity:								
African American	3	0.5%						
Hispanic	16	2.8%						
White	42	7.3%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	47	11.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.6%	-	0.0%	5.5%
Grade 1	-	5.7%	2.9%	-	18.8%	4.9%
Grade 2	-	2.9%	1.6%	-	4.8%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	1.6%	0.4%	-	0.0%	0.5%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	1.5%	1.5%	7.8%	21.4%	21.4%	13.1%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	21.5	19.0
Grade 1	-	18.1	18.9
Grade 2	-	17.8	18.8
Grade 3	-	19.5	19.0
Grade 4	-	18.7	19.2
Grade 5	-	21.9	20.9
Grade 6	-	21.3	20.4
Secondary:			
English/Language Arts	17.4	19.3	16.4
Foreign Languages	22.8	22.8	18.7
Mathematics	18.3	19.8	17.8
Science	19.1	19.7	18.8
Social Studies	20.7	23.3	19.3

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE H S
Campus Number: 011904002

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

Total Students: 558
Grade Span: 09 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.4	100.0%	100.0%	100.0%
Professional Staff:	55.4	90.2%	63.4%	63.7%
Teachers	48.7	79.3%	51.6%	49.4%
Professional Support	5.1	8.2%	7.0%	10.2%
Campus Administration (School Leadership)	1.6	2.7%	2.9%	3.0%
Educational Aides:	6.0	9.8%	14.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	3.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	1.0	n/a	1.0	1,103.0
Total Minority Staff:	10.0	16.3%	17.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.6	7.3%	5.5%	10.8%
Hispanic	3.9	8.0%	8.0%	28.1%
White	40.2	82.6%	83.6%	57.7%
American Indian	0.0	0.0%	0.0%	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	1.0	2.1%	2.9%	1.1%
Males	21.1	43.4%	22.9%	23.8%
Females	27.6	56.6%	77.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	31.4	64.4%	78.6%	73.4%
Masters	17.3	35.6%	21.4%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	7.4%
1-5 Years Experience	15.9	32.7%	42.2%	27.9%
6-10 Years Experience	7.1	14.5%	17.4%	19.4%
11-20 Years Experience	15.2	31.2%	22.5%	29.4%
Over 20 Years Experience	10.5	21.5%	17.9%	15.9%
Number of Students per Teacher	11.5	n/a	13.5	15.1

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.8	6.2
Average Years Experience of Principals with District	2.0	3.8	5.3
Average Years Experience of Assistant Principals	11.0	5.3	5.3
Average Years Experience of Assistant Principals with District	2.0	2.8	4.7
Average Years Experience of Teachers:	12.9	10.9	11.1
Average Years Experience of Teachers with District:	8.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	-	\$49,868
1-5 Years Experience	\$47,450	\$46,090	\$52,823
6-10 Years Experience	\$48,111	\$48,305	\$55,756
11-20 Years Experience	\$58,143	\$55,542	\$59,308
Over 20 Years Experience	\$61,629	\$61,196	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$53,936	\$51,304	\$57,091
Professional Support	\$48,943	\$59,022	\$67,352
Campus Administration (School Leadership)	\$78,940	\$73,316	\$82,512
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE H S
 Campus Number: 011904002

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

Total Students: 558
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	6.7	13.7%	4.9%	5.0%
Compensatory Education	6.1	12.6%	6.3%	2.8%
Gifted & Talented Education	0.8	1.6%	0.6%	1.9%
Regular Education	30.2	61.9%	75.5%	70.9%
Special Education	5.0	10.2%	12.7%	9.3%
Other	0.0	0.0%	0.0%	3.6%

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

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

Smithville Junior High Campus Data

2019-2020



Texas Academic Performance Report

2019-20 Texas Academic Performance Report

District Name: **SMITHVILLE ISD**

Campus Name: **SMITHVILLE J H**

Campus Number: **011904041**

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

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District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	74%	74%	57%	75%	76%	-	-	-	60%	57%	*	86%	52%	67%	62%
	2018	69%	59%	59%	27%	55%	67%	*	*	-	*	31%	*	61%	54%	50%	44%
At Meets Grade Level or Above	2019	37%	37%	37%	14%	32%	43%	-	-	-	20%	57%	*	43%	26%	24%	31%
	2018	39%	30%	30%	9%	23%	37%	*	*	-	*	23%	*	30%	30%	25%	17%
At Masters Grade Level	2019	18%	17%	17%	0%	14%	20%	-	-	-	20%	14%	*	20%	11%	11%	15%
	2018	19%	11%	11%	9%	8%	15%	*	*	-	*	15%	*	12%	11%	8%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	76%	76%	57%	70%	82%	-	-	-	60%	57%	*	81%	67%	68%	69%
	2018	77%	58%	58%	18%	54%	68%	*	*	-	*	27%	*	59%	55%	52%	42%
At Meets Grade Level or Above	2019	47%	44%	44%	14%	36%	51%	-	-	-	40%	57%	*	51%	30%	32%	31%
	2018	44%	30%	30%	18%	24%	35%	*	*	-	*	20%	*	34%	18%	29%	16%
At Masters Grade Level	2019	21%	16%	16%	0%	16%	19%	-	-	-	0%	43%	*	18%	13%	12%	15%
	2018	18%	7%	7%	0%	2%	10%	*	*	-	*	13%	*	7%	5%	4%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	69%	69%	55%	65%	76%	*	*	-	*	38%	*	72%	62%	61%	38%
	2018	74%	74%	74%	78%	69%	76%	-	*	-	67%	42%	*	73%	78%	73%	64%
At Meets Grade Level or Above	2019	49%	50%	50%	18%	40%	63%	*	*	-	*	25%	*	53%	44%	41%	19%
	2018	48%	42%	42%	22%	34%	47%	-	*	-	44%	17%	*	42%	43%	38%	45%
At Masters Grade Level	2019	29%	31%	31%	9%	12%	47%	*	*	-	*	6%	*	33%	24%	26%	0%
	2018	29%	22%	22%	0%	22%	25%	-	*	-	11%	8%	*	22%	22%	13%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	63%	63%	20%	62%	73%	*	-	-	*	38%	-	62%	64%	56%	40%
	2018	72%	68%	68%	71%	59%	72%	-	-	-	70%	40%	*	64%	82%	64%	63%
At Meets Grade Level or Above	2019	43%	26%	26%	10%	21%	35%	*	-	-	*	25%	-	24%	32%	23%	7%
	2018	40%	25%	25%	29%	19%	30%	-	-	-	20%	13%	*	28%	14%	26%	38%
At Masters Grade Level	2019	17%	5%	5%	10%	6%	4%	*	-	-	*	19%	-	4%	8%	5%	7%
	2018	18%	4%	4%	0%	0%	9%	-	-	-	0%	7%	*	5%	0%	4%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	71%	71%	36%	65%	79%	*	*	-	*	31%	*	73%	65%	68%	38%
	2018	69%	72%	72%	60%	64%	80%	-	*	-	50%	35%	*	71%	75%	66%	64%
At Meets Grade Level or Above	2019	42%	48%	48%	18%	40%	58%	*	*	-	*	25%	*	50%	41%	42%	19%
	2018	43%	44%	44%	30%	33%	53%	-	*	-	30%	12%	*	44%	43%	37%	27%
At Masters Grade Level	2019	18%	24%	24%	9%	21%	29%	*	*	-	*	13%	*	26%	18%	23%	13%
	2018	15%	13%	13%	0%	11%	19%	-	*	-	0%	0%	*	13%	14%	8%	9%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	88%	70%	88%	91%	-	*	-	80%	72%	*	88%	87%	83%	85%
	2018	86%	91%	91%	100%	83%	95%	-	-	-	80%	50%	*	90%	94%	88%	85%
At Meets Grade Level or Above	2019	55%	56%	56%	50%	45%	63%	-	*	-	60%	22%	*	55%	61%	49%	31%
	2018	49%	49%	49%	29%	36%	56%	-	-	-	60%	20%	*	48%	50%	43%	38%
At Masters Grade Level	2019	28%	27%	27%	30%	17%	36%	-	*	-	0%	6%	*	26%	30%	20%	0%
	2018	27%	22%	22%	0%	17%	26%	-	-	-	20%	10%	*	22%	21%	19%	23%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	88%	91%	80%	94%	-	*	-	80%	56%	*	87%	93%	85%	73%
	2018	86%	84%	84%	88%	76%	86%	-	*	-	*	33%	*	83%	88%	86%	80%
At Meets Grade Level or Above	2019	57%	49%	49%	45%	36%	58%	-	*	-	30%	11%	*	50%	45%	45%	18%
	2018	51%	36%	36%	13%	26%	42%	-	*	-	*	8%	*	36%	34%	38%	33%
At Masters Grade Level	2019	17%	9%	9%	0%	9%	11%	-	*	-	0%	6%	*	9%	10%	7%	0%
	2018	15%	8%	8%	0%	6%	11%	-	*	-	*	0%	*	8%	9%	3%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	83%	70%	74%	91%	-	*	-	80%	61%	*	83%	83%	77%	62%
	2018	76%	79%	79%	86%	59%	86%	-	-	-	100%	20%	*	79%	77%	74%	57%
At Meets Grade Level or Above	2019	51%	40%	40%	30%	29%	49%	-	*	-	20%	11%	*	41%	35%	33%	23%
	2018	52%	54%	54%	29%	38%	63%	-	-	-	60%	10%	*	54%	51%	45%	29%
At Masters Grade Level	2019	25%	20%	20%	0%	19%	24%	-	*	-	10%	6%	*	19%	26%	13%	8%
	2018	28%	25%	25%	0%	11%	33%	-	-	-	40%	0%	*	26%	23%	16%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	64%	64%	40%	55%	70%	-	*	-	80%	44%	*	64%	65%	56%	46%
	2018	65%	67%	67%	57%	46%	76%	-	-	-	100%	30%	*	66%	69%	57%	50%
At Meets Grade Level or Above	2019	37%	32%	32%	20%	26%	39%	-	*	-	10%	11%	*	32%	30%	25%	23%
	2018	36%	32%	32%	14%	24%	37%	-	-	-	40%	10%	*	34%	29%	22%	21%
At Masters Grade Level	2019	21%	14%	14%	20%	7%	18%	-	*	-	0%	6%	*	14%	13%	12%	15%
	2018	21%	15%	15%	0%	8%	18%	-	-	-	40%	0%	*	16%	11%	10%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	85%	100%	-	100%	100%	-	*	-	-	-	*	100%	*	100%	*
	2018	83%	81%	100%	*	100%	100%	-	-	-	*	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2019	61%	47%	91%	-	100%	87%	-	*	-	-	-	*	90%	*	71%	*
	2018	55%	37%	88%	*	100%	82%	-	-	-	*	-	-	88%	88%	80%	*
At Masters Grade Level	2019	37%	20%	61%	-	57%	60%	-	*	-	-	-	*	55%	*	57%	*
	2018	32%	19%	55%	*	90%	46%	-	-	-	*	-	-	62%	25%	47%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	76%	55%	71%	82%	*	100%	-	73%	50%	76%	78%	69%	70%	56%
	2018	77%	73%	73%	62%	64%	80%	*	100%	-	71%	34%	64%	73%	74%	68%	60%
At Meets Grade Level or Above	2019	50%	45%	44%	25%	35%	53%	*	91%	-	27%	22%	62%	46%	38%	36%	24%

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	48%	41%	40%	23%	31%	47%	*	80%	-	38%	15%	36%	41%	36%	34%	29%
	2019	24%	19%	19%	9%	14%	25%	*	36%	-	4%	10%	38%	20%	17%	15%	10%
	2018	22%	16%	16%	3%	12%	20%	*	20%	-	11%	6%	8%	17%	13%	10%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	77%	61%	76%	81%	*	*	-	65%	56%	71%	82%	63%	70%	60%
	2018	74%	70%	74%	63%	69%	80%	*	*	-	65%	40%	67%	74%	74%	69%	62%
	2019	48%	47%	48%	29%	39%	56%	*	*	-	41%	29%	57%	51%	40%	38%	26%
At Meets Grade Level or Above	2018	46%	41%	40%	19%	31%	47%	*	*	-	47%	20%	33%	40%	40%	34%	31%
	2019	21%	18%	25%	14%	14%	34%	*	*	-	6%	7%	14%	27%	19%	19%	5%
	2018	19%	15%	18%	4%	15%	22%	*	*	-	12%	11%	11%	19%	17%	13%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	78%	79%	57%	73%	86%	*	*	-	71%	49%	86%	80%	75%	72%	62%
	2018	81%	73%	73%	57%	66%	79%	*	*	-	72%	33%	67%	72%	75%	68%	62%
	2019	52%	44%	44%	25%	36%	53%	*	*	-	29%	24%	57%	47%	37%	36%	24%
At Meets Grade Level or Above	2018	50%	37%	37%	25%	30%	42%	*	*	-	28%	14%	22%	40%	28%	34%	31%
	2019	26%	18%	13%	4%	13%	16%	*	*	-	0%	17%	43%	13%	14%	10%	12%
	2018	24%	15%	12%	4%	10%	15%	*	*	-	0%	7%	0%	13%	7%	6%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	61%	71%	36%	65%	79%	*	*	-	*	31%	*	73%	65%	68%	38%
	2018	66%	65%	72%	60%	64%	80%	-	*	-	50%	35%	*	71%	75%	66%	64%
	2019	38%	37%	48%	18%	40%	58%	*	*	-	*	25%	*	50%	41%	42%	19%
At Meets Grade Level or Above	2018	41%	38%	44%	30%	33%	53%	-	*	-	30%	12%	*	44%	43%	37%	27%
	2019	14%	14%	24%	9%	21%	29%	*	*	-	*	13%	*	26%	18%	23%	13%
	2018	13%	10%	13%	0%	11%	19%	-	*	-	0%	0%	*	13%	14%	8%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	83%	70%	74%	91%	-	*	-	80%	61%	*	83%	83%	77%	62%
	2018	80%	81%	79%	86%	59%	86%	-	-	-	100%	20%	*	79%	77%	74%	57%
	2019	54%	44%	40%	30%	29%	49%	-	*	-	20%	11%	*	41%	35%	33%	23%
At Meets Grade Level or Above	2018	51%	48%	54%	29%	38%	63%	-	-	-	60%	10%	*	54%	51%	45%	29%
	2019	25%	20%	20%	0%	19%	24%	-	*	-	10%	6%	*	19%	26%	13%	8%
	2018	23%	19%	25%	0%	11%	33%	-	-	-	40%	0%	*	26%	23%	16%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	78%	64%	40%	55%	70%	-	*	-	80%	44%	*	64%	65%	56%	46%
	2018	78%	81%	67%	57%	46%	76%	-	-	-	100%	30%	*	66%	69%	57%	50%
	2019	55%	49%	32%	20%	26%	39%	-	*	-	10%	11%	*	32%	30%	25%	23%
At Meets Grade Level or Above	2018	53%	53%	32%	14%	24%	37%	-	-	-	40%	10%	*	34%	29%	22%	21%
	2019	33%	26%	14%	20%	7%	18%	-	*	-	0%	6%	*	14%	13%	12%	15%
	2018	31%	23%	15%	0%	8%	18%	-	-	-	40%	0%	*	16%	11%	10%	0%

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 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

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	37%	37%	20%	41%	37%	*	-	-	33%	33%	28%	19%
	2018	38%	36%	37%	33%	33%	41%	-	-	-	*	25%	35%	*
Mathematics	2019	45%	41%	35%	23%	38%	42%	*	-	-	17%	27%	28%	19%
	2018	47%	31%	32%	*	31%	35%	-	-	-	*	*	32%	*
Student Success Initiative														
Grade 5 Reading														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	100%	*	*	*	-	-	-	*	*	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	26%	26%	*	50%	11%	-	-	-	*	*	29%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	79%	79%	70%	79%	82%	-	*	-	70%	47%	70%	38%
Students Requiring Accelerated Instruction														
	2019	22%	21%	21%	30%	21%	18%	-	*	-	30%	53%	30%	63%
STAAR Cumulative Met Standard														
	2019	85%	87%	87%	70%	86%	91%	-	*	-	80%	71%	81%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	100%	100%	-	*	*	-	-	-	-	*	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	77%	77%	64%	72%	83%	-	*	-	56%	35%	71%	56%
Students Requiring Accelerated Instruction														
	2019	18%	23%	23%	36%	28%	17%	-	*	-	44%	65%	29%	44%
STAAR Cumulative Met Standard														
	2019	88%	88%	88%	91%	80%	94%	-	*	-	80%	53%	84%	67%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	100%	100%	*	*	*	-	-	-	-	*	*	-

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	75%	76%	-	-	-	-	-	41%	*	39%	-	41%	41%
	2018	77%	73%	73%	-	-	-	-	-	39%	-	39%	86%	39%	43%
At Meets Grade Level or Above	2019	50%	45%	44%	-	-	-	-	-	10%	*	7%	-	10%	10%
	2018	48%	41%	40%	-	-	-	-	-	8%	-	8%	43%	8%	11%
At Masters Grade Level	2019	24%	19%	19%	-	-	-	-	-	3%	*	2%	-	3%	3%
	2018	22%	16%	16%	-	-	-	-	-	1%	-	1%	0%	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	77%	-	-	-	-	-	43%	*	41%	-	43%	43%
	2018	74%	70%	74%	-	-	-	-	-	42%	-	42%	*	42%	46%
At Meets Grade Level or Above	2019	48%	47%	48%	-	-	-	-	-	14%	*	11%	-	14%	14%
	2018	46%	41%	40%	-	-	-	-	-	12%	-	12%	*	12%	14%
At Masters Grade Level	2019	21%	18%	25%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	19%	15%	18%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	78%	79%	-	-	-	-	-	46%	*	44%	-	46%	46%
	2018	81%	73%	73%	-	-	-	-	-	45%	-	45%	*	45%	48%
At Meets Grade Level or Above	2019	52%	44%	44%	-	-	-	-	-	7%	*	4%	-	7%	7%
	2018	50%	37%	37%	-	-	-	-	-	7%	-	7%	*	7%	10%
At Masters Grade Level	2019	26%	18%	13%	-	-	-	-	-	4%	*	0%	-	4%	4%
	2018	24%	15%	12%	-	-	-	-	-	3%	-	3%	*	3%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	61%	71%	-	-	-	-	-	29%	*	23%	-	29%	29%
	2018	66%	65%	72%	-	-	-	-	-	20%	-	20%	*	20%	33%
At Meets Grade Level or Above	2019	38%	37%	48%	-	-	-	-	-	21%	*	15%	-	21%	21%
	2018	41%	38%	44%	-	-	-	-	-	0%	-	0%	*	0%	17%
At Masters Grade Level	2019	14%	14%	24%	-	-	-	-	-	14%	*	15%	-	14%	14%
	2018	13%	10%	13%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	83%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	80%	81%	79%	-	-	-	-	-	25%	-	25%	*	25%	33%
At Meets Grade Level or Above	2019	54%	44%	40%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	51%	48%	54%	-	-	-	-	-	0%	-	0%	*	0%	0%
At Masters Grade Level	2019	25%	20%	20%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	19%	25%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	78%	64%	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	78%	81%	67%	-	-	-	-	-	38%	-	38%	*	38%	33%
At Meets Grade Level or Above	2019	55%	49%	32%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	53%	53%	32%	-	-	-	-	-	13%	-	13%	*	13%	11%
At Masters Grade Level	2019	33%	26%	14%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	23%	15%	-	-	-	-	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	65%	-	-	-	-	-	61%	*	59%	-	61%	61%
	2018	69%	66%	65%	-	-	-	-	-	54%	-	54%	*	54%	55%
All Grades ELA/Reading	2019	68%	66%	68%	-	-	-	-	-	61%	*	59%	-	61%	61%
	2018	69%	70%	69%	-	-	-	-	-	50%	-	50%	*	50%	52%
All Grades Mathematics	2019	70%	66%	61%	-	-	-	-	-	61%	*	59%	-	61%	61%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	62%	62%	-	-	-	-	-	57%	-	57%	*	57%	58%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	37%	37%	-	-	-	-	-	19%	-	19%	-	19%	19%
	2018	38%	36%	37%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	41%	35%	-	-	-	-	-	19%	-	19%	-	19%	19%
	2018	47%	31%	32%	-	-	-	-	-	*	-	*	-	*	*

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 424
 Grade Span: 06 - 08
 School Type: Middle

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	97%	95%	97%	*	100%	-	100%	100%	95%	100%
Not Included in Accountability													
Mobile	4%	4%	4%	3%	5%	3%	*	0%	-	0%	0%	5%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	100%	93%	96%	*	100%	-	92%	88%	95%	94%
Not Included in Accountability													
Mobile	4%	5%	5%	0%	7%	4%	*	0%	-	8%	12%	5%	6%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.4%	95.6%	95.7%	95.3%	*	*	-	94.2%	95.2%	94.9%	95.8%
2017-18	95.4%	95.3%	95.2%	94.9%	95.6%	95.1%	*	*	-	95.3%	95.4%	94.9%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	76.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	76.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	67.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	78.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	137	355,615
By Ethnicity:				
African American	-	-	10	43,953
Hispanic	-	-	29	180,673
White	-	-	91	105,577
American Indian	-	-	0	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	35	51,579
Foundation H.S. Program (Endorsement)	-	-	10	15,160
Foundation H.S. Program (DLA)	-	-	91	285,538
Special Education Graduates	-	-	14	27,598
Economically Disadvantaged Graduates	-	-	58	186,364
LEP Graduates	-	-	2	25,189
At-Risk Graduates	-	-	50	146,432

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	52.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	36.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	46.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	33.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	35.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	4.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	60.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	28.7%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	62.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	44.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	44.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	60.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	60.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1069	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	534	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	517	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	534	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	525	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	32.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	35.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.9%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	23.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	48.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	67.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	435	100.0%	1,853	5,479,173	435	100.0%	1,854	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.0%	4.5%	0	0.0%	4.0%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.7%	7.1%	0	0.0%	7.8%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.2%	7.3%	0	0.0%	6.1%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.6%
Grade 6	138	31.7%	7.4%	7.7%	138	31.7%	7.4%	7.7%
Grade 7	143	32.9%	7.7%	7.7%	143	32.9%	7.7%	7.7%
Grade 8	154	35.4%	8.3%	7.5%	154	35.4%	8.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.8%	7.4%	0	0.0%	7.8%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.5%	6.4%	0	0.0%	6.5%	6.4%
Ethnic Distribution:								
African American	28	6.4%	7.2%	12.6%	28	6.4%	7.2%	12.6%
Hispanic	146	33.6%	33.7%	52.8%	146	33.6%	33.7%	52.8%
White	245	56.3%	54.1%	27.0%	245	56.3%	54.2%	27.0%
American Indian	1	0.2%	0.3%	0.4%	1	0.2%	0.3%	0.4%
Asian	2	0.5%	0.6%	4.6%	2	0.5%	0.6%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	13	3.0%	4.0%	2.5%	13	3.0%	4.0%	2.5%
Sex:								
Female	218	50.1%	49.0%	48.8%	218	50.1%	49.0%	48.8%
Male	217	49.9%	51.0%	51.2%	217	49.9%	51.0%	51.2%
Economically Disadvantaged	226	52.0%	54.0%	60.3%	226	52.0%	54.0%	60.2%
Non-Educationally Disadvantaged	209	48.0%	46.0%	39.7%	209	48.0%	46.0%	39.8%
Section 504 Students	60	13.8%	9.2%	6.9%	60	13.8%	9.2%	6.9%
English Learners (EL)	33	7.6%	7.5%	20.3%	33	7.6%	7.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	25	5.6%	3.0%	1.5%				
Students w/ Dyslexia	24	5.5%	4.9%	4.1%	24	5.5%	4.9%	4.1%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Homeless	10	2.3%	2.3%	1.4%	10	2.3%	2.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	2	0.5%	0.4%	0.3%	2	0.5%	0.4%	0.3%
Title I	435	100.0%	100.0%	65.1%	435	100.0%	100.0%	65.1%
Military Connected	17	3.9%	4.7%	1.9%	17	3.9%	4.7%	1.9%
At-Risk	197	45.3%	45.7%	50.6%	197	45.3%	45.7%	50.5%

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	33	7.6%	7.3%	20.6%	33	7.6%	7.3%	20.6%
Career & Technical Education	0	0.0%	23.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	65.8%	50.8%	0	-	65.8%	50.8%
Gifted & Talented Education	42	9.7%	7.4%	8.1%	42	9.7%	7.4%	8.1%
Special Education	46	10.6%	12.5%	10.5%	46	10.6%	12.6%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	46							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	47.8%	37.1%	42.4%				
Students with Physical Disabilities	*	*	23.3%	21.4%				
Students with Autism	*	*	15.9%	13.8%				
Students with Behavioral Disabilities	16	34.8%	20.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	3.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	56	12.6%	12.3%	15.3%				
By Ethnicity:								
African American	6	1.3%						
Hispanic	18	4.0%						
White	31	7.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	32	11.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.6%	-	0.0%	5.5%
Grade 1	-	5.7%	2.9%	-	18.8%	4.9%
Grade 2	-	2.9%	1.6%	-	4.8%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	1.6%	0.4%	-	0.0%	0.5%
Grade 6	0.8%	0.8%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	1.5%	7.8%	-	21.4%	13.1%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	21.5	19.0
Grade 1	-	18.1	18.9
Grade 2	-	17.8	18.8
Grade 3	-	19.5	19.0
Grade 4	-	18.7	19.2
Grade 5	-	21.9	20.9
Grade 6	21.3	21.3	20.4
Secondary:			
English/Language Arts	23.3	19.3	16.4
Foreign Languages	-	22.8	18.7
Mathematics	22.9	19.8	17.8
Science	20.6	19.7	18.8
Social Studies	29.2	23.3	19.3

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	47.4	100.0%	100.0%	100.0%
Professional Staff:	37.4	78.9%	63.4%	63.7%
Teachers	33.4	70.5%	51.6%	49.4%
Professional Support	2.0	4.2%	7.0%	10.2%
Campus Administration (School Leadership)	2.0	4.2%	2.9%	3.0%
Educational Aides:	10.0	21.1%	14.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	3.0	4,373.0
Part-time	1.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	8.0	16.9%	17.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	3.9	11.7%	5.5%	10.8%
Hispanic	1.1	3.3%	8.0%	28.1%
White	26.4	79.0%	83.6%	57.7%
American Indian	0.0	0.0%	0.0%	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	2.0	6.0%	2.9%	1.1%
Males	9.2	27.6%	22.9%	23.8%
Females	24.2	72.4%	77.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	28.4	84.9%	78.6%	73.4%
Masters	5.0	15.1%	21.4%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	7.4%
1-5 Years Experience	15.8	47.4%	42.2%	27.9%
6-10 Years Experience	4.9	14.7%	17.4%	19.4%
11-20 Years Experience	5.6	16.9%	22.5%	29.4%
Over 20 Years Experience	7.0	20.9%	17.9%	15.9%
Number of Students per Teacher	13.0	n/a	13.5	15.1

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE J H
 Campus Number: 011904041

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

Total Students: 435
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.8	6.2
Average Years Experience of Principals with District	5.0	3.8	5.3
Average Years Experience of Assistant Principals	2.0	5.3	5.3
Average Years Experience of Assistant Principals with District	2.0	2.8	4.7
Average Years Experience of Teachers:	10.5	10.9	11.1
Average Years Experience of Teachers with District:	5.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	-	\$49,868
1-5 Years Experience	\$46,514	\$46,090	\$52,823
6-10 Years Experience	\$48,184	\$48,305	\$55,756
11-20 Years Experience	\$52,453	\$55,542	\$59,308
Over 20 Years Experience	\$60,589	\$61,196	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$50,711	\$51,304	\$57,091
Professional Support	\$63,232	\$59,022	\$67,352
Campus Administration (School Leadership)	\$74,411	\$73,316	\$82,512
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE J H
Campus Number: 011904041

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

Total Students: 435
Grade Span: 06 - 08
School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.1%	0.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	0.5	1.4%	6.3%	2.8%
Gifted & Talented Education	0.1	0.3%	0.6%	1.9%
Regular Education	25.6	76.7%	75.5%	70.9%
Special Education	7.2	21.4%	12.7%	9.3%
Other	0.0	0.0%	0.0%	3.6%

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

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

Smithville Elementary Campus Data

2019-2020



Texas Academic Performance Report

2019-20 Texas Academic Performance Report

District Name: **SMITHVILLE ISD**

Campus Name: **SMITHVILLE EL**

Campus Number: **011904101**

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

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District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	71%	60%	67%	79%	-	*	-	*	0%	67%	74%	61%	56%	47%
	2018	77%	70%	70%	50%	61%	80%	-	-	-	50%	45%	*	70%	74%	62%	42%
At Meets Grade Level or Above	2019	45%	42%	42%	0%	42%	48%	-	*	-	*	0%	67%	47%	26%	33%	41%
	2018	43%	29%	29%	13%	13%	39%	-	-	-	33%	27%	*	29%	26%	18%	0%
At Masters Grade Level	2019	27%	25%	25%	0%	23%	31%	-	*	-	*	0%	50%	30%	9%	18%	18%
	2018	25%	17%	17%	13%	13%	19%	-	-	-	17%	0%	*	16%	21%	10%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	81%	60%	74%	98%	-	*	-	*	40%	67%	84%	74%	68%	76%
	2018	78%	72%	72%	29%	64%	80%	-	-	-	67%	50%	*	71%	75%	63%	69%
At Meets Grade Level or Above	2019	49%	59%	59%	20%	53%	74%	-	*	-	*	20%	67%	64%	43%	40%	41%
	2018	47%	38%	38%	14%	26%	48%	-	-	-	33%	33%	*	41%	25%	29%	31%
At Masters Grade Level	2019	25%	33%	33%	0%	35%	36%	-	*	-	*	0%	50%	33%	35%	23%	29%
	2018	23%	17%	17%	0%	13%	21%	-	-	-	17%	8%	*	17%	20%	10%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	58%	58%	42%	53%	65%	-	-	-	50%	21%	*	61%	48%	46%	44%
	2018	73%	66%	66%	38%	67%	73%	-	*	-	14%	33%	-	70%	60%	56%	67%
At Meets Grade Level or Above	2019	44%	32%	32%	17%	30%	37%	-	-	-	17%	21%	*	32%	30%	22%	25%
	2018	46%	36%	36%	25%	33%	40%	-	*	-	14%	11%	-	36%	36%	29%	33%
At Masters Grade Level	2019	22%	12%	12%	8%	14%	12%	-	-	-	17%	0%	*	13%	12%	6%	6%
	2018	24%	15%	15%	0%	14%	16%	-	*	-	14%	0%	-	12%	20%	13%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	62%	62%	50%	53%	69%	-	-	-	67%	36%	*	64%	58%	47%	38%
	2018	78%	60%	60%	50%	46%	70%	-	*	-	43%	30%	-	64%	52%	46%	39%
At Meets Grade Level or Above	2019	48%	36%	36%	17%	37%	41%	-	-	-	17%	21%	*	38%	33%	27%	25%
	2018	49%	29%	29%	13%	25%	34%	-	*	-	14%	10%	-	33%	22%	24%	28%
At Masters Grade Level	2019	28%	20%	20%	0%	14%	29%	-	-	-	0%	7%	*	21%	18%	14%	13%
	2018	27%	12%	12%	13%	6%	14%	-	*	-	14%	0%	-	11%	14%	8%	11%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	50%	50%	42%	40%	58%	-	-	-	33%	29%	*	52%	44%	37%	25%
	2018	63%	59%	59%	38%	50%	67%	-	*	-	40%	14%	-	58%	60%	55%	57%
At Meets Grade Level or Above	2019	35%	26%	26%	17%	24%	30%	-	-	-	17%	21%	*	25%	28%	21%	25%
	2018	39%	31%	31%	13%	20%	39%	-	*	-	20%	0%	-	31%	30%	25%	14%
At Masters Grade Level	2019	11%	4%	4%	0%	0%	7%	-	-	-	0%	0%	*	3%	6%	1%	0%
	2018	11%	6%	6%	0%	0%	9%	-	*	-	0%	0%	-	6%	7%	3%	0%

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE EL
Campus Number: 011904101

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

Total Students: 379
Grade Span: 03 - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	79%	79%	60%	67%	88%	-	-	-	75%	40%	*	77%	83%	69%	65%
	2018	84%	84%	84%	71%	85%	85%	-	-	-	*	83%	*	85%	80%	76%	80%
At Meets Grade Level or Above	2019	54%	44%	44%	0%	37%	51%	-	-	-	63%	10%	*	45%	43%	34%	35%
	2018	54%	56%	56%	29%	65%	56%	-	-	-	*	67%	*	59%	49%	47%	70%
At Masters Grade Level	2019	29%	21%	21%	0%	12%	27%	-	-	-	25%	0%	*	19%	25%	13%	12%
	2018	26%	23%	23%	14%	20%	26%	-	-	-	*	17%	*	25%	20%	17%	20%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	86%	86%	80%	76%	95%	-	-	-	75%	80%	*	88%	80%	78%	76%
	2018	91%	89%	89%	71%	92%	89%	-	-	-	*	86%	*	89%	88%	88%	100%
At Meets Grade Level or Above	2019	58%	45%	45%	20%	31%	56%	-	-	-	50%	10%	*	45%	45%	31%	29%
	2018	58%	61%	61%	57%	59%	63%	-	-	-	*	57%	*	65%	54%	52%	60%
At Masters Grade Level	2019	36%	27%	27%	20%	20%	32%	-	-	-	25%	0%	*	24%	33%	22%	24%
	2018	30%	35%	35%	0%	26%	44%	-	-	-	*	0%	*	37%	32%	27%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	74%	74%	40%	59%	86%	-	*	-	75%	60%	*	75%	73%	62%	65%
	2018	76%	78%	78%	57%	76%	82%	-	-	-	*	71%	*	80%	75%	73%	58%
At Meets Grade Level or Above	2019	49%	44%	44%	20%	37%	49%	-	*	-	50%	20%	*	48%	33%	35%	41%
	2018	41%	43%	43%	14%	40%	49%	-	-	-	*	57%	*	46%	39%	28%	33%
At Masters Grade Level	2019	24%	26%	26%	20%	16%	31%	-	*	-	38%	0%	*	26%	25%	18%	18%
	2018	17%	22%	22%	14%	21%	25%	-	-	-	*	43%	*	21%	25%	16%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	70%	51%	62%	79%	-	71%	-	58%	39%	74%	71%	66%	58%	55%
	2018	77%	73%	72%	50%	67%	78%	-	*	-	48%	49%	92%	73%	69%	65%	62%
At Meets Grade Level or Above	2019	50%	45%	41%	15%	36%	47%	-	71%	-	33%	17%	63%	42%	36%	30%	33%
	2018	48%	41%	40%	22%	35%	46%	-	*	-	23%	30%	54%	42%	36%	31%	32%
At Masters Grade Level	2019	24%	19%	21%	5%	17%	25%	-	57%	-	17%	1%	33%	20%	21%	14%	15%
	2018	22%	16%	18%	7%	14%	22%	-	*	-	13%	7%	23%	18%	19%	13%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	69%	50%	63%	77%	-	*	-	59%	24%	64%	70%	66%	57%	52%
	2018	74%	70%	73%	52%	71%	79%	-	*	-	38%	50%	80%	74%	70%	65%	62%
At Meets Grade Level or Above	2019	48%	47%	39%	9%	36%	45%	-	*	-	35%	14%	55%	41%	34%	29%	34%
	2018	46%	41%	40%	22%	37%	45%	-	*	-	19%	31%	40%	40%	39%	32%	32%
At Masters Grade Level	2019	21%	18%	19%	5%	16%	22%	-	*	-	18%	0%	36%	20%	17%	12%	12%
	2018	19%	15%	18%	9%	16%	20%	-	*	-	13%	4%	20%	17%	20%	13%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	78%	76%	59%	68%	86%	-	*	-	59%	52%	82%	78%	71%	64%	64%
	2018	81%	73%	73%	50%	66%	80%	-	*	-	56%	52%	100%	74%	69%	65%	63%
At Meets Grade Level or Above	2019	52%	44%	46%	18%	40%	55%	-	*	-	29%	17%	73%	48%	41%	32%	32%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	37%	42%	27%	36%	48%	-	*	-	31%	31%	60%	45%	34%	34%	37%
	2019	26%	18%	26%	5%	23%	32%	-	*	-	12%	3%	36%	25%	28%	19%	22%
	2018	24%	15%	21%	5%	14%	26%	-	*	-	19%	3%	20%	21%	22%	15%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	61%	50%	42%	40%	58%	-	-	-	33%	29%	*	52%	44%	37%	25%
	2018	66%	65%	59%	38%	50%	67%	-	*	-	40%	14%	-	58%	60%	55%	57%
	2019	38%	37%	26%	17%	24%	30%	-	-	-	17%	21%	*	25%	28%	21%	25%
At Meets Grade Level or Above	2018	41%	38%	31%	13%	20%	39%	-	*	-	20%	0%	-	31%	30%	25%	14%
	2019	14%	14%	4%	0%	0%	7%	-	-	-	0%	0%	*	3%	6%	1%	0%
	2018	13%	10%	6%	0%	0%	9%	-	*	-	0%	0%	-	6%	7%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	74%	40%	59%	86%	-	*	-	75%	60%	*	75%	73%	62%	65%
	2018	80%	81%	78%	57%	76%	82%	-	-	-	*	71%	*	80%	75%	73%	58%
	2019	54%	44%	44%	20%	37%	49%	-	*	-	50%	20%	*	48%	33%	35%	41%
At Meets Grade Level or Above	2018	51%	48%	43%	14%	40%	49%	-	-	-	*	57%	*	46%	39%	28%	33%
	2019	25%	20%	26%	20%	16%	31%	-	*	-	38%	0%	*	26%	25%	18%	18%
	2018	23%	19%	22%	14%	21%	25%	-	-	-	*	43%	*	21%	25%	16%	8%
At Masters Grade Level																	

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 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

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	37%	38%	44%	24%	49%	-	-	-	43%	19%	32%	18%
	2018	38%	36%	34%	50%	36%	31%	-	-	-	*	*	26%	*
Mathematics	2019	45%	41%	46%	29%	41%	58%	-	-	-	40%	40%	41%	43%
	2018	47%	31%	29%	*	33%	29%	-	-	-	*	*	29%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	66%	66%	20%	58%	75%	-	-	-	63%	11%	51%	53%
Students Requiring Accelerated Instruction														
	2019	22%	34%	34%	80%	42%	25%	-	-	-	38%	89%	49%	47%
STAAR Cumulative Met Standard														
	2019	86%	78%	78%	60%	67%	88%	-	-	-	75%	33%	68%	60%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	95%	*	100%	91%	-	-	-	*	*	95%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5														
	2019	63%	*	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	73%	73%	60%	58%	85%	-	-	-	63%	67%	61%	47%
Students Requiring Accelerated Instruction														
	2019	17%	27%	27%	40%	42%	15%	-	-	-	38%	33%	39%	53%
STAAR Cumulative Met Standard														
	2019	90%	86%	86%	80%	75%	96%	-	-	-	75%	78%	79%	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	*	*	100%	-	-	-	*	*	100%	*

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	75%	70%	-	-	-	-	-	47%	47%	-	100%	47%	49%
	2018	77%	73%	72%	-	-	-	-	-	49%	49%	-	-	49%	49%
At Meets Grade Level or Above	2019	50%	45%	41%	-	-	-	-	-	25%	25%	-	100%	25%	28%
	2018	48%	41%	40%	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	24%	19%	21%	-	-	-	-	-	12%	12%	-	0%	12%	12%
	2018	22%	16%	18%	-	-	-	-	-	5%	5%	-	-	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	69%	-	-	-	-	-	43%	43%	-	*	43%	45%
	2018	74%	70%	73%	-	-	-	-	-	48%	48%	-	-	48%	48%
At Meets Grade Level or Above	2019	48%	47%	39%	-	-	-	-	-	24%	24%	-	*	24%	27%
	2018	46%	41%	40%	-	-	-	-	-	15%	15%	-	-	15%	15%
At Masters Grade Level	2019	21%	18%	19%	-	-	-	-	-	7%	7%	-	*	7%	7%
	2018	19%	15%	18%	-	-	-	-	-	4%	4%	-	-	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	78%	76%	-	-	-	-	-	57%	57%	-	*	57%	59%
	2018	81%	73%	73%	-	-	-	-	-	55%	55%	-	-	55%	55%
At Meets Grade Level or Above	2019	52%	44%	46%	-	-	-	-	-	24%	24%	-	*	24%	27%
	2018	50%	37%	42%	-	-	-	-	-	29%	29%	-	-	29%	29%
At Masters Grade Level	2019	26%	18%	26%	-	-	-	-	-	19%	19%	-	*	19%	18%
	2018	24%	15%	21%	-	-	-	-	-	10%	10%	-	-	10%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	61%	50%	-	-	-	-	-	8%	8%	-	*	8%	14%
	2018	66%	65%	59%	-	-	-	-	-	50%	50%	-	-	50%	50%
At Meets Grade Level or Above	2019	38%	37%	26%	-	-	-	-	-	8%	8%	-	*	8%	14%
	2018	41%	38%	31%	-	-	-	-	-	17%	17%	-	-	17%	17%
At Masters Grade Level	2019	14%	14%	4%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	13%	10%	6%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	74%	-	-	-	-	-	63%	63%	-	-	63%	63%
	2018	80%	81%	78%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	44%	44%	-	-	-	-	-	44%	44%	-	-	44%	44%
	2018	51%	48%	43%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	20%	26%	-	-	-	-	-	19%	19%	-	-	19%	19%
	2018	23%	19%	22%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	69%	-	-	-	-	-	61%	61%	-	*	61%	62%
	2018	69%	66%	69%	-	-	-	-	-	63%	63%	-	-	63%	63%
All Grades ELA/Reading	2019	68%	66%	64%	-	-	-	-	-	57%	57%	-	*	57%	59%
	2018	69%	70%	70%	-	-	-	-	-	81%	81%	-	-	81%	81%
All Grades Mathematics	2019	70%	66%	74%	-	-	-	-	-	64%	64%	-	*	64%	66%
	2018	70%	62%	68%	-	-	-	-	-	50%	50%	-	-	50%	50%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	37%	38%	-	-	-	-	-	18%	18%	-	-	18%	18%
	2018	38%	36%	34%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	41%	46%	-	-	-	-	-	43%	43%	-	-	43%	43%
	2018	47%	31%	29%	-	-	-	-	-	*	*	-	-	*	*

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 387
 Grade Span: 03 - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	95%	95%	94%	95%	-	78%	-	96%	100%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	5%	5%	5%	5%	-	22%	-	4%	0%	5%	9%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	98%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	95%	94%	96%	-	*	-	91%	96%	96%	90%
Not Included in Accountability													
Mobile	4%	5%	4%	3%	5%	4%	-	*	-	9%	4%	3%	6%
Other Exclusions	1%	0%	0%	0%	1%	0%	-	*	-	0%	0%	0%	4%
Not Tested	1%	0%	0%	2%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	0%	2%	0%	0%	-	*	-	0%	0%	0%	0%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.7%	96.8%	95.7%	95.6%	-	*	-	94.3%	95.2%	95.5%	96.0%
2017-18	95.4%	95.3%	95.6%	96.6%	95.5%	95.6%	-	*	-	93.5%	95.8%	95.1%	95.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	76.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	76.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	67.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	78.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	137	355,615
By Ethnicity:				
African American	-	-	10	43,953
Hispanic	-	-	29	180,673
White	-	-	91	105,577
American Indian	-	-	0	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	35	51,579
Foundation H.S. Program (Endorsement)	-	-	10	15,160
Foundation H.S. Program (DLA)	-	-	91	285,538
Special Education Graduates	-	-	14	27,598
Economically Disadvantaged Graduates	-	-	58	186,364
LEP Graduates	-	-	2	25,189
At-Risk Graduates	-	-	50	146,432

District Name: SMITHVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	52.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	36.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	46.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	33.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	35.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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

Total Students: 379
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	4.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	60.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	28.7%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	62.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	44.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	44.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 379
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2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	60.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	60.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1069	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	534	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	517	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	534	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	525	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SMITHVILLE ISD
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 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	32.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	35.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.9%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	23.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	48.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	67.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE EL
Campus Number: 011904101

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

Total Students: 379
Grade Span: 03 - 05
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	379	100.0%	1,853	5,479,173	379	100.0%	1,854	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	4.0%	4.5%	0	0.0%	4.0%	4.5%
Kindergarten	0	0.0%	7.1%	7.0%	0	0.0%	7.1%	7.0%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.7%	7.1%	0	0.0%	7.8%	7.1%
Grade 3	123	32.5%	6.6%	7.1%	123	32.5%	6.6%	7.1%
Grade 4	114	30.1%	6.2%	7.3%	114	30.1%	6.1%	7.3%
Grade 5	142	37.5%	7.7%	7.6%	142	37.5%	7.7%	7.6%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.8%	7.4%	0	0.0%	7.8%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.5%	6.4%	0	0.0%	6.5%	6.4%
Ethnic Distribution:								
African American	31	8.2%	7.2%	12.6%	31	8.2%	7.2%	12.6%
Hispanic	142	37.5%	33.7%	52.8%	142	37.5%	33.7%	52.8%
White	187	49.3%	54.1%	27.0%	187	49.3%	54.2%	27.0%
American Indian	0	0.0%	0.3%	0.4%	0	0.0%	0.3%	0.4%
Asian	5	1.3%	0.6%	4.6%	5	1.3%	0.6%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	14	3.7%	4.0%	2.5%	14	3.7%	4.0%	2.5%
Sex:								
Female	180	47.5%	49.0%	48.8%	180	47.5%	49.0%	48.8%
Male	199	52.5%	51.0%	51.2%	199	52.5%	51.0%	51.2%
Economically Disadvantaged	208	54.9%	54.0%	60.3%	208	54.9%	54.0%	60.2%
Non-Educationally Disadvantaged	171	45.1%	46.0%	39.7%	171	45.1%	46.0%	39.8%
Section 504 Students	31	8.2%	9.2%	6.9%	31	8.2%	9.2%	6.9%
English Learners (EL)	38	10.0%	7.5%	20.3%	38	10.0%	7.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	3.0%	1.5%				
Students w/ Dyslexia	24	6.3%	4.9%	4.1%	24	6.3%	4.9%	4.1%
Foster Care	1	0.3%	0.3%	0.3%	1	0.3%	0.3%	0.3%
Homeless	12	3.2%	2.3%	1.4%	12	3.2%	2.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	4	1.1%	0.4%	0.3%	4	1.1%	0.4%	0.3%
Title I	379	100.0%	100.0%	65.1%	379	100.0%	100.0%	65.1%
Military Connected	15	4.0%	4.7%	1.9%	15	4.0%	4.7%	1.9%
At-Risk	153	40.4%	45.7%	50.6%	153	40.4%	45.7%	50.5%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	36	9.5%	7.3%	20.6%	36	9.5%	7.3%	20.6%
Career & Technical Education	0	0.0%	23.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	65.8%	50.8%	0	-	65.8%	50.8%
Gifted & Talented Education	31	8.2%	7.4%	8.1%	31	8.2%	7.4%	8.1%
Special Education	47	12.4%	12.5%	10.5%	47	12.4%	12.6%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	47							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	29.8%	37.1%	42.4%				
Students with Physical Disabilities	14	29.8%	23.3%	21.4%				
Students with Autism	11	23.4%	15.9%	13.8%				
Students with Behavioral Disabilities	8	17.0%	20.3%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	3.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	60	14.4%	12.3%	15.3%				
By Ethnicity:								
African American	9	2.2%						
Hispanic	19	4.6%						
White	31	7.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	29	11.9%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.0%	1.6%	-	0.0%	5.5%
Grade 1	-	5.7%	2.9%	-	18.8%	4.9%
Grade 2	-	2.9%	1.6%	-	4.8%	2.0%
Grade 3	0.0%	0.0%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	1.6%	1.6%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.5%	7.8%	-	21.4%	13.1%

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	21.5	19.0
Grade 1	-	18.1	18.9
Grade 2	-	17.8	18.8
Grade 3	19.5	19.5	19.0
Grade 4	18.7	18.7	19.2
Grade 5	21.9	21.9	20.9
Grade 6	-	21.3	20.4
Secondary:			
English/Language Arts	-	19.3	16.4
Foreign Languages	-	22.8	18.7
Mathematics	-	19.8	17.8
Science	-	19.7	18.8
Social Studies	-	23.3	19.3

District Name: SMITHVILLE ISD
Campus Name: SMITHVILLE EL
Campus Number: 011904101

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

Total Students: 379
Grade Span: 03 - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	38.5	100.0%	100.0%	100.0%
Professional Staff:	29.5	76.6%	63.4%	63.7%
Teachers	24.9	64.5%	51.6%	49.4%
Professional Support	2.7	6.9%	7.0%	10.2%
Campus Administration (School Leadership)	2.0	5.2%	2.9%	3.0%
Educational Aides:	9.0	23.4%	14.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	3.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	7.0	18.2%	17.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	5.5%	10.8%
Hispanic	4.0	16.1%	8.0%	28.1%
White	20.9	83.9%	83.6%	57.7%
American Indian	0.0	0.0%	0.0%	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%	2.9%	1.1%
Males	0.0	0.0%	22.9%	23.8%
Females	24.9	100.0%	77.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	22.9	92.0%	78.6%	73.4%
Masters	2.0	8.0%	21.4%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	7.4%
1-5 Years Experience	11.0	44.3%	42.2%	27.9%
6-10 Years Experience	5.9	23.5%	17.4%	19.4%
11-20 Years Experience	6.0	24.1%	22.5%	29.4%
Over 20 Years Experience	2.0	8.0%	17.9%	15.9%
Number of Students per Teacher	15.3	n/a	13.5	15.1

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	3.8	6.2
Average Years Experience of Principals with District	6.0	3.8	5.3
Average Years Experience of Assistant Principals	3.0	5.3	5.3
Average Years Experience of Assistant Principals with District	2.0	2.8	4.7
Average Years Experience of Teachers:	9.6	10.9	11.1
Average Years Experience of Teachers with District:	7.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	-	\$49,868
1-5 Years Experience	\$45,829	\$46,090	\$52,823
6-10 Years Experience	\$48,549	\$48,305	\$55,756
11-20 Years Experience	\$54,390	\$55,542	\$59,308
Over 20 Years Experience	\$61,793	\$61,196	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$49,821	\$51,304	\$57,091
Professional Support	\$57,869	\$59,022	\$67,352
Campus Administration (School Leadership)	\$73,208	\$73,316	\$82,512
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SMITHVILLE ISD
 Campus Name: SMITHVILLE EL
 Campus Number: 011904101

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

Total Students: 379
 Grade Span: 03 - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	1.0	4.0%	6.3%	2.8%
Gifted & Talented Education	0.0	0.0%	0.6%	1.9%
Regular Education	21.5	86.6%	75.5%	70.9%
Special Education	2.3	9.3%	12.7%	9.3%
Other	0.0	0.0%	0.0%	3.6%

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

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

Smithville Brown Primary Campus Data

2019-2020



Texas Academic Performance Report

2019-20 Texas Academic Performance Report

District Name: **SMITHVILLE ISD**

Campus Name: **BROWN PRI**

Campus Number: **011904102**

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

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District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 481
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

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

Total Students: 481
Grade Span: EE - 02
School Type: Elementary

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

There is no data for this campus.

District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

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

Total Students: 481
Grade Span: EE - 02
School Type: Elementary

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

There is no data for this campus.

District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language
Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

Total Students: 481
Grade Span: EE - 02
(Current EL Students)

There is no data for this campus.

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 442
 Grade Span: EE - 02
 School Type: Elementary

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

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

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	95.4%	95.3%	94.7%	95.8%	*	*	-	95.4%	94.9%	95.1%	95.6%
2017-18	95.4%	95.3%	95.2%	95.2%	95.1%	95.4%	-	*	-	94.4%	95.1%	94.7%	95.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	96.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

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

Total Students: 481
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	71.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	76.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	78.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	76.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	67.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	78.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	74.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	137	355,615
By Ethnicity:				
African American	-	-	10	43,953
Hispanic	-	-	29	180,673
White	-	-	91	105,577
American Indian	-	-	0	1,293
Asian	-	-	2	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	5	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	1	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	35	51,579
Foundation H.S. Program (Endorsement)	-	-	10	15,160
Foundation H.S. Program (DLA)	-	-	91	285,538
Special Education Graduates	-	-	14	27,598
Economically Disadvantaged Graduates	-	-	58	186,364
LEP Graduates	-	-	2	25,189
At-Risk Graduates	-	-	50	146,432

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	52.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	36.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	46.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	33.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	35.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	38.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.8%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: SMITHVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	4.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	60.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	28.7%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

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

Total Students: 481
Grade Span: EE - 02
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	10.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	62.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	55.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	44.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	44.0%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	60.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	60.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	51.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	33.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1069	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1040	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	534	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	517	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	534	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	525	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.5	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.5	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	19.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	32.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	35.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	14.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	23.9%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	26.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	23.2%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	13.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	48.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	67.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	59.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

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

Total Students: 481
Grade Span: EE - 02
School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	481	100.0%	1,853	5,479,173	482	100.0%	1,854	5,493,940
Students by Grade:								
Early Childhood Education	5	1.0%	0.3%	0.3%	5	1.0%	0.3%	0.5%
Pre-Kindergarten	74	15.4%	4.0%	4.5%	74	15.4%	4.0%	4.5%
Kindergarten	131	27.2%	7.1%	7.0%	131	27.2%	7.1%	7.0%
Grade 1	128	26.6%	6.9%	7.1%	128	26.6%	6.9%	7.1%
Grade 2	143	29.7%	7.7%	7.1%	144	29.9%	7.8%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.2%	7.3%	0	0.0%	6.1%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.7%	7.6%
Grade 6	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.3%	7.5%	0	0.0%	8.3%	7.5%
Grade 9	0	0.0%	8.3%	8.2%	0	0.0%	8.3%	8.2%
Grade 10	0	0.0%	7.8%	7.4%	0	0.0%	7.8%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	6.5%	6.4%	0	0.0%	6.5%	6.4%
Ethnic Distribution:								
African American	28	5.8%	7.2%	12.6%	28	5.8%	7.2%	12.6%
Hispanic	159	33.1%	33.7%	52.8%	159	33.0%	33.7%	52.8%
White	268	55.7%	54.1%	27.0%	269	55.8%	54.2%	27.0%
American Indian	2	0.4%	0.3%	0.4%	2	0.4%	0.3%	0.4%
Asian	2	0.4%	0.6%	4.6%	2	0.4%	0.6%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	22	4.6%	4.0%	2.5%	22	4.6%	4.0%	2.5%
Sex:								
Female	250	52.0%	49.0%	48.8%	251	52.1%	49.0%	48.8%
Male	231	48.0%	51.0%	51.2%	231	47.9%	51.0%	51.2%
Economically Disadvantaged	294	61.1%	54.0%	60.3%	294	61.0%	54.0%	60.2%
Non-Educationally Disadvantaged	187	38.9%	46.0%	39.7%	188	39.0%	46.0%	39.8%
Section 504 Students	8	1.7%	9.2%	6.9%	8	1.7%	9.2%	6.9%
English Learners (EL)	43	8.9%	7.5%	20.3%	43	8.9%	7.5%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	3.0%	1.5%				
Students w/ Dyslexia	1	0.2%	4.9%	4.1%	1	0.2%	4.9%	4.1%
Foster Care	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%
Homeless	13	2.7%	2.3%	1.4%	13	2.7%	2.3%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Title I	481	100.0%	100.0%	65.1%	482	100.0%	100.0%	65.1%
Military Connected	31	6.4%	4.7%	1.9%	31	6.4%	4.7%	1.9%
At-Risk	226	47.0%	45.7%	50.6%	226	46.9%	45.7%	50.5%

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	42	8.7%	7.3%	20.6%	42	8.7%	7.3%	20.6%
Career & Technical Education	0	0.0%	23.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	65.8%	50.8%	0	-	65.8%	50.8%
Gifted & Talented Education	14	2.9%	7.4%	8.1%	14	2.9%	7.4%	8.1%
Special Education	58	12.1%	12.5%	10.5%	59	12.2%	12.6%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	58							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	37.1%	42.4%				
Students with Physical Disabilities	34	58.6%	23.3%	21.4%				
Students with Autism	11	19.0%	15.9%	13.8%				
Students with Behavioral Disabilities	*	*	20.3%	20.8%				
Students with Non-Categorical Early Childhood	8	13.8%	3.4%	1.5%				
Mobility (2018-19):								
Total Mobile Students	34	11.9%	12.3%	15.3%				
By Ethnicity:								
African American	7	2.5%						
Hispanic	14	4.9%						
White	12	4.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	35	11.0%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.0%	1.0%	1.6%	0.0%	0.0%	5.5%
Grade 1	5.7%	5.7%	2.9%	18.8%	18.8%	4.9%
Grade 2	2.9%	2.9%	1.6%	4.8%	4.8%	2.0%
Grade 3	-	0.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	1.6%	0.4%	-	0.0%	0.5%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	1.5%	7.8%	-	21.4%	13.1%

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.5	21.5	19.0
Grade 1	18.1	18.1	18.9
Grade 2	17.8	17.8	18.8
Grade 3	-	19.5	19.0
Grade 4	-	18.7	19.2
Grade 5	-	21.9	20.9
Grade 6	-	21.3	20.4
Secondary:			
English/Language Arts	-	19.3	16.4
Foreign Languages	-	22.8	18.7
Mathematics	-	19.8	17.8
Science	-	19.7	18.8
Social Studies	-	23.3	19.3

District Name: SMITHVILLE ISD
Campus Name: BROWN PRI
Campus Number: 011904102

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

Total Students: 481
Grade Span: EE - 02
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	47.9	100.0%	100.0%	100.0%
Professional Staff:	35.0	73.1%	63.4%	63.7%
Teachers	30.0	62.7%	51.6%	49.4%
Professional Support	3.0	6.3%	7.0%	10.2%
Campus Administration (School Leadership)	2.0	4.2%	2.9%	3.0%
Educational Aides:	12.9	26.9%	14.3%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	3.0	4,373.0
Part-time	0.0	n/a	1.0	595.0
Counselors				
Full-time	1.0	n/a	4.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	5.9	12.3%	17.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	5.5%	10.8%
Hispanic	2.0	6.7%	8.0%	28.1%
White	27.0	90.0%	83.6%	57.7%
American Indian	0.0	0.0%	0.0%	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	1.0	3.3%	2.9%	1.1%
Males	1.0	3.3%	22.9%	23.8%
Females	29.0	96.7%	77.1%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.3%
Bachelors	25.0	83.3%	78.6%	73.4%
Masters	5.0	16.7%	21.4%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	7.4%
1-5 Years Experience	15.0	50.0%	42.2%	27.9%
6-10 Years Experience	6.0	20.0%	17.4%	19.4%
11-20 Years Experience	4.0	13.3%	22.5%	29.4%
Over 20 Years Experience	5.0	16.7%	17.9%	15.9%
Number of Students per Teacher	16.0	n/a	13.5	15.1

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	3.8	6.2
Average Years Experience of Principals with District	2.0	3.8	5.3
Average Years Experience of Assistant Principals	5.0	5.3	5.3
Average Years Experience of Assistant Principals with District	5.0	2.8	4.7
Average Years Experience of Teachers:	9.1	10.9	11.1
Average Years Experience of Teachers with District:	6.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	-	\$49,868
1-5 Years Experience	\$44,388	\$46,090	\$52,823
6-10 Years Experience	\$48,397	\$48,305	\$55,756
11-20 Years Experience	\$51,745	\$55,542	\$59,308
Over 20 Years Experience	\$60,899	\$61,196	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$48,923	\$51,304	\$57,091
Professional Support	\$50,770	\$59,022	\$67,352
Campus Administration (School Leadership)	\$67,715	\$73,316	\$82,512
Instructional Staff Percent:	n/a	65.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SMITHVILLE ISD
 Campus Name: BROWN PRI
 Campus Number: 011904102

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

Total Students: 481
 Grade Span: EE - 02
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	1.0	3.3%	6.3%	2.8%
Gifted & Talented Education	0.0	0.0%	0.6%	1.9%
Regular Education	26.0	86.8%	75.5%	70.9%
Special Education	3.0	9.9%	12.7%	9.3%
Other	0.0	0.0%	0.0%	3.6%

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

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



Smithville ISD

District Data

2018-2019



Actual Financial Data Report

2018 - 2019 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,800

	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)	\$9,735,715	56.39%	\$5,409	\$9,735,715	48.83%	\$5,409	\$24,943,497,732	43.99%	\$4,605
State Operating Funds	\$6,552,478	37.95%	\$3,640	\$7,132,875	35.78%	\$3,963	\$21,921,438,167	38.66%	\$4,047
Federal Funds	\$634,672	3.68%	\$353	\$2,234,126	11.21%	\$1,241	\$6,959,931,329	12.27%	\$1,285
Other Local	\$341,511	1.98%	\$190	\$833,492	4.18%	\$463	\$2,882,959,027	5.08%	\$532
Total Operating Revenue	\$17,264,376	100.00%	\$9,591	\$19,936,208	100.00%	\$11,076	\$56,707,826,255	100.00%	\$10,470
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$2,182,351	98.68%	\$1,212	\$7,114,967,591	84.62%	\$1,314
State Assistance for Debt Service	\$0	0.00%	\$0	\$29,254	1.32%	\$16	\$498,243,085	5.93%	\$92
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$794,651,977	9.45%	\$147
Total Other Revenue	\$0	0.00%	\$0	\$2,211,605	100.00%	\$1,229	\$8,407,862,653	100.00%	\$1,552
Subtotal: Operating and Other Revenue	\$17,264,376	100.00%	\$9,591	\$22,147,813	100.00%	\$12,304	\$65,115,688,908	100.00%	\$12,022
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	100.00%	\$511
Subtotal: Operating, Other and Recaptured Revenue	\$17,264,376	100.00%	\$9,591	\$22,147,813	100.00%	\$12,304	\$67,884,151,590	100.00%	\$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$12,203	1.56%	\$7	\$3,691,153,910	63.99%	\$682
Estimated State TRS Contributions	\$751,102	100.00%	\$417	\$770,086	98.44%	\$428	\$2,077,222,453	36.01%	\$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$751,102	100.00%	\$417	\$782,289	100.00%	\$435	\$5,768,376,363	100.00%	\$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$18,015,478	100.00%	\$10,009	\$22,930,102	100.00%	\$12,739	\$70,884,065,271	100.00%	\$13,088

Expenditures Operating Expenditures by Object (61xx-64xx only)

Payroll Expenditures (Object 61xx)	\$12,689,909	78.29%	\$7,050	\$14,095,913	74.55%	\$7,831	\$42,536,152,378	79.22%	\$7,854
Professional & Contracted Services (Object 62xx)	\$2,378,156	14.67%	\$1,321	\$2,511,771	13.29%	\$1,395	\$5,053,894,853	9.41%	\$933
Supplies & Materials (Object 63xx)	\$859,541	5.30%	\$478	\$1,946,081	10.29%	\$1,081	\$4,665,604,291	8.69%	\$861
Other Operating Expenditures (Object 64xx)	\$281,516	1.74%	\$156	\$353,037	1.87%	\$196	\$1,436,788,644	2.68%	\$265

Total Operating Expenditures by Object	\$16,209,122	100.00%	\$9,005	\$18,906,802	100.00%	\$10,504	\$53,692,440,166	100.00%	\$9,913
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Non-Operating Expenditures by Object

Debt Services(Object 65xx)	\$63,773	19.44%	\$35	\$2,490,035	14.44%	\$1,383	\$8,439,295,633	48.78%	\$1,558
Capital Outlay(Object 66xx)	\$264,243	80.56%	\$147	\$14,759,451	85.56%	\$8,200	\$8,861,633,785	51.22%	\$1,636

Total Non-Operating Expenditures by Object	\$328,016	100.00%	\$182	\$17,249,486	100.00%	\$9,583	\$17,300,929,418	100.00%	\$3,194
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Grand Total: Operating and Non-Operating Expenditures by Object	\$16,537,138	100.00%	\$9,187	\$36,156,288	100.00%	\$20,087	\$70,993,369,584	100.00%	\$13,108
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Operating Expenditures by Function (61xx-64xx only)

Instruction(Function 11,95)	\$8,857,998	54.65%	\$4,921	\$10,060,931	53.21%	\$5,589	\$30,104,392,112	56.07%	\$5,558
Instructional Resources & Media Services (Function 12)	\$272,300	1.68%	\$151	\$272,300	1.44%	\$151	\$605,276,429	1.13%	\$112
Curriculum & Staff Development (Function 13)	\$208,617	1.29%	\$116	\$209,567	1.11%	\$116	\$1,226,192,940	2.28%	\$226
Instructional Leadership (Function 21)	\$198,042	1.22%	\$110	\$360,329	1.91%	\$200	\$878,926,312	1.64%	\$162
School Leadership (Function 23)	\$1,047,525	6.46%	\$582	\$1,047,525	5.54%	\$582	\$3,188,405,674	5.94%	\$589
Guidance Counseling Services (Function 31)	\$320,873	1.98%	\$178	\$320,873	1.70%	\$178	\$2,024,672,783	3.77%	\$374
Social Work Services (Function 32)	\$45,444	0.28%	\$25	\$51,066	0.27%	\$28	\$152,988,674	0.28%	\$28
Health Services (Function 33)	\$208,882	1.29%	\$116	\$208,882	1.10%	\$116	\$556,828,343	1.04%	\$103
Transportation (Function 34)	\$868,321	5.36%	\$482	\$868,321	4.59%	\$482	\$1,636,095,662	3.05%	\$302
Food Services (Function 35)	\$0	0.00%	\$0	\$1,165,452	6.16%	\$647	\$2,916,390,356	5.43%	\$538
Extracurricular (Function 36)	\$748,539	4.62%	\$416	\$865,979	4.58%	\$481	\$1,647,983,294	3.07%	\$304
General Administration (Function 41,92)	\$652,825	4.03%	\$363	\$652,825	3.45%	\$363	\$1,746,395,855	3.25%	\$322
Facilities Maintenance & Operations (Function 51)	\$2,098,729	12.95%	\$1,166	\$2,141,725	11.33%	\$1,190	\$5,226,340,714	9.73%	\$965

Security & Monitoring Services (Function 52)	\$284,408	1.75%	\$158	\$284,408	1.50%	\$158	\$558,885,118	1.04%	\$103
Data Processing Services (Function 53)	\$307,507	1.90%	\$171	\$307,507	1.63%	\$171	\$956,567,070	1.78%	\$177
Community Services (Function 61)	\$89,112	0.55%	\$50	\$89,112	0.47%	\$50	\$266,098,830	0.50%	\$49
Total Operating Expenditures by Function	\$16,209,122	100.00%	\$9,005	\$18,906,802	100.00%	\$10,504	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$63,773	19.44%	\$35	\$2,490,035	14.44%	\$1,383	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$264,243	80.56%	\$147	\$14,759,451	85.56%	\$8,200	\$8,861,633,785	51.22%	\$1,636
Total Non-Operating Expenditures by Function	\$328,016	100.00%	\$182	\$17,249,486	100.00%	\$9,583	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	\$16,537,138	100.00%	\$9,187	\$36,156,288	100.00%	\$20,087	\$70,993,369,584	100.00%	\$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$7,517,849	46.38%	\$4,177	\$7,972,431	42.17%	\$4,429	\$23,769,020,825	44.27%	\$4,389
Gifted and Talented (PIC 21)	\$39,161	0.24%	\$22	\$39,161	0.21%	\$22	\$416,549,053	0.78%	\$77
Career and Technical (PIC 22)	\$478,778	2.95%	\$266	\$501,065	2.65%	\$278	\$1,673,614,337	3.12%	\$309
Students with Disabilities (PICs 23,33)	\$2,135,229	13.17%	\$1,186	\$2,640,585	13.97%	\$1,467	\$6,603,694,277	12.30%	\$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	\$837,143	5.16%	\$465	\$1,178,400	6.23%	\$655	\$4,676,522,504	8.71%	\$863
Bilingual (PICs 25,35)	\$42,173	0.26%	\$23	\$44,628	0.24%	\$25	\$690,802,576	1.29%	\$128
High School Allotment (PIC 31)	\$175,665	1.08%	\$98	\$175,665	0.93%	\$98	\$576,205,810	1.07%	\$106
PreKindergarten (PIC 32)	\$264,847	1.63%	\$147	\$264,847	1.40%	\$147	\$576,398,990	1.07%	\$106
Athletics/Related Activities (PIC 91)	\$591,425	3.65%	\$329	\$591,425	3.13%	\$329	\$1,093,452,352	2.04%	\$202
Un-Allocated (PIC 99)	\$4,126,852	25.46%	\$2,293	\$5,498,595	29.08%	\$3,055	\$13,616,179,442	25.36%	\$2,514
Total Operating Expenditures by Program Intent Code (PIC)	\$16,209,122	100.00%	\$9,005	\$18,906,802	100.00%	\$10,504	\$53,692,440,166	100.00%	\$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$63,773	19.44%	\$35	\$2,490,035	14.44%	\$1,383	\$8,439,295,633	48.78%	\$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$264,243	80.56%	\$147	\$14,759,451	85.56%	\$8,200	\$8,861,633,785	51.22%	\$1,636

Total Non-Operating Expenditures by Program Intent Code (PIC)	\$328,016	100.00%	\$182	\$17,249,486	100.00%	\$9,583	\$17,300,929,418	100.00%	\$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$16,537,138	100.00%	\$9,187	\$36,156,288	100.00%	\$20,087	\$70,993,369,584	100.00%	\$13,108

Disbursements Total Disbursements

Operating Expenditures	\$16,209,122	93.01%	\$9,005	\$18,906,802	51.04%	\$10,504	\$53,692,440,166	71.10%	\$9,913
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,768,462,682	3.67%	\$511
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,068,121,149	1.41%	\$197
Intergovernmental Charge	\$890,256	5.11%	\$495	\$890,256	2.40%	\$495	\$681,757,275	0.90%	\$126
Debt Service (Object 6500)	\$63,773	0.37%	\$35	\$2,490,035	6.72%	\$1,383	\$8,439,295,633	11.18%	\$1,558
Capital Projects (Object 6600)	\$264,243	1.52%	\$147	\$14,759,451	39.84%	\$8,200	\$8,861,633,785	11.74%	\$1,636
Total Disbursements	\$17,427,394	100.00%	\$9,682	\$37,046,544	100.00%	\$20,581	\$75,511,710,690	100.00%	\$13,942

Tax Rates 2018 - 2019 (current tax year) Tax Rates

Maintenance & Operations	1.1700	1.1003
Interest & Sinking	0.2600	0.2097
Total Tax Rate	1.4300	1.3101

Fund Balance** Fund Balance

Nonspendable Fund Balance	\$25,053	\$14	\$25,053	\$14	\$255,555,898	\$50
Restricted Fund Balance	\$0	\$0	\$8,955,410	\$4,975	\$17,956,324,818	\$3,521
Committed Fund Balance	\$2,026,488	\$1,126	\$2,026,488	\$1,126	\$3,206,045,411	\$629
Assigned Fund Balance	\$0	\$0	\$0	\$0	\$2,969,613,173	\$582
Unassigned Fund Balance	\$5,587,566	\$3,104	\$5,587,566	\$3,104	\$14,724,633,560	\$2,887
Total Fund Balance**	\$7,639,107	\$4,244	\$16,594,517	\$9,219	\$39,112,172,860	\$7,670

Fund Balance Reconciliation

2017-2018 Total Fund Balance (Previous Year)	\$7,051,042	\$3,959	\$22,035,871	\$12,373	\$35,850,846,786	\$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	\$588,065	\$327	-\$15,358,604	-\$8,533	-\$5,923,414,430	-\$1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	\$0	\$0	\$9,917,250	\$5,510	\$8,992,605,090	\$1,763
2018-2019 Uncommon Items	\$0	\$0	\$0	\$0	\$192,135,414	\$38
2018-2019 Total Fund Balance	\$7,639,107	\$4,244	\$16,594,517	\$9,219	\$39,112,172,860	\$7,670

Smithville High School Campus Data

2018-2019



Actual Financial Data Report

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Smithville H S District: SMITHVILLE ISD

Campus Number: 011904002 Total Membership: 547

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,161,451	100.00	7,608	4,455,051	100.00	8,145
Operating-Payroll	3,668,950	88.17	6,707	3,861,833	86.68	7,060
Other Operating	492,501	11.83	900	593,218	13.32	1,084
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,161,451	100.00	7,608	4,455,051	100.00	8,145
Instruction (11,95) *	3,130,039	75.22	5,722	3,423,639	76.85	6,259
Instructional Res/Media (12) *	79,283	1.91	145	79,283	1.78	145
Curriculum/Staff Develop (13) *	65,382	1.57	120	65,382	1.47	120
Instructional Leadership (21) *	81,473	1.96	149	81,473	1.83	149
School Leadership (23) *	346,413	8.32	633	346,413	7.78	633
Guidance/Counseling Svcs (31) *	145,618	3.50	266	145,618	3.27	266
Social Work Services (32) *	12,735	0.31	23	12,735	0.29	23
Health Services (33) *	67,106	1.61	123	67,106	1.51	123
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	212,095	5.10	388	212,095	4.76	388
Security/Monitoring (52) * **	4,050	0.10	7	4,050	0.09	7
Data Processing Svcs (53)* **	17,257	0.41	32	17,257	0.39	32
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,928,049	100.00	7,181	4,221,649	100.00	7,718
Regular	2,217,653	56.46	4,054	2,230,871	52.84	4,078
Gifted & Talented	4,003	0.10	7	4,003	0.09	7
Career & Technical	477,004	12.14	872	499,291	11.83	913
Students with Disabilities	562,862	14.33	1,029	755,353	17.89	1,381
Accelerated Education	5,755	0.15	11	5,755	0.14	11
Bilingual	3,789	0.10	7	4,089	0.10	7
Nondisc Altred-AEP Basic Serv	137,713	3.51	252	161,413	3.82	295
Disc Altred-DAEP Basic Serv	85,341	2.17	156	85,341	2.02	156
Disc Altred-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	258,264	6.57	472	299,868	7.10	548
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	175,665	4.47	321	175,665	4.16	321
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 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 (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Smithville Junior High Campus Data

2018-2019



Actual Financial Data Report

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Smithville J H District: SMITHVILLE ISD

Campus Number: 011904041 Total Membership: 424

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,944,045	100.00	6,944	3,201,946	100.00	7,552
Operating-Payroll	2,602,969	88.41	6,139	2,704,915	84.48	6,380
Other Operating	341,076	11.59	804	497,031	15.52	1,172
Non-Operating(Equip/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,944,045	100.00	6,944	3,201,946	100.00	7,552
Instruction (11,95) *	2,207,521	74.98	5,206	2,465,422	77.00	5,815
Instructional Res/Media (12) *	65,383	2.22	154	65,383	2.04	154
Curriculum/Staff Develop (13) *	56,608	1.92	134	56,608	1.77	134
Instructional Leadership (21) *	59,200	2.01	140	59,200	1.85	140
School Leadership (23) *	226,838	7.70	535	226,838	7.08	535
Guidance/Counseling Svcs (31) *	73,441	2.49	173	73,441	2.29	173
Social Work Services (32) *	11,163	0.38	26	11,163	0.35	26
Health Services (33) *	56,047	1.90	132	56,047	1.75	132
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) ***	171,803	5.84	405	171,803	5.37	405
Security/Monitoring (52) ***	1,425	0.05	3	1,425	0.04	3
Data Processing Svcs (53)* **	14,616	0.50	34	14,616	0.46	34
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,756,201	100.00	6,500	3,014,102	100.00	7,109
Regular	1,769,944	64.22	4,174	1,871,101	62.08	4,413
Gifted & Talented	16,601	0.60	39	16,601	0.55	39
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	776,189	28.16	1,831	877,727	29.12	2,070
Accelerated Education	7,831	0.28	18	7,831	0.26	18
Bilingual	2,590	0.09	6	2,891	0.10	7
Nondisc AltEd-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc AltEd-DAEP Basic Serv	41,435	1.50	98	41,435	1.37	98
Disc AltEd-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	141,611	5.14	334	196,516	6.52	463
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

*Please refer to sections 1.4.1 through 1.4.2.1 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 (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

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Note: Some amounts may not total due to rounding.

Smithville Elementary Campus Data

2018-2019



Actual Financial Data Report

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Smithville El District: SMITHVILLE ISD

Campus Number: 011904101 Total Membership: 387

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,210,571	100.00	5,712	2,477,103	100.00	6,401
Operating-Payroll	2,000,793	90.51	5,170	2,160,249	87.21	5,582
Other Operating	209,778	9.49	542	316,854	12.79	819
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,210,571	100.00	5,712	2,477,103	100.00	6,401
Instruction (11,95) *	1,663,276	75.24	4,298	1,929,808	77.91	4,987
Instructional Res/Media (12) *	56,598	2.56	146	56,598	2.28	146
Curriculum/Staff Develop (13) *	39,859	1.80	103	39,859	1.61	103
Instructional Leadership (21) *	31,656	1.43	82	31,656	1.28	82
School Leadership (23) *	234,969	10.63	607	234,969	9.49	607
Guidance/Counseling Svcs (31) *	35,814	1.62	93	35,814	1.45	93
Social Work Services (32) *	10,665	0.48	28	10,665	0.43	28
Health Services (33) *	40,512	1.83	105	40,512	1.64	105
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	5,960	0.27	15	5,960	0.24	15
Plant Maint/Operation (51) * **	72,254	3.27	187	72,254	2.92	187
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) * **	19,008	0.86	49	19,008	0.77	49
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,113,349	100.00	5,461	2,379,881	100.00	6,150
Regular	1,661,658	78.63	4,294	1,747,788	73.44	4,516
Gifted & Talented	13,908	0.66	36	13,908	0.58	36
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	358,266	16.95	926	461,783	19.40	1,193
Accelerated Education	16,499	0.78	43	16,499	0.69	43
Bilingual	4,311	0.20	11	4,612	0.19	12
Nondisc Alt'd-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alt'd-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alt'd-DAEP Supplemental	0	0.00	0	0	0.00	0
TI A Schoolwide-St Comp >=40%	58,707	2.78	152	135,291	5.68	350
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

*Please refer to sections 1.4.1 through 1.4.2.1 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 (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Smithville Brown Primary Campus Data

2018-2019



Actual Financial Data Report

TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Brown Pri District: SMITHVILLE ISD

Campus Number: 011904102 Total Membership: 442

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,519,188	100.00	5,700	2,746,056	100.00	6,213
Operating-Payroll	2,217,484	88.02	5,017	2,328,273	84.79	5,268
Other Operating	301,704	11.98	683	417,783	15.21	945
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,519,188	100.00	5,700	2,746,056	100.00	6,213
Instruction (11,95) *	1,832,118	72.73	4,145	2,058,986	74.98	4,658
Instructional Res/Media (12) *	71,036	2.82	161	71,036	2.59	161
Curriculum/Staff Develop (13) *	46,768	1.86	106	46,768	1.70	106
Instructional Leadership (21) *	25,713	1.02	58	25,713	0.94	58
School Leadership (23) *	239,305	9.50	541	239,305	8.71	541
Guidance/Counseling Svcs (31) *	66,000	2.62	149	66,000	2.40	149
Social Work Services (32) *	10,881	0.43	25	10,881	0.40	25
Health Services (33) *	45,217	1.79	102	45,217	1.65	102
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	888	0.04	2	888	0.03	2
Plant Maint/Operation (51) * **	160,159	6.36	362	160,159	5.83	362
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	21,103	0.84	48	21,103	0.77	48
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,337,038	100.00	5,287	2,563,906	100.00	5,801
Regular	1,704,632	72.94	3,857	1,800,228	70.21	4,073
Gifted & Talented	4,649	0.20	11	4,649	0.18	11
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	201,364	8.62	456	201,364	7.85	456
Accelerated Education	5,231	0.22	12	5,231	0.20	12
Bilingual	25,743	1.10	58	26,044	1.02	59
Nondisc Alt'd-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alt'd-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alt'd-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	64,038	2.74	145	188,532	7.35	427
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	331,381	14.18	750	337,858	13.18	764

*Please refer to sections 1.4.1 through 1.4.2.1 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 (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) 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, religion, color, national origin, sex, or disability in providing educational services or in employment practices. Cheryl Burns, Superintendent, has designated Michael Caudill, Assistant Superintendent, to coordinate compliance of Title IX of the Educational Amendments of 1972. Cheryl Burns has been designated to coordinate compliance with Section 504 of the Rehabilitation Act of 1973. The Smithville Independent School District does not discriminate on the basis of disability by denying access to the benefits of District services, programs, or activities. To request information about services provided under Section 504 of the Rehabilitation Act contact Shari Bang, Special Programs Coordinator, at 512-237-2487. To report possible complaints concerning Title IX contact Michael Caudill at 512-237-2487.

Smithville Independent School District

PART III

TAPR Glossary

2019-2020 Texas Academic Performance Report

Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the [official announcement](#).

2020 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2020 RDA Manual: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals>

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

Performance

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

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

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

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

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

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

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

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

**number of matched grades 4–8 students who did not reach the satisfactory standard in 2018
but passed in 2019**

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

Participation

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

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present in 2018–19}}{\text{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

number of students in grades 9–12 in attendance at any time during the 2018–19 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2018–19](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

continuing student and counted as part of the Continued HS number for the Class of 2019. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2019 for the 2019 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2019 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2019 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2019 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2018 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \end{array}}{\text{number of students in the 2018 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2019} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year} \end{array}}{\text{number of students in the 2018 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019} + \text{number of students from the cohort who received a TxCHSE by August 31, 2019} + \text{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\text{number of students in the 2017 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2019 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2018 cohort}^{**}}$$

-
- (3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

number of students in the 2017 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools 2018–19](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2019 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-E

number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2019 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2019 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2019 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP

number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2018–19 who earn an FHSP-E

number of graduates in SY 2018–19 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2018–19 who earn an FHSP-DLA

number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2018–19 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2018–19 are also shown:

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

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2018–19 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate's Degree:** A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2020 Accountability Manual](#) and the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*

- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. (*Data source: THECB*)

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. (*Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2018–19 annual graduates

Either Subject.

number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2018–19 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who earned an associate's degree before graduation

number of 2018–19 annual graduates

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2020 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (*Data source: TSDS PEIMS 43415 and 40110*)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces

number of 2018–19 annual graduates

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

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2018–19 annual graduates

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

number of 2018–19 annual graduates who earned a Level I or Level II certificate

number of 2018–19 annual graduates

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. (Data source: THECB)

number of 2018–19 annual graduates who took the TSIA

number of 2018–19 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Mathematics

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

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

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

number of 2018–19 annual graduates who met the TSI criteria on the TSIA

number of 2018–19 annual graduates

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (*Data source: TSDS PEIMS 40100, 40203, and 42400*)

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2018–19 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: TSDS PEIMS 43415*)

English Language Arts.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2018–19 annual graduates

Mathematics.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2018–19 annual graduates

Both Subjects.

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2018–19 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. (*Data source: TSDS PEIMS 43415*)

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

number of 2018–19 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

All Subjects

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2018–19 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in ELA

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

Mathematics

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in mathematics

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

Science

number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in science

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

Social Studies

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

$$\frac{\text{number of 11th and 12th graders in 2018–19 with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2018–19 graduates who took either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduating examinees taking either the SAT or the ACT}}$$

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

$$\frac{\text{number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2018–19 graduates reported}}$$

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT

number of 2018–19 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT

number of 2018–19 graduates who took the SAT

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

sum of SAT mathematics scores of all 2018–19 graduates who took the SAT

number of 2018–19 graduates who took the SAT

(Data source: College Board and TSDS PEIMS 40203)

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

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

sum of ACT composite scores of all 2018–19 graduates who took the ACT

number of 2018–19 graduates who took the ACT

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

sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT

number of 2018–19 graduates who took the ACT

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

sum of ACT mathematics scores of all 2018–19 graduates who took the ACT

number of 2018–19 graduates who took the ACT

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

sum of ACT science scores of all 2018–19 graduates who took the ACT

number of 2018–19 graduates who took the ACT

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:

The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 42401 and 40203*)

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

Science

number of students in grades 11–12 in 2018–19 who received credit for at least
one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 11–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2018–19 who received credit for at least
one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2018–19

English Language Arts

number of students in grades 9–12 in 2018–19 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2018–19

Mathematics

number of students in grades 9–12 in 2018–19 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19

Science

number of students in grades 9–12 in 2018–19 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2018–19

Social Studies

number of students in grades 9–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2017–18 school year who attended a public or independent
college or university in Texas in the 2018–19 academic year

number of graduates during the 2017–18 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at
<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

Profile

Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

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

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” and “Limited English Proficient” (LEP) are used interchangeably.

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2019–20, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Data source: TSDS PEIMS 44425*)

Students with Dyslexia: The count and percentage of students identified with Dyslexia. (*Data source: TSDS PEIMS 40100*)

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). (*Data source: TSDS PEIMS 40100*)

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(*Data source: TSDS PEIMS 40100*)

Immigrant: The count and percentage of students identified under the definition found under

Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been

attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: TSDS PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Data source: TSDS PEIMS 40100)

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. (Data source: TSDS PEIMS 41461)

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. (Data source: TSDS PEIMS 40100)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

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

(Data source: TSDS PEIMS 40110)

Students by Instructional Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9–12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

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

number of mobile students in 2018–19

**number of students who were in membership at any time during the
2018–19 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: TSDS PEIMS 42400)*

Attrition Rates (*campus profile only*): The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

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

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

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

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

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, and over 20 years. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2018–19 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure.
(Data source: TSDS PEIMS 30040, 30050, and 30090)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: TSDS PEIMS 30040 and 30090)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: TSDS PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050, and 30090)

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). Data are shown for the district and campus at which the student attended kindergarten.

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the [Commissioner's List of Reading Instruments](#). *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#) and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#), were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT.....	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding.....	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
STAAR Administration	Student Assessment.....	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting.....	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment.....	(512) 463-9536

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004	Assistant/Associate/Deputy Superintendent
027	Superintendent/CAO/CEO/President
061	Asst/Assoc/Deputy Exec Director
062	Component/Department Director
063	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003	Assistant Principal
020	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012	Instructional Officer
028	Teacher Supervisor
040	Athletic Director
043	Business Manager
044	Tax Assessor and/or Collector
045	Director - Personnel/Human Resources
055	Registrar
060	Executive Director

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	Social Worker
026	Speech Therapist/Speech-Lang Pathologist
030	Visiting Teacher/Truant Officer
032	Work-Based Learning Site Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
056	Athletic Trainer
058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor

105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses

- All courses shown were for the 2018–19 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC

03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN

03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE

A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV