

Smithville Independent School District



District Annual Report and Texas Academic Performance Report 2021-2022

**Cheryl Burns, Superintendent
January 2023**

2021-2022

Texas Academic Performance Report

Table of Contents

| | |
|--|------------|
| Foreword..... | 1 |
| Part I – Locally Developed Smithville ISD Information..... | 3 |
| Mission & Vision Statements, District Goals..... | 5 |
| Board of Trustees..... | 5 |
| School Administration..... | 6 |
| District Site-Based Decision-Making Committee..... | 7 |
| District and Campus Performance Objectives..... | 8 |
| Violent and Criminal Incidents Report..... | 83 |
| Part II – Information Compiled by Texas Education Agency..... | 87 |
| High School Graduates’ Enrollment & Academic Performance..... | 89 |
| District Accreditation Status..... | 91 |
| SISD District Performance Data Report..... | 95 |
| -Special Education Determination Status..... | 97 |
| High School Campus Performance Data Report..... | 129 |
| Junior High Campus Performance Data Report..... | 157 |
| Elementary Campus Performance Data Report..... | 185 |
| Brown Primary Campus Performance Data Report..... | 213 |
| SISD District Actual Financial Data..... | 235 |
| High School Campus Actual Financial Data..... | 243 |
| Junior High Campus Actual Financial Data..... | 249 |
| Elementary Campus Actual Financial Data..... | 255 |
| Brown Primary Campus Actual Financial Data..... | 261 |
| Statement of Nondiscrimination | 267 |
| Part III – TAPR Glossary..... | 269 |

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 2021-2022.

Smithville Independent School District

PART I

Locally Developed Smithville ISD Information

**2021-2022
Texas Academic Performance Report**

Smithville I.S.D. Mission Statement

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

Smithville I.S.D. Vision Statement

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

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

Smithville I.S.D. District Goals

- Goal I:** The district will provide a safe and educationally effective environment for students and staff.
- Goal II:** The district will meet and exceed state and federal accountability standards.
- Goal III:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.
- Goal IV:** The district will maintain a strategic, efficient operational fiscal plan.

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

Smithville Independent School District 2022-2023

Board of Trustees

Grant Gutierrez, Board President
Chris Hinnant, Board Vice President
Candice Parsons, Board Secretary
Michael Hancock, Board Member
Alan Hemphill, Board Member
Josh Magden, Board Member
Nancy Towry, Board Member

School Administration

Cheryl Burns, Superintendent
Dr. Michael Caudill, Assistant Superintendent
Jean Ann McCarthy, Director of Business
Zack Harris, Director of Operations
Whitney Brown, Special Programs Coordinator
Candy Biehle, Director of Child Nutrition
Erin Seale, Director of Nurses
Lindsey Saunders, District Information Officer
Dr. Bethany Logan, Director of Curriculum
Cyril Adkins, Athletic Director
Tucker Copeland, High School Principal
Lee Hartsell, High School Assistant Principal
Amanda Gommert, Junior High Principal
Tammy Mayberry, Junior High Assistant Principal
Stephanie Foster, Elementary & Brown Primary Principal
Erin O'Rourke, Elementary Assistant Principal
Holly Brockman, Elementary Assistant Principal
Sarah Vinklarek, Brown Primary Assistant Principal

Smithville Independent School District

District Site-Based Decision Making and Planning Committee

2022-2023

Committee Membership

Term Expires

| | |
|--|------|
| Rachel Castillo, Teacher, BPS | 2024 |
| Julie Bishop, Teacher, SES | 2024 |
| Raylynne Fillman, Non-Teaching Professional, SES | 2024 |
| Debbie Blackwell, Teacher, SES | 2023 |
| Devon Behrens, Teacher, SES | 2024 |
| Goldie Sunshine, Teacher, SES | 2024 |
| Kieran Gibson, Teacher SJHS | 2024 |
| Oscar Nunez, Teacher SJHS | 2024 |
| Anna Diltz, Paraprofessional, SJHS | 2023 |
| Jennifer Berry, Teacher SHS | 2024 |
| Cari Ulrich, Non-Teaching Professional, SHS | 2024 |
| Whitney Brown, District-Level Professional Staff | 2023 |
| Andra Sparks, Community Representative | 2023 |
| Athena Corby, Community Representative | 2023 |
| Cinda Wilkey, Community Representative | 2023 |
| Samella Williams, Community Representative | 2023 |
| Jessica Hodges, Business Representative, Parent | 2023 |
| Dr. Judy Bergeron, Business Representative, Parent | 2023 |
| Chelsa Vinklarek, Parent | 2023 |
| Dowell Garrison, Parent | 2023 |
| Hannah Bales, Parent | 2023 |

Other Members

Cheryl Burns, Superintendent District-Wide Representative
 Dr. Michael Caudill, Assistant Superintendent
 Tucker Copeland, SHS Principal
 Amanda Gommert, SJHS Principal
 Stephanie Foster, SES and BP Principal
 Bethany Logan, Director of Curriculum
 Lindsey Saunders, District Communications Officer

District and Campus Performance Objectives 2022-2024

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

District Improvement Plan

Goals and Performance Objectives

- I.** The district will provide a safe and educationally effective environment for students and staff.
SISD will:
 - 50% of all professional development opportunities will be related to an identified area of district need for improvement
 - develop a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies and quarterly data
 - 100% of the new SISD teachers (0-2 years) will participate in the New Teacher Academy prior to the 22-23 school year
 - 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st
 - staff will have access to high quality instructional support funded through local and federal funds
 - students will participate district-wide in the Coordinated Approach to Childhood Health (CATCH) which includes managing emotions, positive relationships, healthy lifestyle choices (diet and exercise) and positive school climates
 - employees and students will participate in Equity Based/Cultural Proficiency trainings to address disparities among special populations
- II.** The district will meet and exceed state and federal accountability standards.
SISD will:
 - obtain an accountability rating of B or better at the district level and at each campus
 - ensure 80% or more of students attain the approaches level on STAAR/EOC math and reading assessments
 - ensure 60% or more of students attain the meets level on STAAR/EOC math and reading assessments

- close achievement gaps to no greater than 10% percentage points for all subpopulations in comparison to the all student groups
- increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) by five percentage points (HB3 Goal)
- increase Emergent Bilingual student exit rates by 5%
- increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 49% to 53% (HB3 Goal)
- increase the percentage of 3rd grade students that score meets grade level or above on STAAR Math from 43% to 46% (HB3 Goal)

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

SISD will:

- provide and conduct quarterly District Site-based Decision Meetings (DSBDM)
- provide and conduct a minimum of two surveys per year
- provide and conduct quarterly Health Advisory Committee meetings (SHAC)
- produce a monthly newsletter (Tiger Insider)
- update the Family Engagement Plan yearly
- conduct 100% of the state/federal mandated public forums, meetings and hearings
- provide regular communication through Remind, Blackboard, school website, and SISD social media sites
- conduct student recognitions each grade reporting period for each campus

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

SISD will:

- maintain FIRST rating of Superior
- maintain attendance rate of 95% or greater
- increase teacher retention to 85%
- maintain annual improvement plans at the district and campus levels and provide yearly updates with status reports in each goal area

**Smithville High School
Campus Performance Objectives**

Smithville Independent School District
Smithville High School
2022-2024 Formative Review with Notes

Mission Statement

Smithville High School cultivates respectful relationships among our students, staff, families, and community in order to create a safe, inclusive learning environment. We empower growth through an innovative curriculum and relevant instruction. We consistently model high expectations for character and citizenship in order to support and inspire excellence.

Vision

Smithville High School cultivates positive relationships, empowers growth, and inspires excellence.


Table of Contents



| | |
|---|----|
| Goals | 4 |
| Goal 1: The district will provide a safe and educationally effective environment for students and staff. | 4 |
| Goal 2: The district will meet and exceed state and federal accountability standards. | 11 |
| Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners. | 17 |
| Goal 4: The district will maintain a strategic, efficient operational and fiscal plan. | 21 |


Goals

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

Performance Objective 1: 50% of all professional development opportunities will be related to an identified area of district need for improvement







| Strategy 1 Details | Formative Reviews |
|--|--|
| <p>Strategy 1: Implement a short cycle curriculum based assessment regimen for Core Tested and Advanced Placement courses. PLC's will be held the week after short cycle test to review areas of strength and weaknesses and plan for remediation of TEKS not meeting the sixty percent Meets standard.</p> <p>Strategy's Expected Result/Impact: Increase student success on state testing and advanced placement testing. Increase teacher knowledge of strategies/techniques that can be incorporated into daily planning and interventions.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Curriculum Director.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <div> <div>Dec</div> <div>  50% </div> </div> <p>December Evidence of Progress</p> <p>Reviewing current curriculum resources, judging whether or not they meet the High Quality Instructional Material (HQIM) Standard and planning upgrades to resources that do not.</p> <p>Short cycle CBA's for all core subjects have been fully implemented with data review meetings following each short cycle. The Fall interim test where given and intervention has been designed to be implemented at the beginning of the Spring Semester.</p> <div> <div>May</div> <div> May Evidence of Progress </div> </div> <div> <div>Aug</div> <div> August Evidence of Progress </div> </div> |

| Strategy 2 Details | Formative Reviews |
|---|--|
| <p>Strategy 2: The instructional coach will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The instructional coach will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity.</p> <p>Strategy's Expected Result/Impact: Standardize effective teaching practice across the campus to provide a high quality, and consistent academic atmosphere throughout Smithville High School.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> | <div data-bbox="1276 180 2011 548"> <div> <div>Dec</div> <div>  <div>50%</div> </div> </div> <div> <div>December Evidence of Progress</div> <div>Instructional coach conducts weekly PLC's with core tested teachers. Breakdown of Sub Pops and targeted intervention methods are put in place based on that analysis. Admin and instructional coach push out Professional Development opportunities regularly. Admin conducts Powerwalks to reinforce fundamental 5 implementation.</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> </div> |
| Strategy 3 Details | Formative Reviews |
| <p>Strategy 3: CTE staff will attend high quality staff development to align program offerings with industry standards.</p> <p>Strategy's Expected Result/Impact: Alignment of CTE classes with industry standards</p> <p>Staff Responsible for Monitoring: David Edwards</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | <div data-bbox="1276 756 2011 1003"> <div> <div>Dec</div> <div>  <div>50%</div> </div> </div> <div> <div>December Evidence of Progress</div> <div>Attendance at Professional development.</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> </div> |

| Strategy 4 Details | Formative Reviews |
|--|--|
| Strategy 4: High Quality Staff Development will be available to all teachers. Strategy's Expected Result/Impact: Improved instruction in the classroom Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | |
| | <div> <div>Dec</div> <div>  50% </div> <div>December Evidence of Progress</div> </div> <p>Fund. 5, Eduphoria, TEKS Resource System, and Cultural Diversity trainings have all been offered on campus during the first semester. Region 13 PD has been attended by individual staff members as necessary.</p> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> | |






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

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

| Strategy 1 Details | Formative Reviews |
|---|---|
| Strategy 1: The high school will offer a Character Strong SEL lessons throughout the school year. Strategy's Expected Result/Impact: Improve student behavior and interactions between student and adults. Staff Responsible for Monitoring: Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture | <div> <div>Dec</div> <div>  <div>50%</div> </div> <div>May</div> <div>Aug</div> </div> <div> December Evidence of Progress Implented every Monday through Tiger Time May Evidence of Progress August Evidence of Progress </div> |
| Strategy 2 Details | Formative Reviews |
| Strategy 2: Social Emotional Learning newsletter sent monthly to parents and students through BlackBoard addressing SEL topic such as Suicide Prevention, Dating Violence, Bullying, Child Abuse, and Trafficking. Strategy's Expected Result/Impact: Increase awareness of SEL topics, and prevention. Staff Responsible for Monitoring: Counselors Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | <div> <div>Dec</div> <div>  <div>50%</div> </div> <div>May</div> <div>Aug</div> </div> <div> December Evidence of Progress Released at the end of each month. May Evidence of Progress August Evidence of Progress </div> |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | |

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

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

| Strategy 1 Details | Formative Reviews |
|--|---|
| <p>Strategy 1: Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data.</p> <p>Strategy's Expected Result/Impact: Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS committee members.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | <div> <div>Dec</div> <div>  <div>50%</div> </div> <div>May</div> <div>Aug</div> </div> <div> <div>December Evidence of Progress</div> <div>The Assistant Principal has implemented "Caught Ya" cards, Principal meets with student advisory committee. Exam exemptions. AP meets with PBIS committee.</div> <div>May Evidence of Progress</div> <div>August Evidence of Progress</div> </div> |
| <div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | |

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



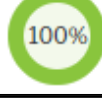

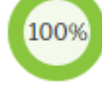

Performance Objective 4: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st








| Strategy 1 Details | Formative Reviews |
|--|---|
| Strategy 1: Train all staff on safety drills using SRP protocols prior to the start of the school year. Train all students on SRP drills during the first week of school. Conduct regular safety drills as required. Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation. Staff Responsible for Monitoring: Principal, Assistant Principal. | |
| | <div><div>Dec</div><div><div>100%</div></div><div>December Evidence of Progress</div><div>All staff is required to complete all training prior to the start of school. SafeSchool and SRP. Students are Trained on SRP during the first week of school.</div></div> |
| | <div><div>May</div><div><div>100%</div></div><div>May Evidence of Progress</div></div> <div><div>Aug</div><div><div>100%</div></div><div>August Evidence of Progress</div></div> |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | |

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

Performance Objective 5: Access to high quality instructional materials will be supported by campus budgets, including campus allocations from ESSA & ESSER funds.

Evaluation Data Sources: Campus budgets

| Strategy 1 Details | Formative Reviews |
|---|--|
| <p>Strategy 1: Provide No Red Ink to English Language Arts teachers to reinforce grammatically correct writing.</p> <p>Strategy's Expected Result/Impact: Improve writing skills</p> <p>Staff Responsible for Monitoring: Campus Principal English Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | <p>Dec  December Evidence of Progress Purchased and available to all english teachers as a resource.</p> <p>May  May Evidence of Progress</p> <p>Aug  August Evidence of Progress</p> |
| Strategy 2 Details | Formative Reviews |
| <p>Strategy 2: Tiger Academy will continue to provide opportunities for students who are at-risk of not graduating to accelerate credit recovery.</p> <p>Strategy's Expected Result/Impact: Reduce drop-out rate</p> <p>Staff Responsible for Monitoring: Tiger Academy Staff, HS principal, Director of Curriculum</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | <p>Dec  December Evidence of Progress Six students have graduated from Tiger Academy during the first Semester of 2022/23</p> <p>May  May Evidence of Progress</p> <p>Aug  August Evidence of Progress</p> |

| Strategy 3 Details | Formative Reviews |
|---|--|
| <p>Strategy 3: Credit Recovery program at Smithville High School will allow students who are behind on their credits to accelerate.</p> <p>Strategy's Expected Result/Impact: On-time graduation</p> <p>Staff Responsible for Monitoring: Credit Recovery teacher, HS principal</p> <p>Title I: 2.6</p> | |
| | <div> <div> Dec  </div> <div> December Evidence of Progress Students have gained credits lost due to failing grades, and lack of attendance. </div> </div> <div> <div> May  </div> <div> May Evidence of Progress </div> </div> <div> <div> Aug  </div> <div> August Evidence of Progress </div> </div> |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | |


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

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

| Strategy 1 Details | Formative Reviews |
|---|--|
| <p>Strategy 1: Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal, Director of Curriculum</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> | <div><div><div>Dec</div><div><div><div></div><div>50%</div></div></div><div>May</div><div>Aug</div><div><div><div></div><div>0%</div></div></div></div><div><div>December Evidence of Progress</div><div>All classrooms have implemented the fundamental 5 strategies. The highschool is implenting TIL through Observation and Feedback</div></div><div><div>May Evidence of Progress</div><div></div></div><div><div>August Evidence of Progress</div><div></div></div></div> |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div> | |

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

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

| Strategy 1 Details | Formative Reviews |
|--|---|
| <p>Strategy 1: Through implementation of Curriculum Based Assessments at three week intervals, Interim Assessments, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to attain the goal of 85% or more of students attain the approaches level on Algebra and English EOC.</p> <p>Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | |
| | <div> <div>Dec</div> <div>  <div>50%</div> </div> <div>December Evidence of Progress</div> </div> <p>Short Cycle CBA's, and the Interim assessment have been given during semester 1. The instructional coach and Admin regular meet with departments to discuss results and intervention/reteach required. Admin has provided planning/development time so that core teachers can implement a backward design model.</p> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| | <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> |

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






Performance Objective 3: Increase the percentage of students who attain the meets level on STAAR/EOC math and reading assessments To sixty percent.

| Strategy 1 Details | Formative Reviews |
|---|--|
| <p>Strategy 1: Through the implementation of Curriculum Based Assessments at Three week intervals, Interim Assessments, and PLC meetings, staff will regularly adjust instructional methods and intervention techniques to increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | |
| | <p>Dec December Evidence of Progress</p> <p>Short Cycle CBA's, and the Interim assessment have been given during semester 1. The instructional coach and Admin regular meet with departments to discuss results and intervention/reteach required. Admin has provided planning/development time so that core teachers can implement a backward design model.</p> <p>May May Evidence of Progress</p> <p>Aug August Evidence of Progress</p> |
| | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | |

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


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

Evaluation Data Sources: Closing the Gaps

| Strategy 1 Details | Formative Reviews |
|---|---|
| <p>Strategy 1: PLC meetings will analyze short-cycle, Interim Assessments, and prior testing for all subpopulation and develop strategies to increase achievement among all student groups.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <div> <div> <div>Dec</div> <div>  <div>50%</div> </div> </div> <div> <div>May</div> <div>Aug</div> </div> </div> <div> <p>December Evidence of Progress</p> <p>Data Review meetings held every 4th week to review short-cycle and sub-pop levels of success. Adjustments are made based on these results.</p> <p>May Evidence of Progress</p> <p>August Evidence of Progress</p> </div> |
| <div> <div>  <div>No Progress</div> </div> <div>  <div>Accomplished</div> </div> <div>  <div>Continue/Modify</div> </div> <div>  <div>Discontinue</div> </div> </div> | |









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

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

| Strategy 1 Details | Formative Reviews |
|---|---|
| <p>Strategy 1: SHS will increase student opportunities to achieve college, career and military readiness by offering TSI prep and college entrance testing earlier in their high school career, and increase the opportunity to earn industry based certifications through the addition of a medical pathway through CTE.</p> <p>Strategy's Expected Result/Impact: A 5% increase in students who achieve college, career, and military readiness standards.</p> <p>Staff Responsible for Monitoring: Principal, Director of Curriculum, Campus Counselors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <div> <div>Dec</div> <div>  <div>50%</div> </div> <div>December Evidence of Progress</div> <div>Forming a partnership with the Texas Workforce Commission and local nursing home to provide the opportunity for student to earn their CNA cert through our Medical Pathway. Exploring option to expand PLTW and create an engineering pathway at the High School. Army, Navy, and Airforce recruiters have been on campus multiple times during the first semester</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | |

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

Performance Objective 6: Increase Emergent Bilingual student exit rates by 5%.

| Strategy 1 Details | Formative Reviews |
|--|--|
| Strategy 1: EB support will take place as a push in strategy. EB specialist will pull students out as student needs dictate. Strategy's Expected Result/Impact: Increase student knowledge and improve student participation in class as an active learner. Staff Responsible for Monitoring: Principal, EB Support Teacher Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | <div> <div>Dec</div> <div>  15% </div> </div> <div> <div>May</div> <div> </div> </div> <div> <div>Aug</div> <div> </div> </div> <div> December Evidence of Progress TELPAS will be given in the spring. Data from that test will allow for an accurate evaluation of the overall success of our push in and pull out strategies. </div> <div> May Evidence of Progress </div> <div> August Evidence of Progress </div> |
| | |
| | |
| Strategy 2 Details | Formative Reviews |
| Strategy 2: Smithville High School will increase the support of English Language Learners (ELL) through an English for Speaker of Other Languages (ESOL) class. Strategy's Expected Result/Impact: ELL will increase thier proficiency in listening, speaking, reading, and writing skills. Staff Responsible for Monitoring: Principal, ESOL teacher, Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | <div> <div>Dec</div> <div>  100% </div> </div> <div> <div>May</div> <div>  100% </div> </div> <div> <div>Aug</div> <div>  100% </div> </div> <div> December Evidence of Progress Emergent Bilingual Students are currently recieving supports through ESOL class, and an ESL push in teacher. </div> <div> May Evidence of Progress </div> <div> August Evidence of Progress </div> |
| | |
| | |
| <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> | |

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

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

| Strategy 1 Details | Formative Reviews |
|--|--|
| <p>Strategy 1: SHS will conduct campus site-based decision meeting and will bring forward information from those meeting to the District Site-Based meetings. The committee will look at all aspects of the high school campus.</p> <p>Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | |
| | <div><div>Dec</div><div>December Evidence of Progress</div></div> |
| | <div><div>May</div><div>May Evidence of Progress</div></div> <div><div>Aug</div><div>August Evidence of Progress</div></div> |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | |

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

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




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

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

| Strategy 1 Details | Formative Reviews |
|--|---|
| <p>Strategy 1: SHS will regularly update the school website and social media pages to keep parents informed and celebrate student and staff success.</p> <p>Strategy's Expected Result/Impact: Inform parents and create a positive environment for parents, students, and staff.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Campus Staff, Directors, Sponsors/Coaches</p> | |
| | <div><div><div>Dec</div><div><div><div>50%</div></div></div></div><div>December Evidence of Progress</div><div>Information is push out regularly to keep students, and parents informed as to events. Use of remind, facebook, blackboard, and the school website are our most common forms of communication.</div><div><div>May</div><div>May Evidence of Progress</div><div>Aug</div><div>August Evidence of Progress</div></div></div> |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div> | |

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

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

| Strategy 1 Details | Formative Reviews |
|---|--|
| <p>Strategy 1: The campus will nominate 2 students of the nine-weeks each nine week grading period. Students will be nominated by their teachers and then will be recognized by the Superintendent and School board at the corresponding school board meeting.</p> <p>Strategy's Expected Result/Impact: Student recognition, increase in Tiger Pride.</p> <p>Staff Responsible for Monitoring: Principal, Teachers.</p> | |
| | <p>Dec</p> <p> December Evidence of Progress</p> <p>Recognition of students of the 9 weeks at school board meeting.</p> |
| | <p>May</p> <p> May Evidence of Progress</p> |
| | <p>Aug</p> <p> August Evidence of Progress</p> |
| | |

No Progress








Accomplished

Continue/Modify

Discontinue






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

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

| Strategy 1 Details | Formative Reviews |
|---|--|
| Strategy 1: SISD truant officer will do routine follow up check and make parent/guardian contacts on all SHS students with three or more absences. Strategy's Expected Result/Impact: Increase student attendance, facilitate parent/guardian awareness. Staff Responsible for Monitoring: Truancy Officer-Letter mail outs, Principal | |
| | Dec  December Evidence of Progress Ms. Gutierrez conducts regular house visits, parent phone calls, and mailouts for students who are considered Truant |
| | May  May Evidence of Progress |
| | Aug  August Evidence of Progress |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | |

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

Performance Objective 2: Increase teacher retention to 85%

| Strategy 1 Details | Formative Reviews |
|--|---|
| Strategy 1: Meet with staff individually a minimum of twice per year to discuss performance and provide support. Strategy's Expected Result/Impact: Reduce staff turnover and improve performance. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | |
| | Dec December Evidence of Progress |
| | May May Evidence of Progress |
| | Aug August Evidence of Progress |
| Strategy 2 Details | Formative Reviews |
| Strategy 2: Provide opportunities for team building and support for all staff. Strategy's Expected Result/Impact: Improve staff moral and reduce turnover. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | |
| | Dec December Evidence of Progress  Summer PD focused on Team Building with the development of a Mission, Vision, and Goals. Also created TikTok groups which competed and fostered communication between staff outside of their core groups. Teacher collaborated to present an element of the Fund 5. |
| | May May Evidence of Progress |
| | Aug August Evidence of Progress |
|  No Progress  Accomplished  Continue/Modify  Discontinue | |

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

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

| Strategy 1 Details | Formative Reviews |
|---|--|
| <p>Strategy 1: Complete a comprehensive campus needs assessment, through the campus SBDM, yearly.</p> <p>Strategy's Expected Result/Impact: Focus on, and address, trends in state assessment, climate, and other areas relating to campus improvement.</p> <p>Staff Responsible for Monitoring: Campus Administration.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <div><div><div>Dec</div><div><div><div></div><div>20%</div></div></div><div>December Evidence of Progress</div><div>Main Campus needs assessment will be completed in the Spring. Review of this document in the first semester provide insight into present and future campus needs.</div></div><div><div><div>May</div><div></div></div><div>May Evidence of Progress</div></div><div><div><div>Aug</div><div><div></div><div>0%</div></div></div><div>August Evidence of Progress</div></div></div> |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div> | |

**Smithville Jr. High
Campus Performance Objectives**

Smithville Independent School District

Smithville Junior High

2022-2024 Formative Review with Notes

Board Approval Date: September 19, 2022
Public Presentation Date: September 19, 2022

Mission Statement

SMITHVILLE JUNIOR HIGH SCHOOL BUILDS RESPECTFUL RELATIONSHIPS AND POSITIVE CONNECTIONS AMONG STAFF, STUDENTS, FAMILIES, AND COMMUNITY. WE CREATE A SAFE, INCLUSIVE, AND SUPPORTIVE LEARNING ENVIRONMENT. WE CONSISTENTLY MODEL HIGH EXPECTATIONS AND INDIVIDUAL ACCOUNTABILITY. WE PROVIDE AN INNOVATIVE CURRICULUM AND RELEVANT INSTRUCTION TO ENCOURAGE CREATIVITY AND SUPPORT STUDENT SUCCESS.

Vision

Smithville Junior High School builds respectful relationships in a safe learning environment to inspire success.

Table of Contents

Goals 4

Goal 1: The district will provide a safe and educationally effective environment for students and staff. 4

Goal 2: The campus will meet and exceed state and federal accountability standards. 9

Goal 3: The campus will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners. 14




Goal 4: The campus will recruit and retain certified teachers. 18









Goals

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

Performance Objective 1: Implement CATCH strategies including Social and Emotional Learning (SEL), Character Education, and physical education programs to provide for emotionally and physically healthy students

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

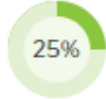

| Strategy 1 Details | Formative Reviews | |
|--|--|--------------------------------------|
| Strategy 1: The teachers will present Character Strong lessons to the classes. Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. Staff Responsible for Monitoring: Edwards, Gommert, Mayberry Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture | Dec | December Evidence of Progress |
| |  20% | |
| | May | May Evidence of Progress |
| |  0% | |
| | Aug | August Evidence of Progress |
| |  0% | |






| Strategy 2 Details | Formative Reviews | |
|---|---|---|
| Strategy 2: The counselor will rotate between grade levels on Tuesdays to present the Character Strong Material to the students. Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. Staff Responsible for Monitoring: Edwards, Gommert, Mayberry Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture | Dec  | December Evidence of Progress |
| | May  | May Evidence of Progress |
| | Aug  | August Evidence of Progress |
| Strategy 3 Details | Formative Reviews | |
| Strategy 3: Implement Bully Prevention lessons for students and families. Strategy's Expected Result/Impact: Give students and parents the opportunity to learn more about the effects of bullying, warning signs to look for, and how to help your child if they are involved in a bully situation. Staff Responsible for Monitoring: Edwards, Gommert, Mayberry Title I: 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture | | |
| | Dec  | December Evidence of Progress |
| | May Aug | May Evidence of Progress August Evidence of Progress |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | |

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

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









Evaluation Data Sources: PBIS Committee Presentations, Google Calendar, Discipline Data, Attendance Data, and Dropout Data

| Strategy 1 Details | Formative Reviews | |
|--|---|--------------------------------------|
| Strategy 1: Implement staff and student PBIS committees. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Mayberry, Gommert, Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| Strategy 2 Details | Formative Reviews | |
| Strategy 2: Implement PBIS systems (CHAMPS) into the classroom and common areas. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Mayberry, Gommert ESF Levers: Lever 3: Positive School Culture | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |

| Strategy 3 Details | Formative Reviews |
|---|---|
| Strategy 3: Review discipline data to promote positive behaviors by rewarding students. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Mayberry, Gommert Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture | |
| | <div> <div>Dec</div> <div>  <div>30%</div> </div> <div>December Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | |

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



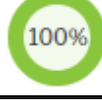





Performance Objective 3: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st

| Strategy 1 Details | Formative Reviews | |
|--|---|--------------------------------------|
| Strategy 1: Train all staff/students on safety drills using SRP (Standard Response Protocol). Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to emergency situations using SRP. Staff Responsible for Monitoring: Gommert, Mayberry Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| Strategy 2 Details | Formative Reviews | |
| Strategy 2: Train all staff on cybersecurity Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to cybersecurity situations. Staff Responsible for Monitoring: Gommert and Mayberry Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| |  | |
| |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | |

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

Performance Objective 4: Increase student engagement opportunities in extra-curricular and enrichment activities.



Evaluation Data Sources: Student scores, student participation rates



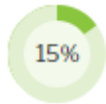
| Strategy 1 Details | Formative Reviews | |
|--|---|--------------------------------------|
| Strategy 1: Purchase entry level band instruments that will allow low-income students to be a part of the Smithville ISD award winning band program who would otherwise not be able to participate due to monetary issues with purchasing needed instruments. ESF Levers: Lever 5: Effective Instruction | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| |  | |
| | Aug | August Evidence of Progress |
| |  | |
| Strategy 2 Details | Formative Reviews | |
| Strategy 2: Continue to provide support for Project Lead The Way to increase student access to STEM activities and enrichment/elective options. Strategy's Expected Result/Impact: Provide additional enrichment/elective option to students. Staff Responsible for Monitoring: Gommert Title I: 2.5 - | | |
| | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | |







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

Performance Objective 1: Campus will obtain an state accountability rating of B with a scaled score of 80 at the campus level.

Evaluation Data Sources: STAAR Scores, Benchmark Scores, Intervention Programs, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

| Strategy 1 Details | Formative Reviews |
|--|--|
| <p>Strategy 1: Implement year long At-Risk Interventions (including HB 4545) during Tiger Time, Afterschool, and Saturdays utilizing TEA vetted programs with a student passing rate of 80% for identified tutoring areas.</p> <p>Strategy's Expected Result/Impact: Increase ELAR and math short cycle scores.</p> <p>Staff Responsible for Monitoring: Gommert and Mayberry</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | <p>Dec</p>  <p>December Evidence of Progress</p> |
| | <p>May</p> <p>May Evidence of Progress</p> |
| | <p>Aug</p> <p>August Evidence of Progress</p> |
| Strategy 2 Details | Formative Reviews |
| <p>Strategy 2: Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by creating well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress to obtain the 60% "meets expectation" on STAAR.</p> <p>Strategy's Expected Result/Impact: Student achievement, as a whole and as student groups, will increase.</p> <p>Staff Responsible for Monitoring: Gommert and Mayberry</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | <p>Dec</p>  <p>December Evidence of Progress</p> |
| | <p>May</p> <p>May Evidence of Progress</p> |
| | <p>Aug</p> <p>August Evidence of Progress</p> |




| Strategy 3 Details | Formative Reviews | |
|--|---|--------------------------------------|
| <p>Strategy 3: Employ fulltime instructional coach to develop instructional skills of teaching staff and contract with Instructional Coach for data use, leadership and instructional support so that STAAR "Meets Expectation" scores meet or exceeds 60%.</p> <p>Strategy's Expected Result/Impact: Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data</p> <p>Staff Responsible for Monitoring: Gommert</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| Strategy 4 Details | Formative Reviews | |
| <p>Strategy 4: Campus administrators will utilize Power Walks, at least 10 per week, to provide real time feedback to instructional staff so that 60% of students meet expectations on STAAR.</p> <p>Strategy's Expected Result/Impact: Provide valuable feedback to instructional staff on classroom instruction.</p> <p>Staff Responsible for Monitoring: Gommert</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| Strategy 5 Details | Formative Reviews | |
| <p>Strategy 5: Provide high quality staff development in order to improve instructional outcomes for student groups so that 60% of student will score "Meets Expectation" on STAAR.</p> <p>Strategy's Expected Result/Impact: Student achievement increase as a result of weekly use by teachers of data analysis and corresponding instructional response.</p> <p>Staff Responsible for Monitoring: Gommert</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |







| Strategy 6 Details | Formative Reviews |
|---|--|
| <p>Strategy 6: Provide a vertically aligned curriculum and support the alignment through weekly content PLCs so that core instruction increases rigor and 60% of the students meet expectation on STAAR and campus short cycle tests.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through a vertically aligned curriculum</p> <p>Staff Responsible for Monitoring: Gommert and Mayberry</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | |
| | <div> <div>Dec</div> <div>  30% </div> <div>December Evidence of Progress</div> </div> <div> <div>May</div> <div></div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>  0% </div> <div>August Evidence of Progress</div> </div> |
| | |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | |

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

Performance Objective 2: Campus will meet federal standards for Emergent Bilingual and special education student groups in comparison to the all students group.

Evaluation Data Sources: STAAR Scores, Benchmark Scores, Intervention Programs, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

| Strategy 1 Details | Formative Reviews |
|--|--|
| <p>Strategy 1: Implement Sheltered Instruction strategies for ESL students in all classes.</p> <p>Strategy's Expected Result/Impact: ESL student scores will increase through the implementation of ESL strategies.</p> <p>Staff Responsible for Monitoring: Gommert, Mayberry</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | <div> <div>Dec</div> <div>  5% </div> <div>December Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| Strategy 2 Details | Formative Reviews |
| <p>Strategy 2: Monitor student achievement for all student groups, including economically disadvantaged and at-risk, and respond with changes in instructional strategy use and practices.</p> <p>Strategy's Expected Result/Impact: Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies.</p> <p>Staff Responsible for Monitoring: Gommert and Mayberry</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | <div> <div>Dec</div> <div>  15% </div> <div>December Evidence of Progress</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> <div> <div>  0% </div> </div> |

| Strategy 3 Details | Formative Reviews |
|--|---|
| <p>Strategy 3: Implement Co-teaching instructional strategies for all special educations in inclusion settings.</p> <p>Strategy's Expected Result/Impact: Special Education achievement will increase as measure on state tests.</p> <p>Staff Responsible for Monitoring: Gommert, Mayberry</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> | |
| | <div> <div>Dec</div> <div>  5% </div> <div>December Evidence of Progress</div> </div> <div> <div>May</div> <div></div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>  0% </div> <div>August Evidence of Progress</div> </div> |
| <div> <div>  0% </div> <div>No Progress</div> </div> <div> <div>  100% </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div> | |

Goal 3: The campus will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

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




Evaluation Data Sources: Blackboard, Facebook , Remind 101, SportsU







| Strategy 1 Details | Formative Reviews |
|---|--|
| Strategy 1: Utilize Peachjar and Blackboard to notify parents of events and opportunities on campus. Strategy's Expected Result/Impact: Get information to parents through multiple medias. Staff Responsible for Monitoring: Gommert, Miles, Mayberry, Peterson Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture | |
| | <div><div>Dec</div><div><div></div><div>10%</div></div></div> <div>December Evidence of Progress</div> |
| | <div>May</div> <div>May Evidence of Progress</div> <div>Aug</div> <div>August Evidence of Progress</div> |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | |

Goal 3: The campus will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

Performance Objective 2: Provide 2 parent involvement opportunities during the 2022-2023 school year.

Evaluation Data Sources: Attendance Sheets, Schedule

| Strategy 1 Details | Formative Reviews | |
|--|---|--------------------------------------|
| Strategy 1: Parent/Counselor Bully Prevention 101 Session Strategy's Expected Result/Impact: Allow transparency between the school and the community/parents on effects of bullying on students, warning signs to look for, and how to help your child if involved in a bully situation. Staff Responsible for Monitoring: Edwards, Gommert Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Dec | December Evidence of Progress |
| |  | |
| | May | May Evidence of Progress |
| |  | |
| | Aug | August Evidence of Progress |
| |  | |

| Strategy 2 Details | Formative Reviews |
|---|--|
| Strategy 2: Meet the Teacher/Open House Strategy's Expected Result/Impact: Establish face to face communication between parents, teachers, and staff Staff Responsible for Monitoring: Gommert and Mayberry Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | |
| | <div> <div>Dec</div> <div>  10% </div> <div>December Evidence of Progress</div> </div> <div> <div>May</div> <div></div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>  0% </div> <div>August Evidence of Progress</div> </div> |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | |

Goal 3: The campus will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

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

Evaluation Data Sources: Surveys, ESF Diagnostic

| Strategy 1 Details | Formative Reviews |
|--|--|
| Strategy 1: Participate in the ESF (Effective Schools Framework) Diagnostic Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve. Staff Responsible for Monitoring: Gommert, Miles ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | |
| | <div><div>Dec</div><div><div></div><div>10%</div></div></div> <div>December Evidence of Progress</div> |
| | <div>May</div> <div>May Evidence of Progress</div> <div>Aug</div> <div>August Evidence of Progress</div> |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div> | |

Goal 4: The campus will recruit and retain certified teachers.

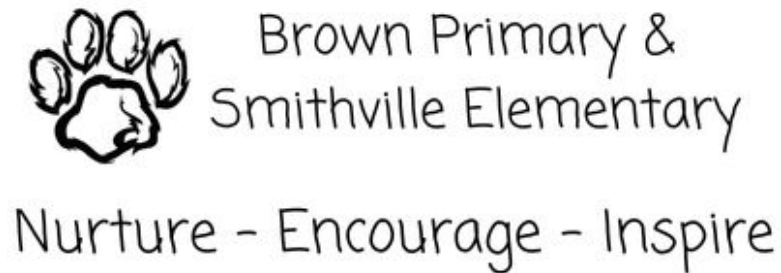
Performance Objective 1: The campus will provide high quality professional development to aid in the recruitment and retention of certified staff.

Evaluation Data Sources: Teacher Certifications, Vacancy Lists,

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

Smithville Independent School District
Smithville Elementary-Brown Primary
2022-2024 Formative Review with Notes

Accountability Rating: C



Mission Statement

Brown Primary & Smithville Elementary build positive relationships among staff, families, and students. We work together to create and maintain a safe, nurturing, and inclusive learning environment. We use innovative teaching strategies to honor the individual strengths of our students and support them in the different stages of their educational journey.

Vision

Brown Primary & Smithville Elementary nurture individual growth, encourage inquisitive minds, and inspire excellence in all students.

Value Statement

We Believe:

All students can learn and grow academically, socially, and emotionally.

Relationships with staff and peers are an important part of the educational environment.

Mutually respectful relationships with community & families are important.

Table of Contents


| | |
|---|----|
| Goals | 4 |
| Goal 1: The district will provide a safe and educationally effective environment for students and staff. | 4 |
| Goal 2: The district will meet and exceed state and federal accountability standards. | 8 |
| Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners. | 16 |
| Goal 4: The district will maintain a strategic, efficient operational and fiscal plan. | 20 |

Goals

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

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




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






| Strategy 1 Details | Formative Reviews |
|--|--|
| Strategy 1: Implement Kelso's Choices Curriculum Across BP & SES Strategy's Expected Result/Impact: Increase students' ability to react to conflict appropriately. Staff Responsible for Monitoring: Behrens, Williams ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 | <div> <div>Dec</div> <div>  <div>90%</div> </div> <div>May</div> <div>Aug</div> </div> <div> <div>December Evidence of Progress</div> <div>PLC Schedule</div> <div>May Evidence of Progress</div> <div>August Evidence of Progress</div> </div> |
| Strategy 2 Details | Formative Reviews |
| Strategy 2: Implement CATCH program across BP & SES. Strategy's Expected Result/Impact: Increase students' ability to regulate their emotions across settings. Staff Responsible for Monitoring: Brockman, Vinklerek, Kristynik, Kadlecek, Williams, Behrens ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 | |

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

Performance Objective 2: Implement campus-based PBIS systems.

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







| Strategy 1 Details | Formative Reviews |
|---|---|
| Strategy 1: Implement House System at SES Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections. Staff Responsible for Monitoring: O'Rourke, Brockman, PBIS Committee ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 | <div> <div>Dec</div> <div>  90% </div> <div>May</div> <div>Aug</div> </div> <div> December Evidence of Progress House Points App May Evidence of Progress August Evidence of Progress </div> |
| Strategy 2 Details | Formative Reviews |
| Strategy 2: Implement Kelso Coins at BP Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease of office referrals and reflections. Staff Responsible for Monitoring: Vinklarek ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 | <div> <div>Dec</div> <div>  90% </div> <div>May</div> <div>Aug</div> </div> <div> December Evidence of Progress Student Rewards, Campus Posters, Kelso Shirt Day May Evidence of Progress August Evidence of Progress </div> |
| Strategy 3 Details | Formative Reviews |
| Strategy 3: Implement CHAMPS program. Strategy's Expected Result/Impact: Increased student understanding of classroom expectations. Staff Responsible for Monitoring: Foster, O'Rourke, Brockman, Vinklarek ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 | <div> <div>Dec</div> <div>  90% </div> <div>May</div> <div>Aug</div> </div> <div> December Evidence of Progress Classroom Visuals, Hallway Posters May Evidence of Progress August Evidence of Progress </div> |

| Strategy 4 Details | Formative Reviews |
|---|---|
| <p>Strategy 4: Create campus PBIS Committee to evaluate discipline and PBIS data</p> <p>Strategy's Expected Result/Impact: Increased understanding of behaviors, consequences, and needed reteaching on campus.</p> <p>Staff Responsible for Monitoring: Foster</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1, 2</p> | |
| | <div> <div> <div>Dec</div> <div>  <div>35%</div> </div> </div> <div> <div>May</div> <div>Aug</div> </div> <div> <div>December Evidence of Progress</div> <div>Discipline Data and Notes</div> <div>May Evidence of Progress</div> <div>August Evidence of Progress</div> </div> </div> |
| <div> <div>  <div>0%</div> </div> <div>No Progress</div> <div>  <div>100%</div> </div> <div>Accomplished</div> <div>  <div>Continue/Modify</div> <div>  <div>Discontinue</div> </div> </div> </div> | |

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

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




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




| Strategy 1 Details | Formative Reviews |
|---|---|
| Strategy 1: Implement an online counselor referral process. Strategy's Expected Result/Impact: More effectively track student visits to the counselor and effectively communicate completed visits to staff. Staff Responsible for Monitoring: Williams, Behrens ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 | <div> <div>Dec</div> <div>  50% </div> <div>December Evidence of Progress</div> <div>Counselor Referrals, PLC Schedule</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| Strategy 2 Details | Formative Reviews |
| Strategy 2: Provide group counseling opportunities for students. Strategy's Expected Result/Impact: Provide social-emotional support to students in need. Staff Responsible for Monitoring: Williams, Behrens ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 | <div> <div>Dec</div> <div>  25% </div> <div>December Evidence of Progress</div> <div>Counseling Schedule in HUB</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| <div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | |





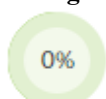
Goal 2: The district will meet and exceed state and federal accountability standards.






Performance Objective 1: Obtain an accountability rating of B or better for the 22-23 school year.

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

| Strategy 1 Details | Formative Reviews | |
|---|---|--|
| Strategy 1: Implement Education Galaxy for Math, Science, ELA supplemental instructional support. Strategy's Expected Result/Impact: Increased scores in math and science. Staff Responsible for Monitoring: Foster, Brockman, O'Rourke ESF Levers: Lever 5: Effective Instruction | Dec  May Aug | December Evidence of Progress Program Reports May Evidence of Progress August Evidence of Progress |
| Strategy 2 Details | Formative Reviews | |
| Strategy 2: Participate and implement TIL (Texas Instructional Leadership) Observation & Feedback Strategy's Expected Result/Impact: Provide focused coaching opportunities to staff. Staff Responsible for Monitoring: Foster, Vinklerek, Brockman, O'Rourke, Hannath, Tannereuther ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 | Dec  May Aug | December Evidence of Progress TIL Training Attendance May Evidence of Progress August Evidence of Progress |
| Strategy 3 Details | Formative Reviews | |
| Strategy 3: Implement Heggarty Phonemic Awareness Materials Strategy's Expected Result/Impact: Increased understanding of phonemic awareness skills. Staff Responsible for Monitoring: Foster, O'Rourke, Vinklerek, Brockman | Dec  May Aug | December Evidence of Progress Walkthrough Data May Evidence of Progress August Evidence of Progress |

| Strategy 4 Details | Formative Reviews |
|---|--|
| <p>Strategy 4: Effectively implement the resources in the guided reading libraries.</p> <p>Strategy's Expected Result/Impact: Increase in guided reading levels across grade levels.</p> <p>Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> | <div> <div>Dec</div> <div>  <div>90%</div> </div> <div>Dec</div> </div> <div> <div>December Evidence of Progress</div> <div>Walkthrough Data</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| Strategy 5 Details | Formative Reviews |
| <p>Strategy 5: Implement a variety of digital and hands-on resources for math, ELA, and science.</p> <p>Strategy's Expected Result/Impact: Increase scores on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> | <div> <div>Dec</div> <div>  <div>50%</div> </div> <div>Dec</div> </div> <div> <div>December Evidence of Progress</div> <div>Lesson Plans</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| Strategy 6 Details | Formative Reviews |
| <p>Strategy 6: Implement effective academic and behavior interventions.</p> <p>Strategy's Expected Result/Impact: Increase in student scores and fewer behavior referrals.</p> <p>Staff Responsible for Monitoring: Foster, O'Rourke, Vinklarek, Brockman</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2</p> | <div> <div>Dec</div> <div>  <div>75%</div> </div> <div>Dec</div> </div> <div> <div>December Evidence of Progress</div> <div>RTI Meeting Notes</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |



| Strategy 7 Details | Formative Reviews |
|--|---|
| Strategy 7: Provide high quality staff development to support quality instruction and improved education outcomes for students Strategy's Expected Result/Impact: Improved instruction Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 | <div> <div>Dec</div> <div>  50% </div> <div>December Evidence of Progress</div> <div>PD Calendar</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>August Evidence of Progress</div> </div> |
| Strategy 8 Details | Formative Reviews |
| Strategy 8: Implement Stemscores Science and science ReTEKS. Strategy's Expected Result/Impact: Increased Science STAAR scores. Staff Responsible for Monitoring: Foster, O'Rourke, Tannereuther ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 | <div> <div>Dec</div> <div>  75% </div> <div>December Evidence of Progress</div> <div>Lesson Plans</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>  0% </div> <div>August Evidence of Progress</div> </div> |
| Strategy 9 Details | Formative Reviews |
| Strategy 9: Close achievement gaps to no greater than 10% percentage points for all subpopulations in comparison to the all student groups. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability | <div> <div>Dec</div> <div>  25% </div> <div>December Evidence of Progress</div> <div>Short Cycle Data</div> </div> <div> <div>May</div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>  0% </div> <div>August Evidence of Progress</div> </div> |







| Strategy 10 Details | Formative Reviews |
|--|---|
| <p>Strategy 10: Implement appropriate resources and supplemental materials in all PK classrooms.</p> <p>Strategy's Expected Result/Impact: Students gets an early start on basic literacy, math, science, and social emotional skills.</p> <p>Staff Responsible for Monitoring: Foster, Vinklarek</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | |
| | <div> <div>Dec</div> <div>  80% </div> <div>May</div> <div>Aug</div> </div> <div> <div>December Evidence of Progress</div> <div>Lesson Plans</div> <div>May Evidence of Progress</div> <div>August Evidence of Progress</div> </div> |
| <div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | |

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

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

Evaluation Data Sources: TELPAS Scores

| Strategy 1 Details | Formative Reviews | |
|---|---|--------------------------------------|
| Strategy 1: Monitor the use of Sheltered Instruction Strategies through the use of walkthroughs Strategy's Expected Result/Impact: Increase language development and usage. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke ESF Levers: Lever 5: Effective Instruction | Dec | December Evidence of Progress |
| |  | Walkthrough Data |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| Strategy 2 Details | Formative Reviews | |
| Strategy 2: Have regularly scheduled meetings to discuss needs of current Emergent Bilingual students. Strategy's Expected Result/Impact: Earlier intervention in the area of language development. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 | Dec | December Evidence of Progress |
| |  | Failure Staffing Meetings, RTI |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |

| Strategy 3 Details | Formative Reviews |
|---|---|
| Strategy 3: Implement Summit K12 across all grade levels K-5. Strategy's Expected Result/Impact: Increase in TELPAS scores and growth. Staff Responsible for Monitoring: Vinklarek, Brockman, O'Rourke ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments | |
| | <div> <div>Dec</div> <div>  10% </div> <div>User Data</div> <div>December Evidence of Progress</div> </div> <div> <div>May</div> <div></div> <div>May Evidence of Progress</div> </div> <div> <div>Aug</div> <div>  0% </div> <div>August Evidence of Progress</div> </div> |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | |

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

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 49% to 53%.

HB3 Goal

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

Performance Objective 4: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Math from 43% to 46%

HB3 Goal

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

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

Evaluation Data Sources: Surveys





| Strategy 1 Details | Formative Reviews | |
|--|-------------------|--------------------------------------|
| Strategy 1: Participate in the ESF (Effective Schools Framework) Diagnostic Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve. Staff Responsible for Monitoring: Foster ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | |
| | Dec | December Evidence of Progress |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | |

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

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

Evaluation Data Sources: Social Media, Peachjar, Blackboard





| Strategy 1 Details | Formative Reviews | |
|---|-------------------|--------------------------------------|
| Strategy 1: Utilize Peachjar and Blackboard to notify parents of events and opportunities on campus. Strategy's Expected Result/Impact: Get information to parents through multiple medias. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 | Dec | December Evidence of Progress |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| | | |
| Strategy 2 Details | Formative Reviews | |
| Strategy 2: Create and Maintain a Parent Information HUB that provides both classroom and campus information. Strategy's Expected Result/Impact: Provide parents with a central location to locate information. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 | Dec | December Evidence of Progress |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| | | |
| Strategy 3 Details | Formative Reviews | |
| Strategy 3: Regularly post campus highlights on BP & SES social media pages. Strategy's Expected Result/Impact: Get information to parents through multiple medias. Staff Responsible for Monitoring: Foster, Vinklarek, Brockman, O'Rourke, Williams, Behrens ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 | | |
| | | |
| | | |
| | | |

| | | |
|---|------------|--------------------------------------|
| | Dec | December Evidence of Progress |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | |

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

Performance Objective 3: Provide parent involvement opportunities.

Evaluation Data Sources: Attendance Sheets, Schedule

| Strategy 1 Details | Formative Reviews | |
|---|-------------------|--------------------------------------|
| Strategy 1: Parent/Counselor Training Sessions Strategy's Expected Result/Impact: Provide parents with opportunities to learn how to support students social/emotion health. Staff Responsible for Monitoring: Williams, Behrens ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 - Perceptions 2 | | |
| | Dec | December Evidence of Progress |
| | May | May Evidence of Progress |
| | Aug | August Evidence of Progress |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | |

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

Smithville Independent School District

Violent and Criminal Incidents

2021-2022 School Year

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

| Offense | High School | DAEP | Junior High | Elementary | Brown Primary | Central Office | Total |
|--|--------------------|-------------|--------------------|-------------------|----------------------|-----------------------|--------------|
| Assault-Bodily Injury | | | | | | | |
| Assault-Bodily Injury on a Public Servant (Felony) | 1 | | 1 | | | | 2 |
| Assault-Physical Contact | 3 | | | 1 | | | 4 |
| Assault-Threat | | | | | | | |
| Assault-Aggravated/Weapon | | | | | | | |
| Assault-Sexual | | | | | | | |
| Bullying/Harassment | 1 | | 8 | | | | 9 |
| Burglary | | | | | | | |
| Criminal Mischief | | | | | | | |
| Delivery Controlled Subst. | | | | | | | |
| Disorderly Conduct-Fighting | | | | | | | |
| Electronic Transmission of Certain Visual Material | | | | | | | |
| Forgery Gov't Instrument | | | | | | | |
| Improper Photography or Visual Recording (Felony) | | | | | | | |
| Indecency/Sexual | 1 | | | 1 | | | 2 |
| Alcohol | 4 | | 1 | | | | 5 |
| Drug Paraphernalia | | | | | | | |
| Possession of Controlled Sub | 27 | | 5 | 1 | | | 33 |
| Public Intoxication (Misd.) | | | | | | | |
| Theft | | | | | | | |
| Terroristic Threat | | | | | | | |
| Trespassing | | | | | | | |
| Unlawfully Carrying Weapon | 4 | | | | | | 4 |
| Totals | 41 | | 15 | 3 | | | 59 |

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, 2021-2022
 Texas Education Code, Chapter 37 Discipline; Law and Order

School Violence Prevention Programs

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

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

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

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

Sources: Smithville District Improvement Plan 2021-2022
 Smithville High School Campus Improvement Plan 2021-2022
 Smithville Junior High Campus Improvement Plan 2021-2022
 Smithville Elementary Campus Improvement Plan 2021-2022
 Brown Primary Campus Improvement Plan 2021-2022
 Smithville ISD Emergency Operations Procedures
 2021-2022 PEIMS Data

Smithville Independent School District

PART II

Information Compiled by the Texas Education Agency

2021-2022 Texas Academic Performance Report

**Smithville Independent School District
Texas High School Graduates from FY 2020
Enrolled in Texas Public Higher Education FY 2021**

| Institution | Students |
|------------------------------------|-----------------|
| Blinn College District (003549) | 5 |
| Texas Public 4-yr Institution (12) | 17 |
| Other Public 2-yr Institution (2) | 5 |
| Not found | 91 |
| Total high school graduates | 118 |

- *GPA information was not available at the time this report was published.*

High schools with more than 25 graduates

“Other” records combine records where Total Students for an institution < 5.

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

“Not found” graduates have standard ID numbers that were not found in the specific Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency
27 May 2021 – Server\HS2HEnew\XM20-010\H2Hcampus.sas-\QWK04569\MainProc.sas



Smithville ISD District Data

2021-2022



District Accreditation Status

| | |
|--------------------|---|
| DATE: | January 20, 2022 |
| SUBJECT: | 2021-2022 Assignment of Accreditation Statuses |
| CATEGORY: | Accreditation |
| NEXT STEPS: | Share with Appropriate Staff |

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the [Texas Administrative Code](https://tea.texas.gov/sites/default/files/ch097ee.pdf) link available at <https://tea.texas.gov/sites/default/files/ch097ee.pdf>, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at <http://tea.texas.gov/accredstatus/>.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022–2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018–2019 school year and the 2021–2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019–2020 school year and for the 2022–2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2021–2022 school year due to the ratings assigned to the district in the state’s financial accountability system will receive separate correspondence from the TEA detailing required next steps.

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

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability



Smithville ISD District Data

2021-2022



Texas Academic Performance Report

2021-22 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

District Number: 011904

2022 Accountability Rating: B

2022 *Special Education Determination Status:*

Needs Assistance

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 78% | 81% | 100% | 66% | 89% | - | - | - | 67% | 42% | 100% | 80% | 84% | 70% | 46% |
| | 2021 | 67% | 70% | 74% | 57% | 64% | 83% | * | * | - | * | 45% | * | 74% | 74% | 61% | 40% |
| At Meets Grade Level or Above | 2022 | 51% | 56% | 50% | 67% | 34% | 61% | - | - | - | 22% | 23% | 0% | 50% | 52% | 35% | 15% |
| | 2021 | 39% | 44% | 40% | 29% | 34% | 45% | * | * | - | * | 35% | * | 38% | 47% | 26% | 20% |
| At Masters Grade Level | 2022 | 30% | 35% | 29% | 17% | 13% | 42% | - | - | - | 0% | 4% | 0% | 32% | 19% | 16% | 0% |
| | 2021 | 19% | 24% | 19% | 14% | 16% | 22% | * | * | - | * | 30% | * | 20% | 16% | 11% | 10% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 72% | 75% | 50% | 71% | 83% | - | - | - | 44% | 31% | 100% | 77% | 71% | 60% | 69% |
| | 2021 | 62% | 63% | 73% | 29% | 59% | 88% | * | * | - | * | 45% | * | 74% | 68% | 60% | 30% |
| At Meets Grade Level or Above | 2022 | 43% | 45% | 46% | 0% | 32% | 61% | - | - | - | 22% | 15% | 80% | 47% | 45% | 30% | 38% |
| | 2021 | 31% | 32% | 47% | 14% | 39% | 58% | * | * | - | * | 40% | * | 45% | 58% | 32% | 20% |
| At Masters Grade Level | 2022 | 21% | 23% | 19% | 0% | 8% | 28% | - | - | - | 11% | 4% | 20% | 22% | 10% | 9% | 8% |
| | 2021 | 14% | 16% | 23% | 0% | 16% | 30% | * | * | - | * | 20% | * | 23% | 21% | 11% | 20% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 78% | 82% | 75% | 73% | 87% | * | * | - | 80% | 50% | 83% | 80% | 86% | 71% | 57% |
| | 2021 | 63% | 64% | 74% | 50% | 62% | 87% | - | * | - | * | 31% | * | 76% | 70% | 64% | 31% |
| At Meets Grade Level or Above | 2022 | 54% | 57% | 54% | 38% | 47% | 59% | * | * | - | 40% | 40% | 33% | 51% | 61% | 41% | 29% |
| | 2021 | 36% | 39% | 46% | 17% | 38% | 56% | - | * | - | * | 0% | * | 49% | 37% | 37% | 15% |
| At Masters Grade Level | 2022 | 28% | 32% | 25% | 0% | 18% | 30% | * | * | - | 40% | 5% | 17% | 26% | 22% | 17% | 7% |
| | 2021 | 17% | 20% | 26% | 17% | 10% | 37% | - | * | - | * | 0% | * | 26% | 26% | 20% | 0% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 69% | 79% | 63% | 67% | 90% | * | * | - | 60% | 45% | 100% | 79% | 81% | 65% | 43% |
| | 2021 | 59% | 60% | 70% | 33% | 67% | 76% | - | * | - | * | 31% | * | 77% | 48% | 63% | 54% |
| At Meets Grade Level or Above | 2022 | 43% | 44% | 53% | 38% | 42% | 61% | * | * | - | 40% | 30% | 67% | 53% | 53% | 42% | 14% |
| | 2021 | 36% | 37% | 50% | 0% | 41% | 61% | - | * | - | * | 8% | * | 55% | 37% | 41% | 8% |
| At Masters Grade Level | 2022 | 23% | 25% | 22% | 0% | 18% | 25% | * | * | - | 20% | 15% | 17% | 22% | 19% | 10% | 14% |
| | 2021 | 21% | 22% | 32% | 0% | 28% | 41% | - | * | - | * | 0% | * | 33% | 30% | 22% | 0% |
| Grade 5 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 81% | 82% | 76% | 44% | 67% | 91% | - | * | * | * | 29% | * | 76% | 75% | 62% | 44% |
| | 2021 | 73% | 75% | 65% | 60% | 64% | 69% | - | * | - | * | 17% | * | 72% | 53% | 60% | 52% |
| At Meets Grade Level or Above | 2022 | 58% | 61% | 53% | 44% | 41% | 64% | - | * | * | * | 12% | * | 52% | 56% | 40% | 13% |
| | 2021 | 46% | 51% | 41% | 20% | 32% | 53% | - | * | - | * | 0% | * | 47% | 29% | 36% | 33% |
| At Masters Grade Level | 2022 | 36% | 41% | 27% | 0% | 22% | 36% | - | * | * | * | 0% | * | 28% | 25% | 15% | 6% |
| | 2021 | 30% | 35% | 30% | 20% | 25% | 36% | - | * | - | * | 0% | * | 33% | 24% | 26% | 29% |
| Grade 5 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 75% | 75% | 56% | 65% | 86% | - | * | * | * | 35% | * | 75% | 75% | 65% | 44% |
| | 2021 | 70% | 70% | 77% | 40% | 77% | 82% | - | * | - | * | 50% | * | 81% | 68% | 75% | 81% |
| At Meets Grade Level or Above | 2022 | 48% | 47% | 41% | 44% | 37% | 41% | - | * | * | * | 6% | * | 39% | 47% | 29% | 19% |
| | 2021 | 44% | 45% | 53% | 0% | 61% | 56% | - | * | - | * | 33% | * | 58% | 44% | 43% | 57% |
| At Masters Grade Level | 2022 | 25% | 25% | 24% | 11% | 15% | 30% | - | * | * | * | 0% | * | 25% | 22% | 13% | 0% |
| | 2021 | 25% | 26% | 29% | 0% | 32% | 31% | - | * | - | * | 0% | * | 31% | 24% | 21% | 19% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 66% | 67% | 57% | 22% | 48% | 70% | - | * | * | * | 18% | * | 58% | 56% | 40% | 25% |
| | 2021 | 62% | 64% | 66% | 20% | 66% | 76% | - | * | - | * | 33% | * | 69% | 62% | 55% | 67% |
| At Meets Grade Level or Above | 2022 | 38% | 40% | 24% | 11% | 13% | 34% | - | * | * | * | 12% | * | 24% | 25% | 12% | 0% |
| | 2021 | 31% | 35% | 34% | 20% | 39% | 31% | - | * | - | * | 17% | * | 39% | 24% | 23% | 33% |
| At Masters Grade Level | 2022 | 18% | 19% | 9% | 0% | 4% | 14% | - | * | * | * | 0% | * | 8% | 13% | 2% | 0% |
| | 2021 | 13% | 15% | 11% | 0% | 11% | 13% | - | * | - | * | 0% | * | 16% | 3% | 4% | 10% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 72% | 69% | 60% | 67% | 76% | - | * | - | 33% | 20% | * | 69% | 67% | 57% | 59% |
| | 2021 | 62% | 64% | 61% | 50% | 50% | 72% | - | - | - | * | 22% | * | 60% | 62% | 46% | 47% |
| At Meets Grade Level or Above | 2022 | 43% | 47% | 49% | 60% | 40% | 62% | - | * | - | 0% | 20% | * | 47% | 53% | 35% | 32% |
| | 2021 | 32% | 36% | 32% | 33% | 21% | 43% | - | - | - | * | 17% | * | 27% | 43% | 22% | 20% |
| At Masters Grade Level | 2022 | 23% | 27% | 30% | 40% | 22% | 40% | - | * | - | 0% | 10% | * | 28% | 33% | 17% | 14% |
| | 2021 | 15% | 18% | 11% | 17% | 6% | 15% | - | - | - | * | 0% | * | 9% | 16% | 7% | 7% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 73% | 73% | 69% | 60% | 60% | 80% | - | * | - | 60% | 40% | * | 71% | 66% | 56% | 64% |
| | 2021 | 68% | 67% | 67% | 58% | 65% | 72% | - | - | - | * | 28% | * | 62% | 78% | 58% | 80% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2022 | 39% | 40% | 28% | 0% | 24% | 38% | - | * | - | 0% | 20% | * | 26% | 31% | 11% | 9% |
| | 2021 | 36% | 36% | 26% | 17% | 15% | 38% | - | - | - | * | 17% | * | 25% | 27% | 18% | 20% |
| At Masters Grade Level | 2022 | 16% | 16% | 10% | 0% | 7% | 16% | - | * | - | 0% | 10% | * | 7% | 17% | 2% | 5% |
| | 2021 | 15% | 14% | 5% | 0% | 6% | 5% | - | - | - | * | 0% | * | 6% | 3% | 4% | 7% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 80% | 81% | 78% | 64% | 73% | 86% | - | - | - | 67% | 39% | * | 79% | 77% | 63% | 67% |
| | 2021 | 69% | 69% | 62% | 20% | 58% | 66% | - | * | - | 67% | 33% | * | 59% | 72% | 48% | 57% |
| At Meets Grade Level or Above | 2022 | 56% | 60% | 47% | 29% | 40% | 55% | - | - | - | 67% | 17% | * | 44% | 56% | 35% | 33% |
| | 2021 | 45% | 47% | 46% | 0% | 49% | 47% | - | * | - | 50% | 22% | * | 45% | 52% | 41% | 50% |
| At Masters Grade Level | 2022 | 37% | 42% | 32% | 14% | 25% | 42% | - | - | - | 17% | 6% | * | 30% | 37% | 21% | 20% |
| | 2021 | 25% | 28% | 23% | 0% | 16% | 26% | - | * | - | 33% | 0% | * | 23% | 21% | 13% | 14% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 59% | 31% | 18% | 36% | 31% | - | - | - | * | 22% | - | 25% | 44% | 26% | 23% |
| | 2021 | 55% | 51% | 42% | 40% | 33% | 51% | - | - | - | * | 33% | * | 43% | 39% | 32% | 27% |
| At Meets Grade Level or Above | 2022 | 31% | 28% | 11% | 9% | 11% | 9% | - | - | - | * | 17% | - | 4% | 26% | 6% | 8% |
| | 2021 | 27% | 24% | 11% | 40% | 8% | 11% | - | - | - | * | 22% | * | 10% | 17% | 10% | 9% |
| At Masters Grade Level | 2022 | 13% | 11% | 2% | 0% | 0% | 6% | - | - | - | * | 0% | - | 0% | 7% | 0% | 0% |
| | 2021 | 12% | 10% | 2% | 0% | 3% | 3% | - | - | - | * | 0% | * | 2% | 6% | 2% | 0% |
| Grade 8 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 83% | 83% | 87% | 75% | 76% | 96% | - | * | - | * | 59% | * | 89% | 83% | 81% | 75% |
| | 2021 | 73% | 72% | 74% | 57% | 76% | 76% | - | - | - | * | 43% | * | 80% | 56% | 71% | 69% |
| At Meets Grade Level or Above | 2022 | 58% | 60% | 54% | 25% | 47% | 60% | - | * | - | * | 18% | * | 58% | 42% | 48% | 42% |
| | 2021 | 46% | 47% | 50% | 29% | 53% | 53% | - | - | - | * | 29% | * | 55% | 38% | 39% | 46% |
| At Masters Grade Level | 2022 | 37% | 41% | 27% | 25% | 27% | 27% | - | * | - | * | 0% | * | 28% | 25% | 23% | 25% |
| | 2021 | 21% | 23% | 21% | 14% | 22% | 21% | - | - | - | * | 7% | * | 24% | 12% | 15% | 15% |
| Grade 8 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 74% | 77% | 56% | 72% | 85% | - | - | - | * | 53% | 83% | 80% | 71% | 71% | 58% |
| | 2021 | 62% | 63% | 78% | 57% | 81% | 81% | - | * | - | 40% | 43% | * | 84% | 63% | 76% | 88% |
| At Meets Grade Level or Above | 2022 | 40% | 45% | 33% | 11% | 23% | 43% | - | - | - | * | 12% | 67% | 34% | 31% | 26% | 25% |
| | 2021 | 36% | 39% | 55% | 57% | 55% | 56% | - | * | - | 40% | 29% | * | 60% | 44% | 44% | 69% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2022 | 14% | 19% | 5% | 0% | 2% | 7% | - | - | - | * | 0% | 0% | 6% | 2% | 3% | 0% |
| | 2021 | 11% | 13% | 17% | 29% | 13% | 18% | - | * | - | 0% | 7% | * | 22% | 5% | 10% | 6% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 75% | 78% | 50% | 64% | 88% | - | * | - | * | 47% | * | 80% | 72% | 65% | 50% |
| | 2021 | 68% | 69% | 75% | 71% | 67% | 83% | - | - | - | * | 36% | * | 84% | 53% | 71% | 46% |
| At Meets Grade Level or Above | 2022 | 45% | 49% | 38% | 38% | 20% | 48% | - | * | - | * | 29% | * | 40% | 33% | 31% | 33% |
| | 2021 | 43% | 47% | 48% | 57% | 33% | 59% | - | - | - | * | 29% | * | 54% | 32% | 39% | 15% |
| At Masters Grade Level | 2022 | 24% | 28% | 22% | 13% | 11% | 30% | - | * | - | * | 6% | * | 21% | 25% | 12% | 17% |
| | 2021 | 24% | 28% | 23% | 14% | 22% | 26% | - | - | - | * | 14% | * | 24% | 21% | 15% | 15% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 64% | 52% | 38% | 36% | 62% | - | * | - | * | 29% | * | 52% | 53% | 42% | 42% |
| | 2021 | 57% | 60% | 46% | 29% | 42% | 53% | - | - | - | * | 43% | * | 52% | 32% | 29% | 31% |
| At Meets Grade Level or Above | 2022 | 31% | 36% | 21% | 25% | 9% | 26% | - | * | - | * | 6% | * | 20% | 22% | 12% | 17% |
| | 2021 | 28% | 32% | 17% | 14% | 22% | 14% | - | - | - | * | 29% | * | 18% | 12% | 11% | 8% |
| At Masters Grade Level | 2022 | 18% | 23% | 7% | 0% | 4% | 8% | - | * | - | * | 0% | * | 7% | 6% | 0% | 8% |
| | 2021 | 14% | 17% | 5% | 14% | 7% | 3% | - | - | - | * | 7% | * | 7% | 0% | 4% | 0% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 65% | 68% | 55% | 17% | 52% | 62% | - | - | - | 57% | 19% | - | 60% | 42% | 46% | 22% |
| | 2021 | 67% | 69% | 63% | 42% | 54% | 70% | - | * | - | 80% | 25% | - | 67% | 52% | 55% | 37% |
| At Meets Grade Level or Above | 2022 | 47% | 52% | 42% | 0% | 45% | 46% | - | - | - | 43% | 11% | - | 48% | 27% | 31% | 22% |
| | 2021 | 50% | 53% | 48% | 25% | 40% | 55% | - | * | - | 40% | 10% | - | 53% | 35% | 40% | 26% |
| At Masters Grade Level | 2022 | 11% | 13% | 5% | 0% | 8% | 4% | - | - | - | 0% | 7% | - | 7% | 0% | 3% | 0% |
| | 2021 | 12% | 14% | 10% | 0% | 4% | 15% | - | * | - | 20% | 5% | - | 12% | 7% | 7% | 0% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 73% | 68% | 50% | 65% | 71% | - | * | - | 78% | 28% | * | 71% | 60% | 63% | 47% |
| | 2021 | 71% | 74% | 74% | 85% | 68% | 77% | - | * | - | 67% | 55% | * | 74% | 74% | 65% | 40% |
| At Meets Grade Level or Above | 2022 | 55% | 58% | 56% | 50% | 41% | 67% | - | * | - | 44% | 28% | * | 58% | 50% | 46% | 27% |
| | 2021 | 57% | 61% | 54% | 54% | 48% | 59% | - | * | - | 44% | 30% | * | 54% | 56% | 43% | 20% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2022 | 9% | 11% | 5% | 17% | 0% | 7% | - | * | - | 0% | 0% | * | 5% | 5% | 6% | 0% |
| | 2021 | 11% | 13% | 7% | 0% | 2% | 10% | - | * | - | 11% | 0% | * | 8% | 3% | 4% | 0% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 72% | 73% | 50% | 70% | 78% | - | * | - | 50% | 35% | * | 77% | 62% | 63% | 58% |
| | 2021 | 73% | 71% | 77% | 50% | 65% | 87% | - | - | - | * | 42% | - | 79% | 72% | 63% | 38% |
| At Meets Grade Level or Above | 2022 | 43% | 41% | 36% | 25% | 30% | 42% | - | * | - | 17% | 9% | * | 38% | 32% | 26% | 16% |
| | 2021 | 41% | 39% | 49% | 40% | 41% | 56% | - | - | - | * | 21% | - | 53% | 38% | 41% | 19% |
| At Masters Grade Level | 2022 | 27% | 26% | 20% | 8% | 22% | 21% | - | * | - | 0% | 4% | * | 25% | 10% | 11% | 16% |
| | 2021 | 23% | 22% | 25% | 10% | 14% | 35% | - | - | - | * | 0% | - | 30% | 13% | 18% | 0% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 83% | 84% | 84% | 67% | 79% | 88% | - | - | - | 83% | 50% | * | 84% | 82% | 79% | 50% |
| | 2021 | 82% | 83% | 82% | 69% | 83% | 83% | - | * | - | 83% | 89% | - | 84% | 78% | 79% | 60% |
| At Meets Grade Level or Above | 2022 | 55% | 59% | 46% | 17% | 43% | 52% | - | - | - | 17% | 19% | * | 49% | 36% | 32% | 14% |
| | 2021 | 55% | 60% | 58% | 31% | 48% | 67% | - | * | - | 50% | 44% | - | 58% | 58% | 49% | 33% |
| At Masters Grade Level | 2022 | 21% | 26% | 15% | 0% | 19% | 16% | - | - | - | 0% | 0% | * | 17% | 12% | 8% | 0% |
| | 2021 | 22% | 26% | 18% | 8% | 10% | 24% | - | * | - | 17% | 11% | - | 20% | 13% | 14% | 7% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 89% | 90% | 89% | 69% | 90% | 92% | - | * | - | 91% | 67% | * | 90% | 87% | 84% | 82% |
| | 2021 | 88% | 90% | 90% | 67% | 87% | 93% | - | - | - | 100% | 45% | * | 90% | 88% | 82% | 75% |
| At Meets Grade Level or Above | 2022 | 68% | 72% | 68% | 54% | 56% | 79% | - | * | - | 64% | 44% | * | 70% | 64% | 61% | 36% |
| | 2021 | 69% | 73% | 67% | 22% | 58% | 75% | - | - | - | 80% | 36% | * | 66% | 68% | 61% | 50% |
| At Masters Grade Level | 2022 | 42% | 47% | 42% | 38% | 38% | 48% | - | * | - | 18% | 22% | * | 42% | 44% | 33% | 18% |
| | 2021 | 43% | 48% | 41% | 11% | 39% | 46% | - | - | - | 20% | 18% | * | 41% | 41% | 44% | 33% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 92% | 93% | 93% | * | * | 90% | - | - | - | * | - | - | 92% | * | 80% | - |
| | 2021 | 95% | 95% | 87% | * | - | 86% | - | - | - | - | - | - | 86% | * | * | - |
| At Meets Grade Level or Above | 2022 | 64% | 71% | 52% | * | * | 62% | - | - | - | * | - | - | 50% | * | 20% | - |
| | 2021 | 69% | 76% | 60% | * | - | 57% | - | - | - | - | - | - | 64% | * | * | - |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2022 | 13% | 22% | 0% | * | * | 0% | - | - | - | * | - | - | 0% | * | 0% | - |
| | 2021 | 14% | 22% | 7% | * | - | 7% | - | - | - | - | - | - | 7% | * | * | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 75% | 73% | 53% | 65% | 81% | * | 89% | * | 62% | 38% | 85% | 74% | 70% | 62% | 51% |
| | 2021 | 67% | 69% | 69% | 52% | 63% | 76% | * | 87% | - | 54% | 39% | 50% | 72% | 64% | 60% | 53% |
| At Meets Grade Level or Above | 2022 | 48% | 51% | 43% | 29% | 34% | 52% | * | 78% | * | 33% | 19% | 51% | 44% | 42% | 33% | 21% |
| | 2021 | 41% | 45% | 44% | 28% | 38% | 50% | * | 65% | - | 28% | 24% | 28% | 45% | 40% | 35% | 30% |
| At Masters Grade Level | 2022 | 23% | 26% | 19% | 9% | 14% | 23% | * | 44% | * | 10% | 5% | 23% | 19% | 18% | 11% | 8% |
| | 2021 | 18% | 21% | 18% | 8% | 14% | 22% | * | 35% | - | 10% | 7% | 16% | 19% | 14% | 12% | 10% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 76% | 74% | 57% | 67% | 81% | * | 86% | * | 61% | 36% | 88% | 75% | 71% | 63% | 51% |
| | 2021 | 68% | 70% | 68% | 55% | 62% | 75% | * | 90% | - | 59% | 36% | 61% | 70% | 63% | 59% | 47% |
| At Meets Grade Level or Above | 2022 | 53% | 56% | 51% | 35% | 42% | 59% | * | 86% | * | 37% | 21% | 38% | 51% | 49% | 39% | 26% |
| | 2021 | 45% | 48% | 45% | 30% | 39% | 52% | * | 70% | - | 30% | 20% | 28% | 46% | 42% | 36% | 30% |
| At Masters Grade Level | 2022 | 25% | 29% | 21% | 12% | 16% | 26% | * | 29% | * | 8% | 4% | 25% | 21% | 20% | 13% | 9% |
| | 2021 | 18% | 21% | 17% | 9% | 12% | 21% | * | 50% | - | 14% | 7% | 11% | 18% | 15% | 12% | 10% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 72% | 71% | 49% | 64% | 80% | * | 83% | * | 51% | 37% | 96% | 73% | 68% | 59% | 52% |
| | 2021 | 66% | 66% | 71% | 47% | 65% | 79% | * | 86% | - | 50% | 38% | 59% | 73% | 65% | 62% | 61% |
| At Meets Grade Level or Above | 2022 | 42% | 43% | 37% | 20% | 29% | 46% | * | 67% | * | 22% | 15% | 70% | 37% | 38% | 26% | 17% |
| | 2021 | 37% | 39% | 44% | 26% | 38% | 51% | * | 57% | - | 23% | 24% | 35% | 45% | 38% | 34% | 32% |
| At Masters Grade Level | 2022 | 20% | 22% | 15% | 3% | 11% | 19% | * | 50% | * | 8% | 5% | 22% | 16% | 12% | 8% | 6% |
| | 2021 | 18% | 19% | 19% | 6% | 16% | 24% | * | 29% | - | 4% | 5% | 24% | 21% | 13% | 12% | 8% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 76% | 74% | 43% | 64% | 83% | - | * | * | 69% | 38% | 50% | 75% | 70% | 64% | 40% |
| | 2021 | 71% | 73% | 76% | 60% | 72% | 81% | - | * | - | 55% | 61% | 0% | 80% | 65% | 70% | 59% |
| At Meets Grade Level or Above | 2022 | 47% | 50% | 37% | 22% | 25% | 46% | - | * | * | 23% | 20% | 25% | 38% | 32% | 26% | 14% |
| | 2021 | 44% | 48% | 48% | 36% | 40% | 56% | - | * | - | 27% | 34% | 0% | 52% | 39% | 39% | 29% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2022 | 21% | 24% | 16% | 4% | 12% | 20% | - | * | * | 15% | 2% | 13% | 16% | 17% | 7% | 5% |
| | 2021 | 20% | 23% | 18% | 8% | 15% | 22% | - | * | - | 9% | 11% | 0% | 20% | 12% | 12% | 10% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 77% | 72% | 57% | 63% | 77% | - | * | - | 86% | 49% | 83% | 72% | 71% | 68% | 61% |
| | 2021 | 73% | 77% | 69% | 50% | 63% | 75% | - | - | - | 63% | 44% | * | 72% | 60% | 53% | 52% |
| At Meets Grade Level or Above | 2022 | 50% | 55% | 46% | 43% | 33% | 52% | - | * | - | 57% | 26% | 67% | 47% | 44% | 42% | 26% |
| | 2021 | 49% | 56% | 43% | 19% | 39% | 48% | - | - | - | 50% | 32% | * | 44% | 40% | 33% | 28% |
| At Masters Grade Level | 2022 | 30% | 35% | 25% | 24% | 22% | 28% | - | * | - | 14% | 11% | 33% | 25% | 25% | 20% | 13% |
| | 2021 | 29% | 35% | 24% | 13% | 22% | 27% | - | - | - | 13% | 12% | * | 25% | 21% | 22% | 16% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 3rd Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 39% | 34% | 0% | 21% | 44% | - | - | - | 22% | 12% | 0% | 34% | 32% | 21% | 15% |
| | 2021 | 24% | 27% | 32% | 14% | 27% | 37% | * | * | - | * | 30% | * | 30% | 42% | 18% | 20% |
| Reading and Mathematics Including EOC | 2022 | 36% | 39% | 34% | 0% | 21% | 44% | - | - | - | 22% | 12% | 0% | 34% | 32% | 21% | 15% |
| | 2021 | 24% | 27% | 32% | 14% | 27% | 37% | * | * | - | * | 30% | * | 30% | 42% | 18% | 20% |
| Reading Including EOC | 2022 | 51% | 56% | 50% | 67% | 34% | 61% | - | - | - | 22% | 23% | 0% | 50% | 52% | 35% | 15% |
| | 2021 | 38% | 44% | 40% | 29% | 34% | 45% | * | * | - | * | 35% | * | 38% | 47% | 26% | 20% |
| Math Including EOC | 2022 | 43% | 45% | 46% | 0% | 32% | 61% | - | - | - | 22% | 15% | 80% | 47% | 45% | 30% | 38% |
| | 2021 | 31% | 32% | 47% | 14% | 39% | 58% | * | * | - | * | 40% | * | 45% | 58% | 32% | 20% |
| 4th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 38% | 41% | 25% | 33% | 45% | * | * | - | 40% | 25% | 33% | 39% | 44% | 30% | 14% |
| | 2021 | 26% | 28% | 36% | 0% | 28% | 46% | - | * | - | * | 0% | * | 37% | 33% | 27% | 0% |
| Reading and Mathematics Including EOC | 2022 | 36% | 38% | 41% | 25% | 33% | 45% | * | * | - | 40% | 25% | 33% | 39% | 44% | 30% | 14% |
| | 2021 | 26% | 28% | 36% | 0% | 28% | 46% | - | * | - | * | 0% | * | 37% | 33% | 27% | 0% |
| Reading Including EOC | 2022 | 54% | 57% | 54% | 38% | 47% | 59% | * | * | - | 40% | 40% | 33% | 51% | 61% | 41% | 29% |
| | 2021 | 36% | 39% | 46% | 17% | 38% | 56% | - | * | - | * | 0% | * | 49% | 37% | 37% | 15% |
| Math Including EOC | 2022 | 43% | 44% | 53% | 38% | 42% | 61% | * | * | - | 40% | 30% | 67% | 53% | 53% | 42% | 14% |
| | 2021 | 36% | 37% | 50% | 0% | 41% | 61% | - | * | - | * | 8% | * | 55% | 37% | 41% | 8% |
| 5th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 41% | 42% | 33% | 44% | 24% | 38% | - | * | * | * | 6% | * | 29% | 44% | 19% | 6% |
| | 2021 | 34% | 37% | 33% | 0% | 32% | 40% | - | * | - | * | 0% | * | 39% | 21% | 26% | 29% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|---------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Reading and Mathematics Including EOC | 2022 | 41% | 42% | 33% | 44% | 24% | 38% | - | * | * | * | 6% | * | 29% | 44% | 19% | 6% |
| | 2021 | 34% | 37% | 33% | 0% | 32% | 40% | - | * | - | * | 0% | * | 39% | 21% | 26% | 29% |
| Reading Including EOC | 2022 | 58% | 61% | 53% | 44% | 41% | 64% | - | * | * | * | 12% | * | 52% | 56% | 40% | 13% |
| | 2021 | 46% | 51% | 41% | 20% | 32% | 53% | - | * | - | * | 0% | * | 47% | 29% | 36% | 33% |
| Math Including EOC | 2022 | 48% | 47% | 41% | 44% | 37% | 41% | - | * | * | * | 6% | * | 39% | 47% | 29% | 19% |
| | 2021 | 44% | 45% | 53% | 0% | 61% | 56% | - | * | - | * | 33% | * | 58% | 44% | 43% | 57% |
| 6th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 31% | 34% | 27% | 0% | 22% | 38% | - | * | - | 0% | 20% | * | 25% | 31% | 11% | 5% |
| | 2021 | 24% | 27% | 21% | 17% | 10% | 31% | - | - | - | * | 17% | * | 18% | 27% | 12% | 20% |
| Reading and Mathematics Including EOC | 2022 | 31% | 34% | 27% | 0% | 22% | 38% | - | * | - | 0% | 20% | * | 25% | 31% | 11% | 5% |
| | 2021 | 24% | 27% | 21% | 17% | 10% | 31% | - | - | - | * | 17% | * | 18% | 27% | 12% | 20% |
| Reading Including EOC | 2022 | 43% | 47% | 49% | 60% | 40% | 62% | - | * | - | 0% | 20% | * | 47% | 53% | 35% | 32% |
| | 2021 | 32% | 36% | 32% | 33% | 21% | 43% | - | - | - | * | 17% | * | 27% | 43% | 22% | 20% |
| Math Including EOC | 2022 | 40% | 43% | 28% | 0% | 24% | 38% | - | * | - | 0% | 20% | * | 26% | 31% | 11% | 9% |
| | 2021 | 36% | 38% | 26% | 17% | 15% | 39% | - | - | - | * | 17% | * | 26% | 27% | 18% | 20% |
| 7th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 32% | 34% | 23% | 14% | 17% | 29% | - | - | - | 17% | 11% | * | 18% | 33% | 15% | 7% |
| | 2021 | 26% | 27% | 23% | 0% | 16% | 26% | - | * | - | 33% | 22% | * | 21% | 28% | 16% | 29% |
| Reading and Mathematics Including EOC | 2022 | 33% | 37% | 23% | 14% | 17% | 30% | - | - | - | 17% | 11% | * | 19% | 33% | 15% | 7% |
| | 2021 | 27% | 30% | 23% | 0% | 16% | 26% | - | * | - | 33% | 22% | * | 21% | 28% | 16% | 29% |
| Reading Including EOC | 2022 | 56% | 60% | 47% | 29% | 40% | 55% | - | - | - | 67% | 17% | * | 44% | 56% | 35% | 33% |
| | 2021 | 45% | 47% | 46% | 0% | 49% | 47% | - | * | - | 50% | 22% | * | 45% | 52% | 41% | 50% |
| Math Including EOC | 2022 | 37% | 40% | 28% | 14% | 21% | 36% | - | - | - | 17% | 17% | * | 24% | 35% | 18% | 7% |
| | 2021 | 32% | 36% | 27% | 40% | 16% | 32% | - | * | - | 33% | 22% | * | 26% | 31% | 17% | 29% |
| 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 27% | 30% | 17% | 0% | 12% | 24% | - | - | - | * | 12% | * | 19% | 12% | 14% | 20% |
| | 2021 | 21% | 21% | 31% | 29% | 40% | 25% | - | - | - | * | 29% | * | 33% | 27% | 22% | 31% |
| Reading and Mathematics Including EOC | 2022 | 41% | 44% | 30% | 13% | 16% | 39% | - | * | - | * | 12% | * | 32% | 25% | 21% | 33% |
| | 2021 | 33% | 33% | 43% | 29% | 44% | 45% | - | - | - | * | 29% | * | 46% | 35% | 28% | 31% |
| Reading Including EOC | 2022 | 58% | 60% | 54% | 25% | 47% | 60% | - | * | - | * | 18% | * | 58% | 42% | 48% | 42% |
| | 2021 | 47% | 47% | 50% | 29% | 53% | 53% | - | - | - | * | 29% | * | 55% | 38% | 39% | 46% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | School Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Math Including EOC | 2022 | 48% | 50% | 36% | 25% | 18% | 47% | - | * | - | * | 12% | * | 37% | 33% | 27% | 42% |
| | 2021 | 43% | 44% | 63% | 57% | 60% | 67% | - | - | - | * | 29% | * | 69% | 47% | 51% | 62% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 34% | 37% | 30% | 17% | 22% | 37% | * | 60% | * | 20% | 14% | 32% | 28% | 33% | 19% | 10% |
| | 2021 | 26% | 29% | 29% | 12% | 25% | 34% | * | 43% | - | 18% | 19% | 24% | 29% | 28% | 20% | 22% |
| Reading and Mathematics Including EOC | 2022 | 36% | 39% | 31% | 18% | 22% | 39% | * | 67% | * | 22% | 14% | 35% | 30% | 35% | 20% | 12% |
| | 2021 | 28% | 30% | 31% | 12% | 26% | 37% | * | 43% | - | 17% | 19% | 24% | 31% | 30% | 21% | 22% |
| Reading Including EOC | 2022 | 53% | 57% | 51% | 40% | 42% | 60% | * | 83% | * | 33% | 22% | 39% | 50% | 53% | 39% | 27% |
| | 2021 | 41% | 44% | 42% | 24% | 38% | 49% | * | 57% | - | 22% | 20% | 29% | 43% | 41% | 33% | 31% |
| Math Including EOC | 2022 | 43% | 45% | 39% | 22% | 29% | 48% | * | 67% | * | 25% | 17% | 70% | 38% | 40% | 27% | 20% |
| | 2021 | 37% | 39% | 44% | 21% | 38% | 52% | * | 57% | - | 26% | 25% | 35% | 46% | 39% | 33% | 35% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | Region13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2022 | 77 | 76 | 76 | 86 | 78 | 73 | * | * | - | 90 | 67 | 100 | 73 | 87 | 74 | 80 |
| | 2019 | 61 | 62 | 51 | 50 | 58 | 48 | - | - | - | 40 | 38 | * | 54 | 38 | 49 | 61 |
| Grade 4 Mathematics | 2022 | 74 | 74 | 67 | 86 | 69 | 61 | * | * | - | 80 | 67 | 75 | 64 | 76 | 65 | 67 |
| | 2019 | 65 | 66 | 61 | 59 | 57 | 63 | - | - | - | 80 | 71 | * | 63 | 57 | 59 | 47 |
| Grade 5 ELA/Reading | 2022 | 87 | 88 | 74 | 71 | 66 | 80 | - | * | * | * | 54 | * | 73 | 77 | 71 | 57 |
| | 2019 | 81 | 81 | 76 | 80 | 66 | 82 | - | - | - | 88 | 65 | * | 74 | 80 | 69 | 63 |
| Grade 5 Mathematics | 2022 | 79 | 78 | 68 | 100 | 67 | 63 | - | * | * | * | 73 | * | 64 | 83 | 70 | 70 |
| | 2019 | 83 | 84 | 86 | 90 | 81 | 90 | - | - | - | 88 | 90 | * | 85 | 91 | 87 | 88 |
| Grade 6 ELA/Reading | 2022 | 61 | 60 | 63 | 60 | 70 | 60 | - | * | - | 60 | 56 | - | 60 | 70 | 60 | 55 |
| | 2019 | 42 | 43 | 50 | 8 | 55 | 49 | - | - | - | 60 | 50 | * | 49 | 50 | 46 | 54 |
| Grade 6 Mathematics | 2022 | 61 | 62 | 30 | 70 | 22 | 32 | - | * | - | * | 39 | - | 26 | 39 | 31 | 20 |
| | 2019 | 54 | 54 | 45 | 33 | 51 | 44 | - | - | - | 20 | 67 | * | 45 | 45 | 42 | 50 |
| Grade 7 ELA/Reading | 2022 | 88 | 89 | 84 | 73 | 88 | 83 | - | - | - | 100 | 77 | * | 84 | 86 | 81 | 100 |
| | 2019 | 77 | 76 | 76 | 68 | 66 | 82 | * | * | - | * | 67 | * | 79 | 63 | 67 | 53 |
| Grade 7 Mathematics | 2022 | 60 | 60 | 49 | 50 | 47 | 57 | - | - | - | * | 65 | - | 50 | 48 | 49 | 45 |
| | 2019 | 62 | 61 | 65 | 60 | 62 | 71 | * | - | - | * | 53 | - | 68 | 55 | 61 | 53 |
| Grade 8 ELA/Reading | 2022 | 83 | 82 | 84 | 88 | 76 | 89 | - | * | - | * | 73 | * | 87 | 75 | 80 | 75 |
| | 2019 | 77 | 79 | 79 | 83 | 77 | 82 | - | * | - | 65 | 59 | * | 81 | 70 | 76 | 65 |
| Grade 8 Mathematics | 2022 | 74 | 71 | 70 | 50 | 74 | 72 | - | - | - | * | 63 | 83 | 73 | 61 | 68 | 79 |
| | 2019 | 82 | 78 | 70 | 63 | 78 | 64 | - | * | - | 80 | 75 | * | 70 | 74 | 68 | 77 |
| End of Course English II | 2022 | 71 | 71 | 70 | 85 | 65 | 71 | - | * | - | * | 40 | - | 68 | 80 | 68 | 50 |
| | 2019 | 69 | 70 | 66 | 55 | 66 | 69 | * | - | - | 60 | 60 | - | 67 | 63 | 62 | 75 |
| End of Course Algebra I | 2022 | 67 | 67 | 54 | 29 | 47 | 60 | - | * | - | * | 30 | * | 54 | 52 | 44 | 32 |
| | 2019 | 75 | 71 | 67 | 50 | 69 | 68 | - | * | - | 50 | 46 | * | 67 | 64 | 65 | 75 |
| All Grades Both Subjects | 2022 | 74 | 74 | 67 | 71 | 64 | 69 | * | 65 | * | 64 | 60 | 85 | 66 | 70 | 64 | 59 |
| | 2019 | 69 | 69 | 66 | 59 | 66 | 67 | * | * | - | 67 | 62 | 67 | 67 | 62 | 63 | 63 |
| All Grades ELA/Reading | 2022 | 78 | 77 | 76 | 78 | 74 | 77 | * | 57 | * | 75 | 61 | 85 | 75 | 80 | 72 | 68 |
| | 2019 | 68 | 69 | 66 | 58 | 64 | 68 | * | * | - | 67 | 58 | 63 | 68 | 60 | 62 | 61 |
| All Grades Mathematics | 2022 | 69 | 69 | 58 | 62 | 55 | 59 | * | 75 | * | 50 | 59 | 85 | 57 | 60 | 55 | 49 |
| | 2019 | 70 | 69 | 66 | 59 | 67 | 66 | * | * | - | 67 | 66 | 71 | 67 | 64 | 64 | 65 |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | Region 13 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 75% | 73% | - | - | - | - | - | - | 44% | 49% | 42% | - | 50% | 75% | 45% | 94% |
| | 2021 | 67% | 69% | 69% | - | - | - | - | - | - | 41% | 44% | 39% | - | 50% | 72% | 41% | 92% |
| At Meets Grade Level or Above | 2022 | 48% | 51% | 43% | - | - | - | - | - | - | 16% | 21% | 14% | - | 0% | 46% | 16% | 62% |
| | 2021 | 41% | 45% | 44% | - | - | - | - | - | - | 20% | 20% | 20% | - | 13% | 46% | 20% | 65% |
| At Masters Grade Level | 2022 | 23% | 26% | 19% | - | - | - | - | - | - | 5% | 5% | 4% | - | 0% | 20% | 5% | 32% |
| | 2021 | 18% | 21% | 18% | - | - | - | - | - | - | 6% | 9% | 4% | - | 0% | 19% | 6% | 23% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 76% | 74% | - | - | - | - | - | - | 44% | 50% | 41% | - | * | 77% | 46% | 96% |
| | 2021 | 68% | 70% | 68% | - | - | - | - | - | - | 35% | 37% | 34% | - | * | 71% | 35% | 100% |
| At Meets Grade Level or Above | 2022 | 53% | 56% | 51% | - | - | - | - | - | - | 19% | 23% | 18% | - | * | 54% | 19% | 83% |
| | 2021 | 45% | 48% | 45% | - | - | - | - | - | - | 21% | 21% | 21% | - | * | 47% | 20% | 73% |
| At Masters Grade Level | 2022 | 25% | 29% | 21% | - | - | - | - | - | - | 6% | 5% | 7% | - | * | 23% | 6% | 29% |
| | 2021 | 18% | 21% | 17% | - | - | - | - | - | - | 8% | 13% | 4% | - | * | 18% | 7% | 23% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 72% | 71% | - | - | - | - | - | - | 46% | 54% | 41% | - | * | 74% | 46% | 95% |
| | 2021 | 66% | 66% | 71% | - | - | - | - | - | - | 54% | 55% | 52% | - | * | 72% | 54% | 90% |
| At Meets Grade Level or Above | 2022 | 42% | 43% | 37% | - | - | - | - | - | - | 15% | 26% | 7% | - | * | 40% | 14% | 48% |
| | 2021 | 37% | 39% | 44% | - | - | - | - | - | - | 25% | 26% | 24% | - | * | 45% | 25% | 65% |
| At Masters Grade Level | 2022 | 20% | 22% | 15% | - | - | - | - | - | - | 4% | 8% | 2% | - | * | 16% | 4% | 29% |
| | 2021 | 18% | 19% | 19% | - | - | - | - | - | - | 5% | 11% | 0% | - | * | 21% | 5% | 20% |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 76% | 74% | - | - | - | - | - | - | 36% | 33% | 38% | - | * | 77% | 34% | 100% |
| | 2021 | 71% | 73% | 76% | - | - | - | - | - | - | 45% | 56% | 35% | - | * | 78% | 47% | 88% |
| At Meets Grade Level or Above | 2022 | 47% | 50% | 37% | - | - | - | - | - | - | 11% | 7% | 14% | - | * | 39% | 11% | 50% |
| | 2021 | 44% | 48% | 48% | - | - | - | - | - | - | 15% | 19% | 12% | - | * | 51% | 15% | 63% |
| At Masters Grade Level | 2022 | 21% | 24% | 16% | - | - | - | - | - | - | 3% | 0% | 5% | - | * | 17% | 3% | 30% |
| | 2021 | 20% | 23% | 18% | - | - | - | - | - | - | 3% | 0% | 6% | - | * | 19% | 3% | 25% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 77% | 72% | - | - | - | - | - | - | 50% | - | 50% | - | - | 73% | 50% | 80% |
| | 2021 | 73% | 77% | 69% | - | - | - | - | - | - | 17% | - | 17% | - | - | 71% | 17% | 87% |
| At Meets Grade Level or Above | 2022 | 50% | 55% | 46% | - | - | - | - | - | - | 17% | - | 17% | - | - | 48% | 17% | 50% |
| | 2021 | 49% | 56% | 43% | - | - | - | - | - | - | 8% | - | 8% | - | - | 44% | 8% | 53% |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | Region 13 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Masters Grade Level | 2022 | 30% | 35% | 25% | - | - | - | - | - | - | 0% | - | 0% | - | - | 26% | 0% | 50% |
| | 2021 | 29% | 35% | 24% | - | - | - | - | - | - | 0% | - | 0% | - | - | 24% | 0% | 33% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 74% | 67% | - | - | - | - | - | - | 58% | 69% | 52% | - | * | 68% | 58% | 69% |
| | 2019 | 69% | 69% | 66% | - | - | - | - | - | - | 60% | 62% | 58% | | * | | 61% | |
| All Grades ELA/Reading | 2022 | 78% | 77% | 76% | - | - | - | - | - | - | 65% | 65% | 65% | - | * | 77% | 66% | 87% |
| | 2019 | 68% | 69% | 66% | - | - | - | - | - | - | 59% | 59% | 59% | | * | | 60% | |
| All Grades Mathematics | 2022 | 69% | 69% | 58% | - | - | - | - | - | - | 50% | 72% | 38% | - | * | 59% | 49% | 55% |
| | 2019 | 70% | 69% | 66% | - | - | - | - | - | - | 61% | 66% | 57% | | * | | 62% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 98% | 100% | 99% | 100% | 100% | * | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 93% | 94% | 95% | 92% | 96% | * | 100% | * | 92% | 96% | 90% | 98% | 84% | 95% | 87% |
| Not Included in Accountability: Mobile | 5% | 4% | 5% | 4% | 7% | 4% | * | 0% | * | 8% | 3% | 10% | 1% | 15% | 4% | 10% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 1% | 1% | 3% |
| Not Tested | 1% | 2% | 0% | 1% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 1% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 98% | 100% | 100% | 100% | 100% | * | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 92% | 94% | 96% | 91% | 96% | * | 100% | * | 92% | 95% | 89% | 98% | 83% | 95% | 86% |
| Not Included in Accountability: Mobile | 5% | 4% | 6% | 4% | 7% | 4% | * | 0% | * | 8% | 3% | 11% | 1% | 16% | 4% | 9% |
| Not Included in Accountability: Other Exclusions | 2% | 2% | 1% | 0% | 2% | 0% | * | 0% | * | 0% | 2% | 0% | 0% | 1% | 1% | 5% |
| Not Tested | 1% | 2% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 98% | 99% | 98% | 99% | 99% | * | 100% | * | 100% | 100% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 93% | 93% | 93% | 94% | 92% | 95% | * | 100% | * | 93% | 97% | 92% | 98% | 84% | 94% | 90% |
| Not Included in Accountability: Mobile | 5% | 5% | 6% | 5% | 7% | 4% | * | 0% | * | 8% | 3% | 8% | 1% | 15% | 4% | 9% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 1% | 2% | 1% | 2% | 1% | 1% | * | 0% | * | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 1% | 2% | 1% | 1% | * | 0% | * | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 98% | 100% | 100% | 100% | 100% | - | * | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 93% | 94% | 96% | 92% | 96% | - | * | * | 87% | 96% | 89% | 99% | 81% | 94% | 86% |
| Not Included in Accountability: Mobile | 4% | 4% | 6% | 4% | 7% | 4% | - | * | * | 13% | 4% | 11% | 1% | 18% | 5% | 12% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | - | * | * | 0% | 0% | 0% | 0% | 1% | 1% | 2% |
| Not Tested | 2% | 2% | 0% | 0% | 0% | 0% | - | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Absent | 1% | 2% | 0% | 0% | 0% | 0% | - | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 98% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 96% | 95% | 96% | 98% | - | * | - | 93% | 100% | 86% | 100% | 88% | 98% | 82% |
| Not Included in Accountability: Mobile | 4% | 4% | 3% | 5% | 3% | 2% | - | * | - | 7% | 0% | 14% | 0% | 11% | 1% | 14% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 0% | 1% | 1% | 4% |
| Not Tested | 2% | 2% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 2% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 89% | 90% | 77% | * | 57% | 84% | - | - | - | * | - | - | 81% | * | 45% | - |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 77% | 99% | 100% | 98% | 99% | * | 100% | * | 100% | 99% | 100% | 99% | 99% | 99% | 99% |
| Included in Accountability | 83% | 73% | 94% | 97% | 92% | 95% | * | 100% | * | 95% | 94% | 96% | 97% | 86% | 94% | 90% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 3% | 6% | 4% | * | 0% | * | 5% | 4% | 4% | 2% | 12% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 2% | 0% | 0% | 0% | 0% | 2% |
| Not Tested | 12% | 23% | 1% | 0% | 2% | 1% | * | 0% | * | 0% | 1% | 0% | 1% | 1% | 1% | 1% |
| Absent | 2% | 5% | 1% | 0% | 1% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 1% | 1% | 0% |
| Other | 10% | 18% | 1% | 0% | 1% | 1% | * | 0% | * | 0% | 0% | 0% | 1% | 0% | 1% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 78% | 100% | 100% | 99% | 100% | * | 100% | * | 100% | 100% | 100% | 99% | 100% | 99% | 100% |
| Included in Accountability | 83% | 72% | 94% | 97% | 92% | 96% | * | 100% | * | 95% | 93% | 95% | 97% | 86% | 95% | 87% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 3% | 6% | 4% | * | 0% | * | 5% | 4% | 5% | 2% | 12% | 4% | 8% |
| Not Included in Accountability: Other Exclusions | 3% | 3% | 1% | 0% | 2% | 0% | * | 0% | * | 0% | 3% | 0% | 1% | 1% | 1% | 5% |
| Not Tested | 11% | 22% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 0% | 0% | 1% | 0% | 1% | 0% |
| Absent | 2% | 5% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 0% | 0% | 1% | 0% | 1% | 0% |
| Other | 10% | 18% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 78% | 97% | 100% | 97% | 97% | * | 100% | * | 100% | 98% | 100% | 97% | 97% | 97% | 99% |
| Included in Accountability | 84% | 74% | 92% | 96% | 91% | 93% | * | 100% | * | 93% | 93% | 94% | 95% | 84% | 93% | 91% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 4% | 6% | 4% | * | 0% | * | 7% | 4% | 6% | 2% | 13% | 5% | 7% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 12% | 22% | 3% | 0% | 3% | 3% | * | 0% | * | 0% | 2% | 0% | 3% | 3% | 3% | 1% |
| Absent | 2% | 5% | 1% | 0% | 1% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 1% | 1% | 0% |
| Other | 10% | 18% | 2% | 0% | 2% | 3% | * | 0% | * | 0% | 1% | 0% | 3% | 2% | 2% | 1% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 76% | 99% | 100% | 99% | 100% | - | * | - | 100% | 98% | 100% | 100% | 98% | 99% | 98% |
| Included in Accountability | 84% | 73% | 94% | 96% | 93% | 96% | - | * | - | 92% | 90% | 100% | 99% | 84% | 95% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 4% | 6% | 4% | - | * | - | 8% | 7% | 0% | 1% | 14% | 4% | 6% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 24% | 1% | 0% | 1% | 0% | - | * | - | 0% | 2% | 0% | 0% | 2% | 1% | 2% |
| Absent | 2% | 6% | 1% | 0% | 1% | 0% | - | * | - | 0% | 2% | 0% | 0% | 2% | 1% | 2% |
| Other | 10% | 18% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 75% | 99% | 100% | 99% | 100% | - | - | - | 100% | 100% | * | 99% | 99% | 99% | 100% |
| Included in Accountability | 84% | 72% | 96% | 100% | 95% | 97% | - | - | - | 100% | 96% | * | 98% | 92% | 96% | 96% |
| Not Included in Accountability: Mobile | 3% | 2% | 3% | 0% | 3% | 3% | - | - | - | 0% | 4% | * | 2% | 7% | 3% | 4% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 25% | 1% | 0% | 1% | 0% | - | - | - | 0% | 0% | * | 1% | 1% | 1% | 0% |
| Absent | 3% | 7% | 1% | 0% | 1% | 0% | - | - | - | 0% | 0% | * | 1% | 1% | 1% | 0% |
| Other | 10% | 18% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 85% | 91% | 44% | * | 0% | 54% | - | - | - | - | - | - | 47% | * | 18% | * |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 95.5% | 92.9% | 90.4% | 92.4% | 93.9% | * | 97.3% | * | 89.1% | 92.6% | 91.4% | 90.9% |
| 2019-20 | 98.3% | 98.4% | 98.7% | 98.3% | 98.6% | 98.8% | * | 99.7% | * | 97.8% | 98.4% | 98.4% | 98.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 13.2% | 22.4% | 25.2% | 26.6% | 17.9% | * | 0.0% | * | 43.3% | 24.4% | 29.5% | 33.1% |
| 2019-20 | 6.7% | 6.9% | 7.3% | 16.4% | 6.9% | 6.1% | 20.0% | 8.3% | * | 9.6% | 9.5% | 9.4% | 4.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.6% | 0.4% | 0.0% | 1.0% | 0.0% | - | * | - | 0.0% | 3.4% | 0.0% | 0.0% |
| 2019-20 | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 2.0% | 1.6% | 0.0% | 1.7% | 1.7% | * | * | * | 0.0% | 2.4% | 2.2% | 0.0% |
| 2019-20 | 1.6% | 1.5% | 0.8% | 0.0% | 1.1% | 0.9% | * | * | * | 0.0% | 1.1% | 1.0% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 91.7% | 92.1% | 100.0% | 96.8% | 88.5% | * | - | - | * | 88.2% | 89.6% | * |
| Received TxCHSE | 0.3% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 3.9% | 3.4% | 3.1% | 0.0% | 3.2% | 3.8% | * | - | - | * | 0.0% | 3.0% | * |
| Dropped Out | 5.8% | 4.5% | 4.7% | 0.0% | 0.0% | 7.7% | * | - | - | * | 11.8% | 7.5% | * |
| Graduates and TxCHSE | 90.3% | 92.1% | 92.1% | 100.0% | 96.8% | 88.5% | * | - | - | * | 88.2% | 89.6% | * |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.5% | 95.3% | 100.0% | 100.0% | 92.3% | * | - | - | * | 88.2% | 92.5% | * |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 92.1% | 94.3% | 100.0% | 91.7% | 94.6% | * | * | - | 100.0% | 86.7% | 96.9% | * |
| Received TxCHSE | 0.4% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 3.9% | 3.6% | 2.4% | 0.0% | 2.1% | 3.6% | * | * | - | 0.0% | 13.3% | 1.5% | * |
| Dropped Out | 5.4% | 4.0% | 3.3% | 0.0% | 6.3% | 1.8% | * | * | - | 0.0% | 0.0% | 1.5% | * |
| Graduates and TxCHSE | 90.7% | 92.3% | 94.3% | 100.0% | 91.7% | 94.6% | * | * | - | 100.0% | 86.7% | 96.9% | * |
| Graduates, TxCHSE, and Continuers | 94.6% | 96.0% | 96.7% | 100.0% | 93.8% | 98.2% | * | * | - | 100.0% | 100.0% | 98.5% | * |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 93.8% | 95.2% | 91.7% | 91.8% | 98.2% | * | * | - | 100.0% | 88.2% | 97.0% | * |
| Received TxCHSE | 0.5% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 1.1% | 1.3% | 1.6% | 8.3% | 2.0% | 0.0% | * | * | - | 0.0% | 11.8% | 1.5% | * |
| Dropped Out | 6.2% | 4.5% | 3.2% | 0.0% | 6.1% | 1.8% | * | * | - | 0.0% | 0.0% | 1.5% | * |
| Graduates and TxCHSE | 92.7% | 94.2% | 95.2% | 91.7% | 91.8% | 98.2% | * | * | - | 100.0% | 88.2% | 97.0% | * |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 95.5% | 96.8% | 100.0% | 93.9% | 98.2% | * | * | - | 100.0% | 100.0% | 98.5% | * |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 93.8% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Received TxCHSE | 0.5% | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 1.3% | 1.4% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Dropped Out | 6.1% | 4.2% | 1.5% | 0.0% | 6.1% | 0.0% | - | * | - | 0.0% | 0.0% | 3.6% | * |
| Graduates and TxCHSE | 92.6% | 94.4% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Graduates, TxCHSE, and Continuers | 93.9% | 95.8% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 94.3% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Received TxCHSE | 0.6% | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.8% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Dropped Out | 6.2% | 4.4% | 1.5% | 0.0% | 6.1% | 0.0% | - | * | - | 0.0% | 0.0% | 3.6% | * |
| Graduates and TxCHSE | 93.2% | 94.8% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Graduates, TxCHSE, and Continuers | 93.8% | 95.6% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 94.2% | 96.6% | 100.0% | 97.1% | 97.1% | * | - | - | 80.0% | 100.0% | 98.1% | * |
| Received TxCHSE | 0.7% | 0.7% | 0.8% | 0.0% | 0.0% | 1.4% | * | - | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.8% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | 0.0% | 0.0% | 0.0% | * |
| Dropped Out | 6.1% | 4.3% | 2.5% | 0.0% | 2.9% | 1.4% | * | - | - | 20.0% | 0.0% | 1.9% | * |
| Graduates and TxCHSE | 93.3% | 95.0% | 97.5% | 100.0% | 97.1% | 98.6% | * | - | - | 80.0% | 100.0% | 98.1% | * |
| Graduates, TxCHSE, and Continuers | 93.9% | 95.7% | 97.5% | 100.0% | 97.1% | 98.6% | * | - | - | 80.0% | 100.0% | 98.1% | * |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 91.7% | 90.0% | 100.0% | 96.8% | 85.2% | * | - | - | * | 75.0% | 88.2% | * |
| Class of 2020 | 90.3% | 92.1% | 92.1% | 84.6% | 89.8% | 94.6% | * | * | - | 100.0% | 72.2% | 94.0% | * |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | 8.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | 18.8% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 5.3% | 0.9% | 0.0% | 0.0% | 1.4% | * | - | - | * | 6.7% | 1.7% | * |
| Class of 2020 | 4.3% | 4.6% | 4.3% | 9.1% | 6.8% | 1.9% | * | * | - | 0.0% | 7.7% | 4.8% | * |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 81.9% | 84.0% | 71.8% | 61.5% | 63.3% | 76.8% | * | - | - | * | 33.3% | 63.3% | * |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 83.7% | 69.0% | 54.5% | 59.1% | 77.4% | * | * | - | 83.3% | 7.7% | 65.1% | * |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 89.2% | 72.6% | 61.5% | 63.3% | 78.3% | * | - | - | * | 40.0% | 65.0% | * |
| Class of 2020 | 87.8% | 88.1% | 73.3% | 63.6% | 65.9% | 79.2% | * | * | - | 83.3% | 15.4% | 69.8% | * |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | 1.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | 4.7% | * | - | - | * | - | - | - | - | * | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 5.3% | 0.8% | 0.0% | 0.0% | 1.3% | * | - | - | * | 6.3% | 1.5% | * |
| 2019-20 | 4.4% | 4.8% | 4.3% | 9.1% | 6.4% | 2.0% | * | * | - | 0.0% | 7.1% | 4.9% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 82.6% | 65.9% | 57.1% | 59.4% | 69.3% | * | - | - | * | 31.3% | 56.7% | * |
| 2019-20 | 81.8% | 82.2% | 70.7% | 54.5% | 57.4% | 84.3% | * | * | - | 80.0% | 7.1% | 67.2% | 60.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 87.0% | 66.7% | 57.1% | 59.4% | 70.7% | * | - | - | * | 37.5% | 58.2% | * |
| 2019-20 | 85.8% | 85.9% | 73.7% | 63.6% | 63.8% | 83.0% | * | * | - | 80.0% | 12.5% | 72.1% | 60.0% |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | District Count | District Percent | State Count | State Percent |
|--|-------------------|---------------------|----------------|------------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | 126 | 100.0% | 358,842 | 100.0% |
| By Ethnicity: | | | | |
| African American | 14 | 11.1% | 44,018 | 12.3% |
| Hispanic | 32 | 25.4% | 183,306 | 51.1% |
| White | 75 | 59.5% | 103,898 | 29.0% |
| American Indian | 1 | 0.8% | 1,195 | 0.3% |
| Asian | 0 | 0.0% | 18,030 | 5.0% |
| Pacific Islander | 0 | 0.0% | 553 | 0.2% |
| Two or More Races | 4 | 3.2% | 7,842 | 2.2% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 934 | 0.3% |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 729 | 0.2% |
| Foundation H.S. Program (No Endorsement) | 42 | 33.3% | 56,281 | 15.7% |
| Foundation H.S. Program (Endorsement) | 1 | 0.8% | 13,582 | 3.8% |
| Foundation H.S. Program (DLA) | 83 | 65.9% | 287,316 | 80.1% |
| Special Education Graduates | 16 | 12.7% | 31,028 | 8.6% |
| Economically Disadvantaged Graduates | 67 | 53.2% | 184,225 | 51.3% |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 3 | 2.4% | 32,809 | 9.1% |
| At-Risk Graduates | 19 | 15.1% | 155,884 | 43.4% |
| CTE Completers | 47 | 37.3% | 99,076 | 27.6% |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| Academic Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 65.2% | 69.7% | 52.4% | 28.6% | 50.0% | 61.3% | * | - | - | * | 75.0% | 41.8% | * |
| 2019-20 | 63.0% | 71.1% | 59.3% | 36.4% | 53.2% | 64.2% | * | * | - | 100.0% | 68.8% | 52.5% | 40.0% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 52.7% | 60.9% | 31.0% | 7.1% | 25.0% | 40.0% | * | - | - | * | 0.0% | 17.9% | * |
| 2019-20 | 53.4% | 63.7% | 37.3% | 18.2% | 25.5% | 45.3% | * | * | - | 80.0% | 0.0% | 24.6% | 0.0% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 56.1% | 67.3% | 22.2% | 7.1% | 9.4% | 32.0% | * | - | - | * | 0.0% | 11.9% | * |
| 2019-20 | 59.7% | 72.8% | 37.3% | 9.1% | 34.0% | 41.5% | * | * | - | 60.0% | 6.3% | 29.5% | 0.0% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 45.7% | 60.0% | 23.8% | 7.1% | 21.9% | 29.3% | * | - | - | * | 0.0% | 14.9% | * |
| 2019-20 | 47.9% | 62.3% | 33.1% | 9.1% | 23.4% | 39.6% | * | * | - | 80.0% | 0.0% | 23.0% | 0.0% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 40.4% | 53.6% | 14.3% | 7.1% | 9.4% | 18.7% | * | - | - | * | 0.0% | 9.0% | * |
| 2019-20 | 43.2% | 58.3% | 27.1% | 0.0% | 17.0% | 35.8% | * | * | - | 60.0% | 0.0% | 16.4% | 0.0% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 21.3% | 30.4% | 8.7% | 7.1% | 0.0% | 13.3% | * | - | - | * | 0.0% | 3.0% | * |
| 2019-20 | 21.1% | 30.3% | 8.5% | 0.0% | 8.5% | 7.5% | * | * | - | 20.0% | 0.0% | 4.9% | 0.0% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.6% | 1.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| 2019-20 | 2.1% | 1.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 25.9% | 23.0% | 26.2% | 7.1% | 18.8% | 34.7% | * | - | - | * | 0.0% | 16.4% | * |
| 2019-20 | 24.6% | 22.4% | 26.3% | 18.2% | 17.0% | 30.2% | * | * | - | 60.0% | 0.0% | 13.1% | 0.0% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 13.0% | 12.7% | 7.1% | 6.3% | 17.3% | * | - | - | * | 0.0% | 4.5% | * |
| 2019-20 | 4.0% | 11.2% | 0.8% | 0.0% | 0.0% | 1.9% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 24.2% | 19.6% | 24.6% | 21.4% | 28.1% | 25.3% | * | - | - | * | 75.0% | 25.4% | * |
| 2019-20 | 18.7% | 17.5% | 27.1% | 18.2% | 36.2% | 22.6% | * | * | - | 20.0% | 68.8% | 34.4% | 40.0% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| Academic Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21 | 18.4% | 13.3% | 17.5% | 14.3% | 15.6% | 20.0% | * | - | - | * | 18.8% | 16.4% | * |
| 2019-20 | 13.2% | 11.4% | 21.2% | 18.2% | 25.5% | 18.9% | * | * | - | 20.0% | 25.0% | 26.2% | 40.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 0.7% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| 2019-20 | 0.7% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 2.4% | 4.8% | 7.1% | 6.3% | 4.0% | * | - | - | * | 37.5% | 4.5% | * |
| 2019-20 | 2.4% | 2.6% | 7.6% | 9.1% | 14.9% | 1.9% | * | * | - | 0.0% | 56.3% | 11.5% | 20.0% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 5.0% | 4.8% | 7.1% | 9.4% | 2.7% | * | - | - | * | 37.5% | 7.5% | * |
| 2019-20 | 3.7% | 4.1% | 1.7% | 0.0% | 2.1% | 1.9% | * | * | - | 0.0% | 12.5% | 1.6% | 0.0% |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | Academic Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2020-21 | 25.9% | 23.2% | 13.5% | 0.0% | 3.1% | 21.3% | * | - | - | * | 0.0% | 9.0% | * |
| | 2019-20 | 30.1% | 35.6% | 20.3% | 9.1% | 21.3% | 20.8% | * | * | - | 40.0% | 6.3% | 21.3% | 0.0% |
| Mathematics | 2020-21 | 19.4% | 22.6% | 19.8% | 7.1% | 18.8% | 24.0% | * | - | - | * | 0.0% | 11.9% | * |
| | 2019-20 | 21.2% | 29.4% | 20.3% | 9.1% | 12.8% | 22.6% | * | * | - | 80.0% | 0.0% | 18.0% | 0.0% |
| Both Subjects | 2020-21 | 14.4% | 13.6% | 4.8% | 0.0% | 3.1% | 6.7% | * | - | - | * | 0.0% | 3.0% | * |
| | 2019-20 | 16.4% | 20.6% | 11.0% | 0.0% | 6.4% | 15.1% | * | * | - | 40.0% | 0.0% | 9.8% | 0.0% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2020-21 | 8.6% | 7.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 7.3% | 8.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Mathematics | 2020-21 | 10.3% | 11.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 9.7% | 8.6% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Both Subjects | 2020-21 | 4.9% | 3.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 4.2% | 2.8% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 21.1% | 26.5% | 8.3% | 3.8% | 2.7% | 11.2% | * | - | * | 12.5% | 0.0% | 2.9% | 0.0% |
| | 2020 | 22.0% | 28.8% | 6.9% | 4.0% | 7.1% | 6.0% | * | * | - | 16.7% | 0.0% | 4.5% | 0.0% |
| English Language Arts | 2021 | 12.1% | 14.9% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | 0.0% |
| | 2020 | 12.7% | 16.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Mathematics | 2021 | 6.1% | 9.3% | 4.9% | 3.8% | 1.4% | 6.7% | * | - | * | 0.0% | 0.0% | 2.2% | 0.0% |
| | 2020 | 6.4% | 10.6% | 4.2% | 0.0% | 5.9% | 3.7% | * | * | - | 0.0% | 0.0% | 3.0% | 0.0% |
| Science | 2021 | 8.7% | 13.2% | 3.8% | 0.0% | 1.4% | 5.1% | * | - | * | 12.5% | 0.0% | 1.4% | 0.0% |
| | 2020 | 9.4% | 13.8% | 5.4% | 4.0% | 4.7% | 4.5% | * | * | - | 16.7% | 0.0% | 3.8% | 0.0% |
| Social Studies | 2021 | 11.6% | 14.3% | 0.7% | 0.0% | 0.0% | 1.1% | * | - | * | 0.0% | 0.0% | 0.0% | 0.0% |
| | 2020 | 12.4% | 15.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 48.6% | 62.1% | 45.8% | * | * | 45.0% | - | - | - | * | - | * | - |
| | 2020 | 59.0% | 72.0% | 61.1% | * | 66.7% | 62.5% | - | * | - | * | - | 50.0% | - |
| English Language Arts | 2021 | 42.7% | 57.8% | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 50.1% | 65.0% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2021 | 49.4% | 61.1% | 71.4% | * | * | 66.7% | - | - | - | - | - | * | - |
| | 2020 | 56.5% | 67.7% | 81.8% | - | 80.0% | 80.0% | - | * | - | - | - | * | - |
| Science | 2021 | 41.4% | 52.1% | 9.1% | - | * | 11.1% | - | - | - | * | - | * | - |
| | 2020 | 47.6% | 61.6% | 35.7% | * | * | 33.3% | - | * | - | * | - | 20.0% | - |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | Academic Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2021 | 42.2% | 59.9% | * | - | - | * | - | - | - | - | - | - | - |
| | 2020 | 52.3% | 68.7% | - | - | - | - | - | - | - | - | - | - | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2020-21 | 70.8% | 81.0% | 23.0% | 28.6% | 9.4% | 28.0% | * | - | - | * | 6.3% | 11.9% | * |
| | 2019-20 | 76.7% | 84.3% | 35.6% | 36.4% | 31.9% | 35.8% | * | * | - | 40.0% | 6.3% | 26.2% | 0.0% |
| At/Above Criterion for All Examinees | 2020-21 | 32.9% | 43.8% | 31.0% | * | * | 33.3% | - | - | - | * | * | 25.0% | - |
| | 2019-20 | 35.7% | 48.1% | 42.9% | * | 33.3% | 57.9% | * | * | - | * | * | 18.8% | - |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 1002 | 1044 | 995 | * | * | 1031 | - | - | - | * | * | 940 | - |
| | 2019-20 | 1019 | 1066 | 1068 | 853 | 1028 | 1123 | 1240 | 1290 | - | 1010 | 990 | 978 | - |
| English Language Arts and Writing | 2020-21 | 504 | 526 | 496 | * | * | 511 | - | - | - | * | * | 458 | - |
| | 2019-20 | 513 | 537 | 538 | 417 | 528 | 563 | 580 | 640 | - | 520 | 580 | 490 | - |
| Mathematics | 2020-21 | 498 | 518 | 499 | * | * | 519 | - | - | - | * | * | 483 | - |
| | 2019-20 | 506 | 529 | 530 | 437 | 501 | 561 | 660 | 650 | - | 490 | 410 | 488 | - |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 20.0 | 23.3 | 19.6 | - | * | 20.7 | - | - | - | - | - | * | - |
| | 2019-20 | 20.2 | 23.2 | 20.4 | 14.5 | 20.0 | 21.6 | - | - | - | - | - | 17.9 | - |
| English Language Arts | 2020-21 | 19.6 | 23.2 | 20.2 | - | * | 21.4 | - | - | - | - | - | * | - |
| | 2019-20 | 19.9 | 23.1 | 20.1 | 13.0 | 19.7 | 21.5 | - | - | - | - | - | 18.3 | - |
| Mathematics | 2020-21 | 19.9 | 23.0 | 18.5 | - | * | 20.0 | - | - | - | - | - | * | - |
| | 2019-20 | 20.1 | 22.7 | 20.1 | 15.0 | 19.5 | 21.3 | - | - | - | - | - | 17.1 | - |
| Science | 2020-21 | 20.3 | 23.3 | 19.1 | - | * | 19.3 | - | - | - | - | - | * | - |
| | 2019-20 | 20.5 | 23.2 | 21.1 | 17.0 | 20.5 | 22.0 | - | - | - | - | - | 17.9 | - |

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | Academic Year | State | Region 13 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2020-21 | 42.5% | 45.6% | 33.2% | 31.3% | 32.1% | 34.5% | * | * | * | 25.0% | 25.8% | 32.0% | 21.4% |
| | 2019-20 | 46.3% | 48.9% | 32.8% | 31.8% | 31.8% | 34.2% | * | * | * | 25.0% | 37.2% | 31.8% | 25.0% |
| English Language Arts | 2020-21 | 16.3% | 19.1% | 11.1% | 4.3% | 6.9% | 14.5% | * | * | * | 10.0% | 0.0% | 5.4% | 0.0% |
| | 2019-20 | 18.2% | 20.8% | 13.6% | 16.3% | 10.7% | 15.2% | * | * | * | 4.2% | 10.7% | 10.5% | 8.3% |
| Mathematics | 2020-21 | 19.3% | 22.1% | 19.6% | 15.6% | 16.7% | 21.9% | * | * | * | 16.7% | 3.6% | 19.8% | 8.0% |
| | 2019-20 | 20.7% | 22.8% | 20.0% | 21.1% | 20.4% | 19.9% | * | * | * | 13.6% | 7.7% | 18.8% | 4.5% |
| Science | 2020-21 | 20.6% | 23.2% | 24.0% | 26.1% | 20.9% | 25.5% | * | * | * | 21.1% | 25.5% | 23.8% | 18.5% |
| | 2019-20 | 22.4% | 23.8% | 22.4% | 16.7% | 24.2% | 21.6% | * | * | * | 25.0% | 24.6% | 22.0% | 17.4% |
| Social Studies | 2020-21 | 22.8% | 25.5% | 11.9% | 4.3% | 6.7% | 15.6% | * | * | * | 10.0% | 0.0% | 6.1% | 0.0% |
| | 2019-20 | 24.6% | 27.3% | 10.2% | 4.7% | 5.9% | 13.1% | * | * | * | 8.3% | 0.0% | 5.4% | 0.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2020-21 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 58.5% | 57.1% | 66.1% | 54.5% | 66.0% | 67.9% | * | * | - | 100.0% | 56.3% | 70.5% | 60.0% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2019-20 | 46.1% | 47.1% | 26.3% | 27.3% | 21.3% | 28.3% | * | * | - | 40.0% | 12.5% | 18.0% | 0.0% |
| | 2018-19 | 52.6% | 51.8% | 44.5% | 20.0% | 37.9% | 49.5% | - | * | - | 40.0% | 21.4% | 31.6% | * |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023) | | | | | | | | | | | | | | |
| | 2019-20 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|---------------------------------|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ---- District ---- | | ----- State ----- | | ---- District ---- | | ----- State ----- | |
| Student Information | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Students | 1,780 | 100.0% | 5,402,928 | 100.0% | 1,788 | 100.0% | 5,427,370 | 100.0% |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 3 | 0.2% | 14,290 | 0.3% | 8 | 0.4% | 21,375 | 0.4% |
| Pre-Kindergarten | 56 | 3.1% | 222,767 | 4.1% | 56 | 3.1% | 223,733 | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 33,969 | 0.6% | 0 | 0.0% | 34,259 | 0.6% |
| Pre-Kindergarten: 4-year Old | 56 | 3.1% | 188,798 | 3.5% | 56 | 3.1% | 189,474 | 3.5% |
| Kindergarten | 127 | 7.1% | 370,054 | 6.8% | 127 | 7.1% | 371,502 | 6.8% |
| Grade 1 | 133 | 7.5% | 384,494 | 7.1% | 133 | 7.4% | 386,232 | 7.1% |
| Grade 2 | 117 | 6.6% | 382,008 | 7.1% | 117 | 6.5% | 383,838 | 7.1% |
| Grade 3 | 130 | 7.3% | 383,078 | 7.1% | 130 | 7.3% | 384,872 | 7.1% |
| Grade 4 | 132 | 7.4% | 383,959 | 7.1% | 133 | 7.4% | 386,011 | 7.1% |
| Grade 5 | 121 | 6.8% | 387,945 | 7.2% | 122 | 6.8% | 389,971 | 7.2% |
| Grade 6 | 109 | 6.1% | 398,640 | 7.4% | 109 | 6.1% | 400,447 | 7.4% |
| Grade 7 | 143 | 8.0% | 418,486 | 7.7% | 143 | 8.0% | 418,788 | 7.7% |
| Grade 8 | 140 | 7.9% | 424,287 | 7.9% | 140 | 7.8% | 424,544 | 7.8% |
| Grade 9 | 157 | 8.8% | 475,437 | 8.8% | 157 | 8.8% | 475,746 | 8.8% |
| Grade 10 | 136 | 7.6% | 408,393 | 7.6% | 136 | 7.6% | 408,700 | 7.5% |
| Grade 11 | 143 | 8.0% | 389,034 | 7.2% | 143 | 8.0% | 389,454 | 7.2% |
| Grade 12 | 133 | 7.5% | 360,056 | 6.7% | 134 | 7.5% | 362,157 | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 122 | 6.9% | 690,999 | 12.8% | 122 | 6.8% | 694,302 | 12.8% |
| Hispanic | 603 | 33.9% | 2,850,147 | 52.8% | 606 | 33.9% | 2,860,754 | 52.7% |
| White | 969 | 54.4% | 1,420,166 | 26.3% | 973 | 54.4% | 1,427,241 | 26.3% |
| American Indian | 1 | 0.1% | 17,944 | 0.3% | 1 | 0.1% | 18,028 | 0.3% |
| Asian | 10 | 0.6% | 259,342 | 4.8% | 10 | 0.6% | 261,788 | 4.8% |
| Pacific Islander | 1 | 0.1% | 8,443 | 0.2% | 1 | 0.1% | 8,477 | 0.2% |
| Two or More Races | 74 | 4.2% | 155,887 | 2.9% | 75 | 4.2% | 156,780 | 2.9% |
| Sex: | | | | | | | | |
| Female | 842 | 47.3% | 2,640,313 | 48.9% | 847 | 47.4% | 2,650,563 | 48.8% |
| Male | 938 | 52.7% | 2,762,615 | 51.1% | 941 | 52.6% | 2,776,807 | 51.2% |
| | | | | | | | | |
| Economically Disadvantaged | 813 | 45.7% | 3,278,452 | 60.7% | 820 | 45.9% | 3,289,420 | 60.6% |
| Non-Educationally Disadvantaged | 967 | 54.3% | 2,124,476 | 39.3% | 968 | 54.1% | 2,137,950 | 39.4% |
| Section 504 Students | 166 | 9.3% | 400,729 | 7.4% | 166 | 9.3% | 401,648 | 7.4% |
| EB Students/EL | 148 | 8.3% | 1,171,661 | 21.7% | 148 | 8.3% | 1,175,333 | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|--|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ---- District ---- | | ----- State ----- | | ---- District ---- | | ----- State ----- | |
| Student Information | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Students w/ Disciplinary Placements (2020-21) | 42 | 2.3% | 34,054 | 0.6% | | | | |
| Students w/ Dyslexia | 100 | 5.6% | 270,260 | 5.0% | 101 | 5.6% | 270,966 | 5.0% |
| Foster Care | 2 | 0.1% | 15,338 | 0.3% | 2 | 0.1% | 15,409 | 0.3% |
| Homeless | 30 | 1.7% | 61,433 | 1.1% | 30 | 1.7% | 61,687 | 1.1% |
| Immigrant | 0 | 0.0% | 108,510 | 2.0% | 0 | 0.0% | 108,787 | 2.0% |
| Migrant | 7 | 0.4% | 14,366 | 0.3% | 7 | 0.4% | 14,426 | 0.3% |
| Title I | 1,774 | 99.7% | 3,473,996 | 64.3% | 1,782 | 99.7% | 3,487,333 | 64.3% |
| Military Connected | 119 | 6.7% | 176,253 | 3.3% | 119 | 6.7% | 176,554 | 3.3% |
| At-Risk | 819 | 46.0% | 2,892,191 | 53.5% | 819 | 45.8% | 2,901,015 | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 141 | 7.9% | 1,182,035 | 21.9% | 141 | 7.9% | 1,185,511 | 21.8% |
| Gifted and Talented Education | 126 | 7.1% | 434,269 | 8.0% | 126 | 7.0% | 435,356 | 8.0% |
| Special Education | 222 | 12.5% | 624,256 | 11.6% | 230 | 12.9% | 635,097 | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 222 | | 624,256 | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 102 | 45.9% | 268,673 | 43.0% | | | | |
| Students with Physical Disabilities | ** | ** | 129,679 | 20.8% | | | | |
| Students with Autism | 39 | 17.6% | 91,742 | 14.7% | | | | |
| Students with Behavioral Disabilities | 41 | 18.5% | 125,096 | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 9,066 | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 223 | 13.2% | 705,063 | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 22 | 1.3% | 131,970 | 2.5% | | | | |
| Hispanic | 62 | 3.7% | 342,504 | 6.6% | | | | |
| White | 125 | 7.4% | 184,235 | 3.5% | | | | |
| American Indian | 1 | 0.1% | 2,852 | 0.1% | | | | |
| Asian | 0 | 0.0% | 16,716 | 0.3% | | | | |
| Pacific Islander | 1 | 0.1% | 1,690 | 0.0% | | | | |
| Two or More Races | 12 | 0.7% | 25,096 | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 29 | 12.9% | 102,025 | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 20 | 14.1% | 124,246 | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 126 | 13.2% | 467,226 | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 140 | 13.7% | 772,746 | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | -Non-Special Education Rates- | | -Special Education Rates- | |
|----------------------------------|-------------------------------------|-------|---------------------------------|-------|
| Student Information | District | State | District | State |
| Retention Rates by Grade: | | | | |
| Kindergarten | 3.0% | 1.9% | 0.0% | 5.2% |
| Grade 1 | 13.0% | 2.9% | 9.1% | 4.2% |
| Grade 2 | 2.1% | 1.7% | 0.0% | 2.2% |
| Grade 3 | 2.9% | 1.0% | 0.0% | 1.0% |
| Grade 4 | 1.0% | 0.7% | 0.0% | 0.7% |
| Grade 5 | 1.1% | 0.5% | 0.0% | 0.7% |
| Grade 6 | 0.9% | 0.6% | 0.0% | 0.6% |
| Grade 7 | 0.0% | 0.7% | 0.0% | 0.7% |
| Grade 8 | 0.0% | 0.6% | 0.0% | 0.8% |
| Grade 9 | 14.7% | 10.5% | 26.3% | 14.1% |

| | ---- District ---- | | ----- State ----- | |
|------------------------|--------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Data Quality: | | | | |
| Underreported Students | 4 | 0.4% | 8,781 | 0.3% |

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

| Class Size Information | District | State |
|---------------------------|----------|-------|
| Elementary: | | |
| Kindergarten | 21.0 | 18.7 |
| Grade 1 | 18.7 | 18.7 |
| Grade 2 | 16.4 | 18.6 |
| Grade 3 | 18.1 | 18.7 |
| Grade 4 | 17.8 | 18.8 |
| Grade 5 | 19.4 | 20.2 |
| Grade 6 | 13.4 | 19.2 |
| Secondary: | | |
| English/Language Arts | 16.1 | 16.3 |
| Foreign Languages | 18.5 | 18.4 |
| Mathematics | 15.4 | 17.5 |
| Science | 16.9 | 18.5 |
| Social Studies | 18.5 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | ----- District ----- | | ----- State ----- | |
|---|----------------------|---------|-------------------|---------|
| Staff Information | Count | Percent | Count | Percent |
| Total Staff | 254.7 | 100.0% | 749,473.4 | 100.0% |
| Professional Staff: | 164.0 | 64.4% | 480,632.3 | 64.1% |
| Teachers | 127.7 | 50.1% | 369,695.8 | 49.3% |
| Professional Support | 22.9 | 9.0% | 80,190.4 | 10.7% |
| Campus Administration (School Leadership) | 8.4 | 3.3% | 22,091.4 | 2.9% |
| Central Administration | 5.0 | 2.0% | 8,654.8 | 1.2% |
| Educational Aides: | 36.1 | 14.2% | 82,972.4 | 11.1% |
| Auxiliary Staff: | 54.5 | 21.4% | 185,868.6 | 24.8% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 3.0 | n/a | 4,194.0 | n/a |
| Part-time Librarians | 1.0 | n/a | 607.0 | n/a |
| Full-time Counselors | 4.0 | n/a | 13,550.0 | n/a |
| Part-time Counselors | 1.0 | n/a | 1,176.0 | n/a |
| Total Minority Staff: | 41.0 | 16.1% | 390,611.0 | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 4.6 | 3.6% | 41,286.1 | 11.2% |
| Hispanic | 12.0 | 9.4% | 106,866.5 | 28.9% |
| White | 108.1 | 84.7% | 208,485.4 | 56.4% |
| American Indian | 0.0 | 0.0% | 1,235.6 | 0.3% |
| Asian | 0.0 | 0.0% | 6,956.0 | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 553.2 | 0.1% |
| Two or More Races | 3.0 | 2.3% | 4,312.0 | 1.2% |
| Teachers by Sex: | | | | |
| Males | 25.9 | 20.3% | 89,015.4 | 24.1% |
| Females | 101.8 | 79.7% | 280,680.4 | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 2.0 | 1.6% | 5,187.9 | 1.4% |
| Bachelors | 99.6 | 78.0% | 268,560.2 | 72.6% |
| Masters | 26.2 | 20.5% | 93,139.5 | 25.2% |
| Doctorate | 0.0 | 0.0% | 2,808.1 | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 8.0 | 6.3% | 29,215.8 | 7.9% |
| 1-5 Years Experience | 37.0 | 29.0% | 98,764.8 | 26.7% |
| 6-10 Years Experience | 31.0 | 24.3% | 76,197.2 | 20.6% |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | ----- District ----- | | ----- State ----- | |
|--------------------------------|----------------------|---------|-------------------|---------|
| Staff Information | Count | Percent | Count | Percent |
| 11-20 Years Experience | 29.5 | 23.1% | 105,811.4 | 28.6% |
| 21-30 Years Experience | 18.9 | 14.8% | 48,804.6 | 13.2% |
| Over 30 Years Experience | 3.4 | 2.6% | 10,902.0 | 2.9% |
| | | | | |
| Number of Students per Teacher | 13.9 | n/a | 14.6 | n/a |

| Staff Information | District | State |
|---|-----------|-----------|
| Experience of Campus Leadership: | | |
| Average Years Experience of Principals | 2.8 | 6.3 |
| Average Years Experience of Principals with District | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 5.8 | 5.5 |
| Average Years Experience of Assistant Principals with District | 2.0 | 4.8 |
| | | |
| Average Years Experience of Teachers: | 11.7 | 11.1 |
| Average Years Experience of Teachers with District: | 7.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | \$44,189 | \$51,054 |
| 1-5 Years Experience | \$46,876 | \$54,577 |
| 6-10 Years Experience | \$50,126 | \$57,746 |
| 11-20 Years Experience | \$54,471 | \$61,377 |
| 21-30 Years Experience | \$63,181 | \$65,949 |
| Over 30 Years Experience | \$64,909 | \$71,111 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | \$52,134 | \$58,887 |
| Professional Support | \$60,028 | \$69,505 |
| Campus Administration (School Leadership) | \$76,940 | \$84,990 |
| Central Administration | \$104,613 | \$112,797 |
| | | |
| Instructional Staff Percent: | 65.9% | 64.9% |
| | | |
| Turnover Rate for Teachers: | 22.4% | 17.7% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,247.4 |
| Educational Aides | 0.0 | 191.7 |
| Auxiliary Staff | 0.0 | 381.6 |
| | | |
| Contracted Instructional Staff: | 0.0 | 2,113.6 |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE ISD (011904) - BASTROP COUNTY

| | ----- District ----- | | ----- State ----- | |
|---|----------------------|---------|-------------------|---------|
| Program Information | Count | Percent | Count | Percent |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.2 | 0.2% | 22,926.8 | 6.2% |
| Career and Technical Education | 5.2 | 4.1% | 19,365.5 | 5.2% |
| Compensatory Education | 6.2 | 4.8% | 11,037.2 | 3.0% |
| Gifted and Talented Education | 0.2 | 0.2% | 6,465.0 | 1.7% |
| Regular Education | 100.7 | 78.8% | 261,685.1 | 70.8% |
| Special Education | 15.2 | 11.9% | 35,441.0 | 9.6% |
| Other | 0.0 | 0.0% | 12,775.1 | 3.5% |

- Indicates there are no students in the group.

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

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

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

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)

(To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville High School Campus Data

2021-2022



Texas Academic Performance Report

2021-22 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE H S

Campus Number: 011904002

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 65% | 55% | 55% | 17% | 52% | 62% | - | - | - | 57% | 19% | - | 60% | 42% | 46% | 22% |
| | 2021 | 67% | 63% | 63% | 42% | 54% | 70% | - | * | - | 80% | 25% | - | 67% | 52% | 55% | 37% |
| At Meets Grade Level or Above | 2022 | 47% | 42% | 42% | 0% | 45% | 46% | - | - | - | 43% | 11% | - | 48% | 27% | 31% | 22% |
| | 2021 | 50% | 48% | 48% | 25% | 40% | 55% | - | * | - | 40% | 10% | - | 53% | 35% | 40% | 26% |
| At Masters Grade Level | 2022 | 11% | 5% | 5% | 0% | 8% | 4% | - | - | - | 0% | 7% | - | 7% | 0% | 3% | 0% |
| | 2021 | 12% | 10% | 10% | 0% | 4% | 15% | - | * | - | 20% | 5% | - | 12% | 7% | 7% | 0% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 68% | 68% | 50% | 65% | 71% | - | * | - | 78% | 28% | * | 71% | 60% | 63% | 47% |
| | 2021 | 71% | 74% | 74% | 85% | 68% | 77% | - | * | - | 67% | 55% | * | 74% | 74% | 65% | 40% |
| At Meets Grade Level or Above | 2022 | 55% | 56% | 56% | 50% | 41% | 67% | - | * | - | 44% | 28% | * | 58% | 50% | 46% | 27% |
| | 2021 | 57% | 54% | 54% | 54% | 48% | 59% | - | * | - | 44% | 30% | * | 54% | 56% | 43% | 20% |
| At Masters Grade Level | 2022 | 9% | 5% | 5% | 17% | 0% | 7% | - | * | - | 0% | 0% | * | 5% | 5% | 6% | 0% |
| | 2021 | 11% | 7% | 7% | 0% | 2% | 10% | - | * | - | 11% | 0% | * | 8% | 3% | 4% | 0% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 65% | 40% | 70% | 68% | - | - | - | * | 35% | - | 70% | 55% | 58% | 53% |
| | 2021 | 73% | 77% | 71% | 50% | 61% | 82% | - | - | - | * | 42% | - | 73% | 69% | 59% | 38% |
| At Meets Grade Level or Above | 2022 | 43% | 36% | 25% | 10% | 28% | 27% | - | - | - | * | 9% | - | 26% | 23% | 20% | 6% |
| | 2021 | 41% | 49% | 39% | 40% | 34% | 44% | - | - | - | * | 21% | - | 42% | 31% | 34% | 19% |
| At Masters Grade Level | 2022 | 27% | 20% | 12% | 0% | 20% | 8% | - | - | - | * | 4% | - | 15% | 5% | 10% | 6% |
| | 2021 | 23% | 25% | 13% | 10% | 7% | 19% | - | - | - | * | 0% | - | 17% | 6% | 11% | 0% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 83% | 84% | 84% | 67% | 79% | 88% | - | - | - | 83% | 50% | * | 84% | 82% | 79% | 50% |
| | 2021 | 82% | 82% | 82% | 69% | 83% | 83% | - | * | - | 83% | 89% | - | 84% | 78% | 79% | 60% |
| At Meets Grade Level or Above | 2022 | 55% | 46% | 46% | 17% | 43% | 52% | - | - | - | 17% | 19% | * | 49% | 36% | 32% | 14% |
| | 2021 | 55% | 58% | 58% | 31% | 48% | 67% | - | * | - | 50% | 44% | - | 58% | 58% | 49% | 33% |
| At Masters Grade Level | 2022 | 21% | 15% | 15% | 0% | 19% | 16% | - | - | - | 0% | 0% | * | 17% | 12% | 8% | 0% |
| | 2021 | 22% | 18% | 18% | 8% | 10% | 24% | - | * | - | 17% | 11% | - | 20% | 13% | 14% | 7% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 89% | 89% | 89% | 69% | 90% | 92% | - | * | - | 91% | 67% | * | 90% | 87% | 84% | 82% |
| | 2021 | 88% | 90% | 90% | 67% | 87% | 93% | - | - | - | 100% | 45% | * | 90% | 88% | 82% | 75% |
| At Meets Grade Level or Above | 2022 | 68% | 68% | 68% | 54% | 56% | 79% | - | * | - | 64% | 44% | * | 70% | 64% | 61% | 36% |
| | 2021 | 69% | 67% | 67% | 22% | 58% | 75% | - | - | - | 80% | 36% | * | 66% | 68% | 61% | 50% |
| At Masters Grade Level | 2022 | 42% | 42% | 42% | 38% | 38% | 48% | - | * | - | 18% | 22% | * | 42% | 44% | 33% | 18% |
| | 2021 | 43% | 41% | 41% | 11% | 39% | 46% | - | - | - | 20% | 18% | * | 41% | 41% | 44% | 33% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 92% | 93% | 93% | * | * | 90% | - | - | - | * | - | - | 92% | * | 80% | - |
| | 2021 | 95% | 87% | 87% | * | - | 86% | - | - | - | - | - | - | 86% | * | * | - |
| At Meets Grade Level or Above | 2022 | 64% | 52% | 52% | * | * | 62% | - | - | - | * | - | - | 50% | * | 20% | - |
| | 2021 | 69% | 60% | 60% | * | - | 57% | - | - | - | - | - | - | 64% | * | * | - |
| At Masters Grade Level | 2022 | 13% | 0% | 0% | * | * | 0% | - | - | - | * | - | - | 0% | * | 0% | - |
| | 2021 | 14% | 7% | 7% | * | - | 7% | - | - | - | - | - | - | 7% | * | * | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 73% | 72% | 48% | 70% | 77% | - | * | - | 74% | 37% | 60% | 75% | 64% | 65% | 48% |
| | 2021 | 67% | 69% | 76% | 64% | 70% | 81% | - | * | - | 79% | 51% | * | 78% | 71% | 68% | 49% |
| At Meets Grade Level or Above | 2022 | 48% | 43% | 48% | 28% | 42% | 55% | - | * | - | 39% | 21% | 40% | 51% | 40% | 38% | 20% |
| | 2021 | 41% | 44% | 53% | 36% | 45% | 61% | - | * | - | 46% | 27% | * | 55% | 48% | 45% | 29% |
| At Masters Grade Level | 2022 | 23% | 19% | 15% | 13% | 16% | 15% | - | * | - | 5% | 6% | 20% | 16% | 13% | 11% | 4% |
| | 2021 | 18% | 18% | 17% | 5% | 11% | 22% | - | * | - | 14% | 6% | * | 19% | 13% | 14% | 7% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 61% | 33% | 58% | 66% | - | * | - | 69% | 23% | * | 65% | 51% | 54% | 33% |
| | 2021 | 68% | 68% | 68% | 64% | 61% | 73% | - | * | - | 71% | 40% | * | 71% | 61% | 60% | 38% |
| At Meets Grade Level or Above | 2022 | 53% | 51% | 49% | 25% | 43% | 55% | - | * | - | 44% | 19% | * | 53% | 38% | 38% | 24% |
| | 2021 | 45% | 45% | 51% | 40% | 44% | 57% | - | * | - | 43% | 20% | * | 54% | 44% | 42% | 24% |
| At Masters Grade Level | 2022 | 25% | 21% | 5% | 8% | 4% | 5% | - | * | - | 0% | 4% | * | 6% | 2% | 5% | 0% |
| | 2021 | 18% | 17% | 8% | 0% | 3% | 12% | - | * | - | 14% | 3% | * | 10% | 5% | 5% | 0% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 71% | 70% | 45% | 72% | 74% | - | - | - | 40% | 35% | - | 75% | 56% | 60% | 53% |
| | 2021 | 66% | 71% | 73% | 55% | 61% | 83% | - | - | - | * | 42% | - | 74% | 69% | 60% | 38% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2022 | 42% | 37% | 30% | 9% | 28% | 36% | - | - | - | 0% | 9% | - | 32% | 24% | 20% | 6% |
| | 2021 | 37% | 44% | 41% | 45% | 34% | 46% | - | - | - | * | 21% | - | 45% | 31% | 36% | 19% |
| At Masters Grade Level | 2022 | 20% | 15% | 10% | 0% | 19% | 6% | - | - | - | 0% | 4% | - | 12% | 5% | 10% | 6% |
| | 2021 | 18% | 19% | 13% | 9% | 7% | 17% | - | - | - | * | 0% | - | 15% | 6% | 11% | 0% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 74% | 84% | 67% | 79% | 88% | - | - | - | 83% | 50% | * | 84% | 82% | 79% | 50% |
| | 2021 | 71% | 76% | 82% | 69% | 83% | 83% | - | * | - | 83% | 89% | - | 84% | 78% | 79% | 60% |
| At Meets Grade Level or Above | 2022 | 47% | 37% | 46% | 17% | 43% | 52% | - | - | - | 17% | 19% | * | 49% | 36% | 32% | 14% |
| | 2021 | 44% | 48% | 58% | 31% | 48% | 67% | - | * | - | 50% | 44% | - | 58% | 58% | 49% | 33% |
| At Masters Grade Level | 2022 | 21% | 16% | 15% | 0% | 19% | 16% | - | - | - | 0% | 0% | * | 17% | 12% | 8% | 0% |
| | 2021 | 20% | 18% | 18% | 8% | 10% | 24% | - | * | - | 17% | 11% | - | 20% | 13% | 14% | 7% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 89% | 69% | 90% | 92% | - | * | - | 91% | 67% | * | 90% | 87% | 84% | 82% |
| | 2021 | 73% | 69% | 90% | 67% | 87% | 93% | - | - | - | 100% | 45% | * | 90% | 88% | 82% | 75% |
| At Meets Grade Level or Above | 2022 | 50% | 46% | 68% | 54% | 56% | 79% | - | * | - | 64% | 44% | * | 70% | 64% | 61% | 36% |
| | 2021 | 49% | 43% | 67% | 22% | 58% | 75% | - | - | - | 80% | 36% | * | 66% | 68% | 61% | 50% |
| At Masters Grade Level | 2022 | 30% | 25% | 42% | 38% | 38% | 48% | - | * | - | 18% | 22% | * | 42% | 44% | 33% | 18% |
| | 2021 | 29% | 24% | 41% | 11% | 39% | 46% | - | - | - | 20% | 18% | * | 41% | 41% | 44% | 33% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2022 | 71 | 70 | 70 | 85 | 65 | 71 | - | * | - | * | 40 | - | 68 | 80 | 68 | 50 |
| | 2019 | 69 | 66 | 66 | 55 | 66 | 69 | * | - | - | 60 | 60 | - | 67 | 63 | 62 | 75 |
| End of Course Algebra I | 2022 | 67 | 54 | 38 | 0 | 44 | 39 | - | - | - | * | 30 | - | 39 | 33 | 36 | 17 |
| | 2019 | 75 | 67 | 62 | 50 | 62 | 65 | - | - | - | 50 | 46 | - | 63 | 60 | 64 | 68 |
| All Grades Both Subjects | 2022 | 74 | 67 | 57 | 57 | 55 | 58 | - | * | - | 60 | 36 | - | 56 | 60 | 53 | 35 |
| | 2019 | 69 | 66 | 64 | 53 | 64 | 67 | * | - | - | 55 | 55 | - | 65 | 61 | 63 | 71 |
| All Grades ELA/Reading | 2022 | 78 | 76 | 70 | 85 | 65 | 71 | - | * | - | * | 40 | - | 68 | 80 | 68 | 50 |
| | 2019 | 68 | 66 | 66 | 55 | 66 | 69 | * | - | - | 60 | 60 | - | 67 | 63 | 62 | 75 |
| All Grades Mathematics | 2022 | 69 | 58 | 38 | 0 | 44 | 39 | - | - | - | * | 30 | - | 39 | 33 | 36 | 17 |
| | 2019 | 70 | 66 | 62 | 50 | 62 | 65 | - | - | - | 50 | 46 | - | 63 | 60 | 64 | 68 |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 73% | 72% | - | - | - | - | - | - | 38% | * | 36% | - | - | 75% | 38% | 97% |
| | 2021 | 67% | 69% | 76% | - | - | - | - | - | - | 35% | - | 35% | - | * | 79% | 33% | 95% |
| At Meets Grade Level or Above | 2022 | 48% | 43% | 48% | - | - | - | - | - | - | 11% | * | 8% | - | - | 51% | 11% | 67% |
| | 2021 | 41% | 44% | 53% | - | - | - | - | - | - | 19% | - | 19% | - | * | 56% | 19% | 63% |
| At Masters Grade Level | 2022 | 23% | 19% | 15% | - | - | - | - | - | - | 0% | * | 0% | - | - | 15% | 0% | 36% |
| | 2021 | 18% | 18% | 17% | - | - | - | - | - | - | 2% | - | 2% | - | * | 18% | 2% | 26% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 61% | - | - | - | - | - | - | 24% | * | 21% | - | - | 64% | 24% | 92% |
| | 2021 | 68% | 68% | 68% | - | - | - | - | - | - | 29% | - | 29% | - | * | 71% | 28% | * |
| At Meets Grade Level or Above | 2022 | 53% | 51% | 49% | - | - | - | - | - | - | 14% | * | 11% | - | - | 51% | 14% | 75% |
| | 2021 | 45% | 45% | 51% | - | - | - | - | - | - | 21% | - | 21% | - | * | 54% | 20% | * |
| At Masters Grade Level | 2022 | 25% | 21% | 5% | - | - | - | - | - | - | 0% | * | 0% | - | - | 5% | 0% | 17% |
| | 2021 | 18% | 17% | 8% | - | - | - | - | - | - | 0% | - | 0% | - | * | 9% | 0% | * |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 71% | 70% | - | - | - | - | - | - | 43% | - | 43% | - | - | 72% | 43% | 100% |
| | 2021 | 66% | 71% | 73% | - | - | - | - | - | - | 31% | - | 31% | - | * | 78% | 29% | * |
| At Meets Grade Level or Above | 2022 | 42% | 37% | 30% | - | - | - | - | - | - | 0% | - | 0% | - | - | 31% | 0% | 56% |
| | 2021 | 37% | 44% | 41% | - | - | - | - | - | - | 15% | - | 15% | - | * | 44% | 14% | * |
| At Masters Grade Level | 2022 | 20% | 15% | 10% | - | - | - | - | - | - | 0% | - | 0% | - | - | 9% | 0% | 44% |
| | 2021 | 18% | 19% | 13% | - | - | - | - | - | - | 0% | - | 0% | - | * | 14% | 0% | * |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 74% | 84% | - | - | - | - | - | - | 42% | * | 36% | - | - | 88% | 42% | 100% |
| | 2021 | 71% | 76% | 82% | - | - | - | - | - | - | 50% | - | 50% | - | - | 84% | 50% | 80% |
| At Meets Grade Level or Above | 2022 | 47% | 37% | 46% | - | - | - | - | - | - | 8% | * | 0% | - | - | 49% | 8% | 67% |
| | 2021 | 44% | 48% | 58% | - | - | - | - | - | - | 20% | - | 20% | - | - | 60% | 20% | 60% |
| At Masters Grade Level | 2022 | 21% | 16% | 15% | - | - | - | - | - | - | 0% | * | 0% | - | - | 17% | 0% | 33% |
| | 2021 | 20% | 18% | 18% | - | - | - | - | - | - | 10% | - | 10% | - | - | 19% | 10% | 0% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 89% | - | - | - | - | - | - | 75% | - | 75% | - | - | 90% | 75% | 100% |
| | 2021 | 73% | 69% | 90% | - | - | - | - | - | - | 40% | - | 40% | - | - | 91% | 40% | 100% |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Meets Grade Level or Above | 2022 | 50% | 46% | 68% | - | - | - | - | - | - | 25% | - | 25% | - | - | 72% | 25% | 67% |
| | 2021 | 49% | 43% | 67% | - | - | - | - | - | - | 20% | - | 20% | - | - | 68% | 20% | 75% |
| At Masters Grade Level | 2022 | 30% | 25% | 42% | - | - | - | - | - | - | 0% | - | 0% | - | - | 44% | 0% | 67% |
| | 2021 | 29% | 24% | 41% | - | - | - | - | - | - | 0% | - | 0% | - | - | 41% | 0% | 63% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 67% | 57% | - | - | - | - | - | - | 28% | * | 23% | - | - | 58% | 28% | 80% |
| | 2019 | 69% | 66% | 64% | - | - | - | - | - | - | 54% | - | 54% | - | - | - | 54% | - |
| All Grades ELA/Reading | 2022 | 78% | 76% | 70% | - | - | - | - | - | - | 45% | * | 39% | - | - | 72% | 45% | * |
| | 2019 | 68% | 66% | 66% | - | - | - | - | - | - | 60% | - | 60% | - | - | - | 60% | - |
| All Grades Mathematics | 2022 | 69% | 58% | 38% | - | - | - | - | - | - | 0% | - | 0% | - | - | 37% | 0% | 71% |
| | 2019 | 70% | 66% | 62% | - | - | - | - | - | - | 50% | - | 50% | - | - | - | 50% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 99% | 98% | 99% | 99% | - | * | - | 100% | 100% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 93% | 94% | 92% | 92% | 88% | 95% | - | * | - | 93% | 96% | 50% | 96% | 81% | 94% | 83% |
| Not Included in Accountability: Mobile | 5% | 5% | 6% | 7% | 9% | 4% | - | * | - | 7% | 2% | 50% | 2% | 17% | 4% | 10% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 2% | 0% | - | * | - | 0% | 2% | 0% | 1% | 1% | 1% | 7% |
| Not Tested | 1% | 0% | 1% | 2% | 1% | 1% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 1% | 2% | 1% | 1% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 94% | 92% | 96% | 86% | 96% | - | * | - | 94% | 95% | * | 97% | 80% | 93% | 77% |
| Not Included in Accountability: Mobile | 5% | 6% | 6% | 4% | 9% | 4% | - | * | - | 6% | 2% | * | 2% | 18% | 4% | 9% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 2% | 0% | 5% | 0% | - | * | - | 0% | 4% | * | 2% | 2% | 2% | 14% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 95% | 92% | 95% | 96% | - | - | - | 100% | 100% | * | 95% | 96% | 94% | 100% |
| Included in Accountability | 93% | 93% | 88% | 85% | 86% | 89% | - | - | - | 100% | 100% | * | 92% | 79% | 88% | 89% |
| Not Included in Accountability: Mobile | 5% | 6% | 7% | 8% | 10% | 6% | - | - | - | 0% | 0% | * | 3% | 17% | 5% | 11% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 5% | 8% | 5% | 4% | - | - | - | 0% | 0% | * | 5% | 4% | 6% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 1% | 5% | 8% | 5% | 4% | - | - | - | 0% | 0% | * | 5% | 4% | 6% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | - | - | - | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 90% | 86% | 87% | 93% | - | - | - | 86% | 94% | * | 96% | 75% | 94% | 88% |
| Not Included in Accountability: Mobile | 4% | 6% | 10% | 14% | 13% | 7% | - | - | - | 14% | 6% | * | 4% | 25% | 6% | 13% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 96% | 98% | 93% | 98% | 100% | - | * | - | 92% | 100% | * | 99% | 95% | 100% | 92% |
| Not Included in Accountability: Mobile | 4% | 3% | 2% | 7% | 2% | 0% | - | * | - | 8% | 0% | * | 1% | 5% | 0% | 8% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 89% | 77% | 77% | * | 57% | 84% | - | - | - | * | - | - | 81% | * | 45% | - |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 99% | 97% | 100% | 97% | 97% | - | * | - | 100% | 98% | * | 97% | 97% | 97% | 98% |
| Included in Accountability | 83% | 94% | 91% | 95% | 89% | 92% | - | * | - | 90% | 91% | * | 96% | 79% | 93% | 85% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | 5% | 6% | 5% | - | * | - | 10% | 5% | * | 1% | 17% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 2% | 0% | - | * | - | 0% | 2% | * | 1% | 1% | 1% | 6% |
| Not Tested | 12% | 1% | 3% | 0% | 3% | 3% | - | * | - | 0% | 2% | * | 3% | 3% | 3% | 2% |
| Absent | 2% | 1% | 1% | 0% | 1% | 0% | - | * | - | 0% | 2% | * | 0% | 2% | 0% | 1% |
| Other | 10% | 1% | 2% | 0% | 3% | 3% | - | * | - | 0% | 0% | * | 3% | 2% | 2% | 1% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 100% | 100% | 100% | 100% | 99% | - | * | - | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 94% | 93% | 96% | 89% | 95% | - | * | - | 93% | 91% | * | 98% | 82% | 96% | 78% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | 4% | 6% | 4% | - | * | - | 7% | 5% | * | 0% | 15% | 3% | 8% |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 2% | 0% | 4% | 0% | - | * | - | 0% | 5% | * | 1% | 2% | 2% | 14% |
| Not Tested | 11% | 0% | 0% | 0% | 0% | 1% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 0% | 1% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 97% | 87% | 100% | 85% | 85% | - | - | - | * | 95% | - | 86% | 89% | 89% | 94% |
| Included in Accountability | 84% | 92% | 80% | 92% | 80% | 79% | - | - | - | * | 90% | - | 86% | 68% | 83% | 89% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Mobile | 4% | 5% | 7% | 8% | 5% | 6% | - | - | - | * | 5% | - | 0% | 21% | 6% | 6% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | - | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 3% | 13% | 0% | 15% | 15% | - | - | - | * | 5% | - | 14% | 11% | 11% | 6% |
| Absent | 2% | 1% | 1% | 0% | 2% | 1% | - | - | - | * | 5% | - | 0% | 4% | 1% | 0% |
| Other | 10% | 2% | 12% | 0% | 13% | 14% | - | - | - | * | 0% | - | 14% | 8% | 10% | 6% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 99% | 100% | 98% | 100% | - | * | - | 100% | 95% | - | 100% | 96% | 99% | 94% |
| Included in Accountability | 84% | 94% | 92% | 93% | 89% | 95% | - | * | - | 86% | 90% | - | 100% | 74% | 95% | 83% |
| Not Included in Accountability: Mobile | 3% | 5% | 7% | 7% | 9% | 5% | - | * | - | 14% | 5% | - | 0% | 22% | 4% | 11% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | - | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 1% | 1% | 0% | 2% | 0% | - | * | - | 0% | 5% | - | 0% | 4% | 1% | 6% |
| Absent | 2% | 1% | 1% | 0% | 2% | 0% | - | * | - | 0% | 5% | - | 0% | 4% | 1% | 6% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | - | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 100% | 100% | 100% | 100% | - | - | - | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 84% | 96% | 96% | 100% | 97% | 95% | - | - | - | 100% | 92% | * | 98% | 92% | 98% | 100% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 0% | 3% | 5% | - | - | - | 0% | 8% | * | 2% | 8% | 2% | 0% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 1% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 3% | 1% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Accelerated Testers | | | | | | | | | | | | | | | | |
| SAT/ACT Participant | 85% | 44% | 44% | * | 0% | 54% | - | - | - | - | - | - | 47% | * | 18% | * |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 92.9% | 91.7% | 88.2% | 91.5% | 92.4% | * | * | * | 90.2% | 92.1% | 90.4% | 87.1% |
| 2019-20 | 98.3% | 98.7% | 98.5% | 98.0% | 98.4% | 98.5% | * | * | * | 99.3% | 98.2% | 98.1% | 98.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 22.4% | 27.0% | 34.0% | 29.5% | 23.7% | * | * | * | 45.0% | 25.9% | 34.0% | 50.0% |
| 2019-20 | 6.7% | 7.3% | 10.8% | 19.1% | 9.8% | 10.7% | * | * | * | 3.6% | 12.2% | 14.1% | 7.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 1.6% | 1.6% | 0.0% | 1.7% | 1.7% | * | * | * | 0.0% | 2.4% | 2.2% | 0.0% |
| 2019-20 | 1.6% | 0.8% | 0.8% | 0.0% | 1.1% | 0.9% | * | * | * | 0.0% | 1.1% | 1.0% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.1% | 92.1% | 100.0% | 96.8% | 88.5% | * | - | - | * | 88.2% | 89.6% | * |
| Received TxCHSE | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| Continued HS | 3.9% | 3.1% | 3.1% | 0.0% | 3.2% | 3.8% | * | - | - | * | 0.0% | 3.0% | * |
| Dropped Out | 5.8% | 4.7% | 4.7% | 0.0% | 0.0% | 7.7% | * | - | - | * | 11.8% | 7.5% | * |
| Graduates and TxCHSE | 90.3% | 92.1% | 92.1% | 100.0% | 96.8% | 88.5% | * | - | - | * | 88.2% | 89.6% | * |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.3% | 95.3% | 100.0% | 100.0% | 92.3% | * | - | - | * | 88.2% | 92.5% | * |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.3% | 94.3% | 100.0% | 91.7% | 94.6% | * | * | - | 100.0% | 86.7% | 96.9% | * |
| Received TxCHSE | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 3.9% | 2.4% | 2.4% | 0.0% | 2.1% | 3.6% | * | * | - | 0.0% | 13.3% | 1.5% | * |
| Dropped Out | 5.4% | 3.3% | 3.3% | 0.0% | 6.3% | 1.8% | * | * | - | 0.0% | 0.0% | 1.5% | * |
| Graduates and TxCHSE | 90.7% | 94.3% | 94.3% | 100.0% | 91.7% | 94.6% | * | * | - | 100.0% | 86.7% | 96.9% | * |
| Graduates, TxCHSE, and Continuers | 94.6% | 96.7% | 96.7% | 100.0% | 93.8% | 98.2% | * | * | - | 100.0% | 100.0% | 98.5% | * |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 95.2% | 95.2% | 91.7% | 91.8% | 98.2% | * | * | - | 100.0% | 88.2% | 97.0% | * |
| Received TxCHSE | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 1.1% | 1.6% | 1.6% | 8.3% | 2.0% | 0.0% | * | * | - | 0.0% | 11.8% | 1.5% | * |
| Dropped Out | 6.2% | 3.2% | 3.2% | 0.0% | 6.1% | 1.8% | * | * | - | 0.0% | 0.0% | 1.5% | * |
| Graduates and TxCHSE | 92.7% | 95.2% | 95.2% | 91.7% | 91.8% | 98.2% | * | * | - | 100.0% | 88.2% | 97.0% | * |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 96.8% | 96.8% | 100.0% | 93.9% | 98.2% | * | * | - | 100.0% | 100.0% | 98.5% | * |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 98.5% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Received TxCHSE | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 1.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Dropped Out | 6.1% | 1.5% | 1.5% | 0.0% | 6.1% | 0.0% | - | * | - | 0.0% | 0.0% | 3.6% | * |
| Graduates and TxCHSE | 92.6% | 98.5% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Graduates, TxCHSE, and Continuers | 93.9% | 98.5% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 98.5% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Received TxCHSE | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | * |
| Dropped Out | 6.2% | 1.5% | 1.5% | 0.0% | 6.1% | 0.0% | - | * | - | 0.0% | 0.0% | 3.6% | * |
| Graduates and TxCHSE | 93.2% | 98.5% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.5% | 98.5% | 100.0% | 93.9% | 100.0% | - | * | - | 100.0% | 100.0% | 96.4% | * |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 96.6% | 96.6% | 100.0% | 97.1% | 97.1% | * | - | - | 80.0% | 100.0% | 98.1% | * |
| Received TxCHSE | 0.7% | 0.8% | 0.8% | 0.0% | 0.0% | 1.4% | * | - | - | 0.0% | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | 0.0% | 0.0% | 0.0% | * |
| Dropped Out | 6.1% | 2.5% | 2.5% | 0.0% | 2.9% | 1.4% | * | - | - | 20.0% | 0.0% | 1.9% | * |
| Graduates and TxCHSE | 93.3% | 97.5% | 97.5% | 100.0% | 97.1% | 98.6% | * | - | - | 80.0% | 100.0% | 98.1% | * |
| Graduates, TxCHSE, and Continuers | 93.9% | 97.5% | 97.5% | 100.0% | 97.1% | 98.6% | * | - | - | 80.0% | 100.0% | 98.1% | * |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 90.0% | 90.0% | 100.0% | 96.8% | 85.2% | * | - | - | * | 75.0% | 88.2% | * |
| Class of 2020 | 90.3% | 92.1% | 92.1% | 84.6% | 89.8% | 94.6% | * | * | - | 100.0% | 72.2% | 94.0% | * |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 0.9% | 0.9% | 0.0% | 0.0% | 1.4% | * | - | - | * | 6.7% | 1.7% | * |
| Class of 2020 | 4.3% | 4.3% | 4.3% | 9.1% | 6.8% | 1.9% | * | * | - | 0.0% | 7.7% | 4.8% | * |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 81.9% | 71.8% | 71.8% | 61.5% | 63.3% | 76.8% | * | - | - | * | 33.3% | 63.3% | * |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 69.0% | 69.0% | 54.5% | 59.1% | 77.4% | * | * | - | 83.3% | 7.7% | 65.1% | * |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 72.6% | 72.6% | 61.5% | 63.3% | 78.3% | * | - | - | * | 40.0% | 65.0% | * |
| Class of 2020 | 87.8% | 73.3% | 73.3% | 63.6% | 65.9% | 79.2% | * | * | - | 83.3% | 15.4% | 69.8% | * |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | * | * | - | - | * | - | - | - | - | * | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 0.8% | 0.8% | 0.0% | 0.0% | 1.3% | * | - | - | * | 6.3% | 1.5% | * |
| 2019-20 | 4.4% | 4.3% | 4.3% | 9.1% | 6.4% | 2.0% | * | * | - | 0.0% | 7.1% | 4.9% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 65.9% | 65.9% | 57.1% | 59.4% | 69.3% | * | - | - | * | 31.3% | 56.7% | * |
| 2019-20 | 81.8% | 70.7% | 70.7% | 54.5% | 57.4% | 84.3% | * | * | - | 80.0% | 7.1% | 67.2% | 60.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 66.7% | 66.7% | 57.1% | 59.4% | 70.7% | * | - | - | * | 37.5% | 58.2% | * |
| 2019-20 | 85.8% | 73.7% | 73.7% | 63.6% | 63.8% | 83.0% | * | * | - | 80.0% | 12.5% | 72.1% | 60.0% |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|-----------------|-------------------|-------------------|----------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | 126 | 100.0% | 126 | 358,842 |
| By Ethnicity: | | | | |
| African American | 14 | 11.1% | 14 | 44,018 |
| Hispanic | 32 | 25.4% | 32 | 183,306 |
| White | 75 | 59.5% | 75 | 103,898 |
| American Indian | 1 | 0.8% | 1 | 1,195 |
| Asian | 0 | 0.0% | 0 | 18,030 |
| Pacific Islander | 0 | 0.0% | 0 | 553 |
| Two or More Races | 4 | 3.2% | 4 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | 42 | 33.3% | 42 | 56,281 |
| Foundation H.S. Program (Endorsement) | 1 | 0.8% | 1 | 13,582 |
| Foundation H.S. Program (DLA) | 83 | 65.9% | 83 | 287,316 |
| Special Education Graduates | 16 | 12.7% | 16 | 31,028 |
| Economically Disadvantaged Graduates | 67 | 53.2% | 67 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 3 | 2.4% | 3 | 32,809 |
| At-Risk Graduates | 19 | 15.1% | 19 | 155,884 |
| CTE Completers | 47 | 37.3% | 47 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 65.2% | 52.4% | 52.4% | 28.6% | 50.0% | 61.3% | * | - | - | * | 75.0% | 41.8% | * |
| 2019-20 | 63.0% | 59.3% | 59.3% | 36.4% | 53.2% | 64.2% | * | * | - | 100.0% | 68.8% | 52.5% | 40.0% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 52.7% | 31.0% | 31.0% | 7.1% | 25.0% | 40.0% | * | - | - | * | 0.0% | 17.9% | * |
| 2019-20 | 53.4% | 37.3% | 37.3% | 18.2% | 25.5% | 45.3% | * | * | - | 80.0% | 0.0% | 24.6% | 0.0% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 56.1% | 22.2% | 22.2% | 7.1% | 9.4% | 32.0% | * | - | - | * | 0.0% | 11.9% | * |
| 2019-20 | 59.7% | 37.3% | 37.3% | 9.1% | 34.0% | 41.5% | * | * | - | 60.0% | 6.3% | 29.5% | 0.0% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 45.7% | 23.8% | 23.8% | 7.1% | 21.9% | 29.3% | * | - | - | * | 0.0% | 14.9% | * |
| 2019-20 | 47.9% | 33.1% | 33.1% | 9.1% | 23.4% | 39.6% | * | * | - | 80.0% | 0.0% | 23.0% | 0.0% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 40.4% | 14.3% | 14.3% | 7.1% | 9.4% | 18.7% | * | - | - | * | 0.0% | 9.0% | * |
| 2019-20 | 43.2% | 27.1% | 27.1% | 0.0% | 17.0% | 35.8% | * | * | - | 60.0% | 0.0% | 16.4% | 0.0% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 21.3% | 8.7% | 8.7% | 7.1% | 0.0% | 13.3% | * | - | - | * | 0.0% | 3.0% | * |
| 2019-20 | 21.1% | 8.5% | 8.5% | 0.0% | 8.5% | 7.5% | * | * | - | 20.0% | 0.0% | 4.9% | 0.0% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| 2019-20 | 2.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 25.9% | 26.2% | 26.2% | 7.1% | 18.8% | 34.7% | * | - | - | * | 0.0% | 16.4% | * |
| 2019-20 | 24.6% | 26.3% | 26.3% | 18.2% | 17.0% | 30.2% | * | * | - | 60.0% | 0.0% | 13.1% | 0.0% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 12.7% | 12.7% | 7.1% | 6.3% | 17.3% | * | - | - | * | 0.0% | 4.5% | * |
| 2019-20 | 4.0% | 0.8% | 0.8% | 0.0% | 0.0% | 1.9% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 24.2% | 24.6% | 24.6% | 21.4% | 28.1% | 25.3% | * | - | - | * | 75.0% | 25.4% | * |
| 2019-20 | 18.7% | 27.1% | 27.1% | 18.2% | 36.2% | 22.6% | * | * | - | 20.0% | 68.8% | 34.4% | 40.0% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21 | 18.4% | 17.5% | 17.5% | 14.3% | 15.6% | 20.0% | * | - | - | * | 18.8% | 16.4% | * |
| 2019-20 | 13.2% | 21.2% | 21.2% | 18.2% | 25.5% | 18.9% | * | * | - | 20.0% | 25.0% | 26.2% | 40.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 0.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| 2019-20 | 0.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 4.8% | 4.8% | 7.1% | 6.3% | 4.0% | * | - | - | * | 37.5% | 4.5% | * |
| 2019-20 | 2.4% | 7.6% | 7.6% | 9.1% | 14.9% | 1.9% | * | * | - | 0.0% | 56.3% | 11.5% | 20.0% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2020-21 | 4.4% | 4.8% | 4.8% | 7.1% | 9.4% | 2.7% | * | - | - | * | 37.5% | 7.5% | * |
| 2019-20 | 3.7% | 1.7% | 1.7% | 0.0% | 2.1% | 1.9% | * | * | - | 0.0% | 12.5% | 1.6% | 0.0% |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2020-21 | 25.9% | 13.5% | 13.5% | 0.0% | 3.1% | 21.3% | * | - | - | * | 0.0% | 9.0% | * |
| | 2019-20 | 30.1% | 20.3% | 20.3% | 9.1% | 21.3% | 20.8% | * | * | - | 40.0% | 6.3% | 21.3% | 0.0% |
| Mathematics | 2020-21 | 19.4% | 19.8% | 19.8% | 7.1% | 18.8% | 24.0% | * | - | - | * | 0.0% | 11.9% | * |
| | 2019-20 | 21.2% | 20.3% | 20.3% | 9.1% | 12.8% | 22.6% | * | * | - | 80.0% | 0.0% | 18.0% | 0.0% |
| Both Subjects | 2020-21 | 14.4% | 4.8% | 4.8% | 0.0% | 3.1% | 6.7% | * | - | - | * | 0.0% | 3.0% | * |
| | 2019-20 | 16.4% | 11.0% | 11.0% | 0.0% | 6.4% | 15.1% | * | * | - | 40.0% | 0.0% | 9.8% | 0.0% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2020-21 | 8.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 7.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Mathematics | 2020-21 | 10.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 9.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Both Subjects | 2020-21 | 4.9% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 4.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 21.1% | 8.3% | 8.3% | 3.8% | 2.7% | 11.2% | * | - | * | 12.5% | 0.0% | 2.9% | 0.0% |
| | 2020 | 22.0% | 6.9% | 6.9% | 4.0% | 7.1% | 6.0% | * | * | - | 16.7% | 0.0% | 4.5% | 0.0% |
| English Language Arts | 2021 | 12.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | 0.0% | 0.0% | 0.0% | 0.0% |
| | 2020 | 12.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Mathematics | 2021 | 6.1% | 4.9% | 4.9% | 3.8% | 1.4% | 6.7% | * | - | * | 0.0% | 0.0% | 2.2% | 0.0% |
| | 2020 | 6.4% | 4.2% | 4.2% | 0.0% | 5.9% | 3.7% | * | * | - | 0.0% | 0.0% | 3.0% | 0.0% |
| Science | 2021 | 8.7% | 3.8% | 3.8% | 0.0% | 1.4% | 5.1% | * | - | * | 12.5% | 0.0% | 1.4% | 0.0% |
| | 2020 | 9.4% | 5.4% | 5.4% | 4.0% | 4.7% | 4.5% | * | * | - | 16.7% | 0.0% | 3.8% | 0.0% |
| Social Studies | 2021 | 11.6% | 0.7% | 0.7% | 0.0% | 0.0% | 1.1% | * | - | * | 0.0% | 0.0% | 0.0% | 0.0% |
| | 2020 | 12.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2021 | 48.6% | 45.8% | 45.8% | * | * | 45.0% | - | - | - | * | - | * | - |
| | 2020 | 59.0% | 61.1% | 61.1% | * | 66.7% | 62.5% | - | * | - | * | - | 50.0% | - |
| English Language Arts | 2021 | 42.7% | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2020 | 50.1% | - | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2021 | 49.4% | 71.4% | 71.4% | * | * | 66.7% | - | - | - | - | - | * | - |
| | 2020 | 56.5% | 81.8% | 81.8% | - | 80.0% | 80.0% | - | * | - | - | - | * | - |
| Science | 2021 | 41.4% | 9.1% | 9.1% | - | * | 11.1% | - | - | - | * | - | * | - |
| | 2020 | 47.6% | 35.7% | 35.7% | * | * | 33.3% | - | * | - | * | - | 20.0% | - |

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2021 | 42.2% | * | * | - | - | * | - | - | - | - | - | - | - |
| | 2020 | 52.3% | - | - | - | - | - | - | - | - | - | - | - | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2020-21 | 70.8% | 23.0% | 23.0% | 28.6% | 9.4% | 28.0% | * | - | - | * | 6.3% | 11.9% | * |
| | 2019-20 | 76.7% | 35.6% | 35.6% | 36.4% | 31.9% | 35.8% | * | * | - | 40.0% | 6.3% | 26.2% | 0.0% |
| At/Above Criterion for All Examinees | 2020-21 | 32.9% | 31.0% | 31.0% | * | * | 33.3% | - | - | - | * | * | 25.0% | - |
| | 2019-20 | 35.7% | 42.9% | 42.9% | * | 33.3% | 57.9% | * | * | - | * | * | 18.8% | - |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 1002 | 995 | 995 | * | * | 1031 | - | - | - | * | * | 940 | - |
| | 2019-20 | 1019 | 1068 | 1068 | 853 | 1028 | 1123 | 1240 | 1290 | - | 1010 | 990 | 978 | - |
| English Language Arts and Writing | 2020-21 | 504 | 496 | 496 | * | * | 511 | - | - | - | * | * | 458 | - |
| | 2019-20 | 513 | 538 | 538 | 417 | 528 | 563 | 580 | 640 | - | 520 | 580 | 490 | - |
| Mathematics | 2020-21 | 498 | 499 | 499 | * | * | 519 | - | - | - | * | * | 483 | - |
| | 2019-20 | 506 | 530 | 530 | 437 | 501 | 561 | 660 | 650 | - | 490 | 410 | 488 | - |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2020-21 | 20.0 | 19.6 | 19.6 | - | * | 20.7 | - | - | - | - | - | * | - |
| | 2019-20 | 20.2 | 20.4 | 20.4 | 14.5 | 20.0 | 21.6 | - | - | - | - | - | 17.9 | - |
| English Language Arts | 2020-21 | 19.6 | 20.2 | 20.2 | - | * | 21.4 | - | - | - | - | - | * | - |
| | 2019-20 | 19.9 | 20.1 | 20.1 | 13.0 | 19.7 | 21.5 | - | - | - | - | - | 18.3 | - |
| Mathematics | 2020-21 | 19.9 | 18.5 | 18.5 | - | * | 20.0 | - | - | - | - | - | * | - |
| | 2019-20 | 20.1 | 20.1 | 20.1 | 15.0 | 19.5 | 21.3 | - | - | - | - | - | 17.1 | - |
| Science | 2020-21 | 20.3 | 19.1 | 19.1 | - | * | 19.3 | - | - | - | - | - | * | - |
| | 2019-20 | 20.5 | 21.1 | 21.1 | 17.0 | 20.5 | 22.0 | - | - | - | - | - | 17.9 | - |

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2020-21 | 42.5% | 33.2% | 33.2% | 31.3% | 32.1% | 34.5% | * | * | * | 25.0% | 25.8% | 32.0% | 21.4% |
| | 2019-20 | 46.3% | 32.8% | 32.8% | 31.8% | 31.8% | 34.2% | * | * | * | 25.0% | 37.2% | 31.8% | 25.0% |
| English Language Arts | 2020-21 | 16.3% | 11.1% | 11.1% | 4.3% | 6.9% | 14.5% | * | * | * | 10.0% | 0.0% | 5.4% | 0.0% |
| | 2019-20 | 18.2% | 13.6% | 13.6% | 16.3% | 10.7% | 15.2% | * | * | * | 4.2% | 10.7% | 10.5% | 8.3% |
| Mathematics | 2020-21 | 19.3% | 19.6% | 19.6% | 15.6% | 16.7% | 21.9% | * | * | * | 16.7% | 3.6% | 19.8% | 8.0% |
| | 2019-20 | 20.7% | 20.0% | 20.0% | 21.1% | 20.4% | 19.9% | * | * | * | 13.6% | 7.7% | 18.8% | 4.5% |
| Science | 2020-21 | 20.6% | 24.0% | 24.0% | 26.1% | 20.9% | 25.5% | * | * | * | 21.1% | 25.5% | 23.8% | 18.5% |
| | 2019-20 | 22.4% | 22.4% | 22.4% | 16.7% | 24.2% | 21.6% | * | * | * | 25.0% | 24.6% | 22.0% | 17.4% |
| Social Studies | 2020-21 | 22.8% | 11.9% | 11.9% | 4.3% | 6.7% | 15.6% | * | * | * | 10.0% | 0.0% | 6.1% | 0.0% |
| | 2019-20 | 24.6% | 10.2% | 10.2% | 4.7% | 5.9% | 13.1% | * | * | * | 8.3% | 0.0% | 5.4% | 0.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2020-21 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | * |
| | 2019-20 | 58.5% | 66.1% | 66.1% | 54.5% | 66.0% | 67.9% | * | * | - | 100.0% | 56.3% | 70.5% | 60.0% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2019-20 | 46.1% | 26.3% | 26.3% | 27.3% | 21.3% | 28.3% | * | * | - | 40.0% | 12.5% | 18.0% | 0.0% |
| | 2018-19 | 52.6% | 44.5% | 44.5% | 20.0% | 37.9% | 49.5% | - | * | - | 40.0% | 21.4% | 31.6% | * |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023) | | | | | | | | | | | | | | |
| | 2019-20 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 569 | 100.0% | 1,780 | 5,402,928 | 570 | 100.0% | 1,788 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.4% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.1% | 4.1% | 0 | 0.0% | 3.1% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 3.1% | 3.5% | 0 | 0.0% | 3.1% | 3.5% |
| Kindergarten | 0 | 0.0% | 7.1% | 6.8% | 0 | 0.0% | 7.1% | 6.8% |
| Grade 1 | 0 | 0.0% | 7.5% | 7.1% | 0 | 0.0% | 7.4% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.6% | 7.1% | 0 | 0.0% | 6.5% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.3% | 7.1% | 0 | 0.0% | 7.3% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.4% | 7.1% | 0 | 0.0% | 7.4% | 7.1% |
| Grade 5 | 0 | 0.0% | 6.8% | 7.2% | 0 | 0.0% | 6.8% | 7.2% |
| Grade 6 | 0 | 0.0% | 6.1% | 7.4% | 0 | 0.0% | 6.1% | 7.4% |
| Grade 7 | 0 | 0.0% | 8.0% | 7.7% | 0 | 0.0% | 8.0% | 7.7% |
| Grade 8 | 0 | 0.0% | 7.9% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 9 | 157 | 27.6% | 8.8% | 8.8% | 157 | 27.5% | 8.8% | 8.8% |
| Grade 10 | 136 | 23.9% | 7.6% | 7.6% | 136 | 23.9% | 7.6% | 7.5% |
| Grade 11 | 143 | 25.1% | 8.0% | 7.2% | 143 | 25.1% | 8.0% | 7.2% |
| Grade 12 | 133 | 23.4% | 7.5% | 6.7% | 134 | 23.5% | 7.5% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 42 | 7.4% | 6.9% | 12.8% | 42 | 7.4% | 6.8% | 12.8% |
| Hispanic | 180 | 31.6% | 33.9% | 52.8% | 180 | 31.6% | 33.9% | 52.7% |
| White | 322 | 56.6% | 54.4% | 26.3% | 323 | 56.7% | 54.4% | 26.3% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 3 | 0.5% | 0.6% | 4.8% | 3 | 0.5% | 0.6% | 4.8% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 22 | 3.9% | 4.2% | 2.9% | 22 | 3.9% | 4.2% | 2.9% |
| Sex: | | | | | | | | |
| Female | 264 | 46.4% | 47.3% | 48.9% | 265 | 46.5% | 47.4% | 48.8% |
| Male | 305 | 53.6% | 52.7% | 51.1% | 305 | 53.5% | 52.6% | 51.2% |
| | | | | | | | | |
| Economically Disadvantaged | 231 | 40.6% | 45.7% | 60.7% | 232 | 40.7% | 45.9% | 60.6% |
| Non-Educationally Disadvantaged | 338 | 59.4% | 54.3% | 39.3% | 338 | 59.3% | 54.1% | 39.4% |
| Section 504 Students | 81 | 14.2% | 9.3% | 7.4% | 81 | 14.2% | 9.3% | 7.4% |
| EB Students/EL | 32 | 5.6% | 8.3% | 21.7% | 32 | 5.6% | 8.3% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Students w/ Disciplinary Placements (2020-21) | 30 | 4.9% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 35 | 6.2% | 5.6% | 5.0% | 35 | 6.1% | 5.6% | 5.0% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Homeless | 10 | 1.8% | 1.7% | 1.1% | 10 | 1.8% | 1.7% | 1.1% |
| Immigrant | 0 | 0.0% | 0.0% | 2.0% | 0 | 0.0% | 0.0% | 2.0% |
| Migrant | 3 | 0.5% | 0.4% | 0.3% | 3 | 0.5% | 0.4% | 0.3% |
| Title I | 563 | 98.9% | 99.7% | 64.3% | 564 | 98.9% | 99.7% | 64.3% |
| Military Connected | 48 | 8.4% | 6.7% | 3.3% | 48 | 8.4% | 6.7% | 3.3% |
| At-Risk | 216 | 38.0% | 46.0% | 53.5% | 216 | 37.9% | 45.8% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 32 | 5.6% | 7.9% | 21.9% | 32 | 5.6% | 7.9% | 21.8% |
| Gifted and Talented Education | 58 | 10.2% | 7.1% | 8.0% | 58 | 10.2% | 7.0% | 8.0% |
| Special Education | 71 | 12.5% | 12.5% | 11.6% | 72 | 12.6% | 12.9% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 71 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 44 | 62.0% | 45.9% | 43.0% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | ** | 20.8% | | | | |
| Students with Autism | 12 | 16.9% | 17.6% | 14.7% | | | | |
| Students with Behavioral Disabilities | 15 | 21.1% | 18.5% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 77 | 12.6% | 13.2% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 7 | 1.1% | 1.3% | 2.5% | | | | |
| Hispanic | 19 | 3.1% | 3.7% | 6.6% | | | | |
| White | 49 | 8.0% | 7.4% | 3.5% | | | | |
| American Indian | 1 | 0.2% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.7% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 13 | 15.3% | 12.9% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 7 | 20.6% | 14.1% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 47 | 14.5% | 13.2% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 71 | 15.5% | 13.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 3.0% | 1.9% | - | 0.0% | 5.2% |
| Grade 1 | - | 13.0% | 2.9% | - | 9.1% | 4.2% |
| Grade 2 | - | 2.1% | 1.7% | - | 0.0% | 2.2% |
| Grade 3 | - | 2.9% | 1.0% | - | 0.0% | 1.0% |
| Grade 4 | - | 1.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 5 | - | 1.1% | 0.5% | - | 0.0% | 0.7% |
| Grade 6 | - | 0.9% | 0.6% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 8 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | 14.7% | 14.7% | 10.5% | 26.3% | 26.3% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 21.0 | 18.7 |
| Grade 1 | - | 18.7 | 18.7 |
| Grade 2 | - | 16.4 | 18.6 |
| Grade 3 | - | 18.1 | 18.7 |
| Grade 4 | - | 17.8 | 18.8 |
| Grade 5 | - | 19.4 | 20.2 |
| Grade 6 | - | 13.4 | 19.2 |
| Secondary: | | | |
| English/Language Arts | 18.5 | 16.1 | 16.3 |
| Foreign Languages | 18.5 | 18.5 | 18.4 |
| Mathematics | 16.0 | 15.4 | 17.5 |
| Science | 17.9 | 16.9 | 18.5 |
| Social Studies | 18.4 | 18.5 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 56.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 52.1 | 92.9% | 64.4% | 64.1% |
| Teachers | 42.9 | 76.4% | 50.1% | 49.3% |
| Professional Support | 6.8 | 12.2% | 9.0% | 10.7% |
| Campus Administration (School Leadership) | 2.4 | 4.3% | 3.3% | 2.9% |
| Educational Aides: | 4.0 | 7.1% | 14.2% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 3.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 2.0 | n/a | 4.0 | 13,550.0 |
| Part-time Counselors | 0.0 | n/a | 1.0 | 1,176.0 |
| Total Minority Staff: | 8.0 | 14.3% | 16.1% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 1.6 | 3.7% | 3.6% | 11.2% |
| Hispanic | 5.0 | 11.7% | 9.4% | 28.9% |
| White | 35.3 | 82.4% | 84.7% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.9 | 2.2% | 2.3% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 13.8 | 32.2% | 20.3% | 24.1% |
| Females | 29.1 | 67.8% | 79.7% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.6% | 1.4% |
| Bachelors | 31.9 | 74.4% | 78.0% | 72.6% |
| Masters | 11.0 | 25.6% | 20.5% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 4.7% | 6.3% | 7.9% |
| 1-5 Years Experience | 8.0 | 18.7% | 29.0% | 26.7% |
| 6-10 Years Experience | 11.8 | 27.6% | 24.3% | 20.6% |
| 11-20 Years Experience | 10.4 | 24.3% | 23.1% | 28.6% |
| 21-30 Years Experience | 9.3 | 21.6% | 14.8% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Over 30 Years Experience | 1.4 | 3.2% | 2.6% | 2.9% |
| | | | | |
| Number of Students per Teacher | 13.3 | n/a | 13.9 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 2.0 | 2.8 | 6.3 |
| Average Years Experience of Principals with District | 2.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 10.0 | 5.8 | 5.5 |
| Average Years Experience of Assistant Principals with District | 1.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 14.3 | 11.7 | 11.1 |
| Average Years Experience of Teachers with District: | 8.9 | 7.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$43,750 | \$44,189 | \$51,054 |
| 1-5 Years Experience | \$48,473 | \$46,876 | \$54,577 |
| 6-10 Years Experience | \$50,291 | \$50,126 | \$57,746 |
| 11-20 Years Experience | \$55,351 | \$54,471 | \$61,377 |
| 21-30 Years Experience | \$64,244 | \$63,181 | \$65,949 |
| Over 30 Years Experience | \$65,719 | \$64,909 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$54,378 | \$52,134 | \$58,887 |
| Professional Support | \$59,729 | \$60,028 | \$69,505 |
| Campus Administration (School Leadership) | \$85,096 | \$76,940 | \$84,990 |
| | | | |
| Instructional Staff Percent: | n/a | 65.9% | 64.9% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.1 | 0.2% | 0.2% | 6.2% |
| Career and Technical Education | 5.2 | 12.1% | 4.1% | 5.2% |
| Compensatory Education | 0.8 | 2.0% | 4.8% | 3.0% |
| Gifted and Talented Education | 0.1 | 0.3% | 0.2% | 1.7% |
| Regular Education | 30.8 | 71.9% | 78.8% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE H S (011904002) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Special Education | 5.8 | 13.5% | 11.9% | 9.6% |
| Other | 0.0 | 0.0% | 0.0% | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville Junior High Campus Data

2021-2022



Texas Academic Performance Report

2021-22 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE J H

Campus Number: 011904041

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 69% | 69% | 60% | 67% | 76% | - | * | - | 33% | 20% | * | 69% | 67% | 57% | 59% |
| | 2021 | 62% | 61% | 61% | 50% | 50% | 72% | - | - | - | * | 22% | * | 60% | 62% | 46% | 47% |
| At Meets Grade Level or Above | 2022 | 43% | 49% | 49% | 60% | 40% | 62% | - | * | - | 0% | 20% | * | 47% | 53% | 35% | 32% |
| | 2021 | 32% | 32% | 32% | 33% | 21% | 43% | - | - | - | * | 17% | * | 27% | 43% | 22% | 20% |
| At Masters Grade Level | 2022 | 23% | 30% | 30% | 40% | 22% | 40% | - | * | - | 0% | 10% | * | 28% | 33% | 17% | 14% |
| | 2021 | 15% | 11% | 11% | 17% | 6% | 15% | - | - | - | * | 0% | * | 9% | 16% | 7% | 7% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 73% | 69% | 69% | 60% | 60% | 80% | - | * | - | 60% | 40% | * | 71% | 66% | 56% | 64% |
| | 2021 | 68% | 67% | 67% | 58% | 65% | 72% | - | - | - | * | 28% | * | 62% | 78% | 58% | 80% |
| At Meets Grade Level or Above | 2022 | 39% | 28% | 28% | 0% | 24% | 38% | - | * | - | 0% | 20% | * | 26% | 31% | 11% | 9% |
| | 2021 | 36% | 26% | 26% | 17% | 15% | 38% | - | - | - | * | 17% | * | 25% | 27% | 18% | 20% |
| At Masters Grade Level | 2022 | 16% | 10% | 10% | 0% | 7% | 16% | - | * | - | 0% | 10% | * | 7% | 17% | 2% | 5% |
| | 2021 | 15% | 5% | 5% | 0% | 6% | 5% | - | - | - | * | 0% | * | 6% | 3% | 4% | 7% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 80% | 78% | 78% | 64% | 73% | 86% | - | - | - | 67% | 39% | * | 79% | 77% | 63% | 67% |
| | 2021 | 69% | 62% | 62% | 20% | 58% | 66% | - | * | - | 67% | 33% | * | 59% | 72% | 48% | 57% |
| At Meets Grade Level or Above | 2022 | 56% | 47% | 47% | 29% | 40% | 55% | - | - | - | 67% | 17% | * | 44% | 56% | 35% | 33% |
| | 2021 | 45% | 46% | 46% | 0% | 49% | 47% | - | * | - | 50% | 22% | * | 45% | 52% | 41% | 50% |
| At Masters Grade Level | 2022 | 37% | 32% | 32% | 14% | 25% | 42% | - | - | - | 17% | 6% | * | 30% | 37% | 21% | 20% |
| | 2021 | 25% | 23% | 23% | 0% | 16% | 26% | - | * | - | 33% | 0% | * | 23% | 21% | 13% | 14% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 31% | 31% | 18% | 36% | 31% | - | - | - | * | 22% | - | 25% | 44% | 26% | 23% |
| | 2021 | 55% | 42% | 42% | 40% | 33% | 51% | - | - | - | * | 33% | * | 43% | 39% | 32% | 27% |
| At Meets Grade Level or Above | 2022 | 31% | 11% | 11% | 9% | 11% | 9% | - | - | - | * | 17% | - | 4% | 26% | 6% | 8% |
| | 2021 | 27% | 11% | 11% | 40% | 8% | 11% | - | - | - | * | 22% | * | 10% | 17% | 10% | 9% |
| At Masters Grade Level | 2022 | 13% | 2% | 2% | 0% | 0% | 6% | - | - | - | * | 0% | - | 0% | 7% | 0% | 0% |
| | 2021 | 12% | 2% | 2% | 0% | 3% | 3% | - | - | - | * | 0% | * | 2% | 6% | 2% | 0% |
| Grade 8 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 83% | 87% | 87% | 75% | 76% | 96% | - | * | - | * | 59% | * | 89% | 83% | 81% | 75% |
| | 2021 | 73% | 74% | 74% | 57% | 76% | 76% | - | - | - | * | 43% | * | 80% | 56% | 71% | 69% |
| At Meets Grade Level or Above | 2022 | 58% | 54% | 54% | 25% | 47% | 60% | - | * | - | * | 18% | * | 58% | 42% | 48% | 42% |
| | 2021 | 46% | 50% | 50% | 29% | 53% | 53% | - | - | - | * | 29% | * | 55% | 38% | 39% | 46% |
| At Masters Grade Level | 2022 | 37% | 27% | 27% | 25% | 27% | 27% | - | * | - | * | 0% | * | 28% | 25% | 23% | 25% |
| | 2021 | 21% | 21% | 21% | 14% | 22% | 21% | - | - | - | * | 7% | * | 24% | 12% | 15% | 15% |
| Grade 8 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 77% | 77% | 56% | 72% | 85% | - | - | - | * | 53% | 83% | 80% | 71% | 71% | 58% |
| | 2021 | 62% | 78% | 78% | 57% | 81% | 81% | - | * | - | 40% | 43% | * | 84% | 63% | 76% | 88% |
| At Meets Grade Level or Above | 2022 | 40% | 33% | 33% | 11% | 23% | 43% | - | - | - | * | 12% | 67% | 34% | 31% | 26% | 25% |
| | 2021 | 36% | 55% | 55% | 57% | 55% | 56% | - | * | - | 40% | 29% | * | 60% | 44% | 44% | 69% |
| At Masters Grade Level | 2022 | 14% | 5% | 5% | 0% | 2% | 7% | - | - | - | * | 0% | 0% | 6% | 2% | 3% | 0% |
| | 2021 | 11% | 17% | 17% | 29% | 13% | 18% | - | * | - | 0% | 7% | * | 22% | 5% | 10% | 6% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 78% | 78% | 50% | 64% | 88% | - | * | - | * | 47% | * | 80% | 72% | 65% | 50% |
| | 2021 | 68% | 75% | 75% | 71% | 67% | 83% | - | - | - | * | 36% | * | 84% | 53% | 71% | 46% |
| At Meets Grade Level or Above | 2022 | 45% | 38% | 38% | 38% | 20% | 48% | - | * | - | * | 29% | * | 40% | 33% | 31% | 33% |
| | 2021 | 43% | 48% | 48% | 57% | 33% | 59% | - | - | - | * | 29% | * | 54% | 32% | 39% | 15% |
| At Masters Grade Level | 2022 | 24% | 22% | 22% | 13% | 11% | 30% | - | * | - | * | 6% | * | 21% | 25% | 12% | 17% |
| | 2021 | 24% | 23% | 23% | 14% | 22% | 26% | - | - | - | * | 14% | * | 24% | 21% | 15% | 15% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 61% | 52% | 52% | 38% | 36% | 62% | - | * | - | * | 29% | * | 52% | 53% | 42% | 42% |
| | 2021 | 57% | 46% | 46% | 29% | 42% | 53% | - | - | - | * | 43% | * | 52% | 32% | 29% | 31% |
| At Meets Grade Level or Above | 2022 | 31% | 21% | 21% | 25% | 9% | 26% | - | * | - | * | 6% | * | 20% | 22% | 12% | 17% |
| | 2021 | 28% | 17% | 17% | 14% | 22% | 14% | - | - | - | * | 29% | * | 18% | 12% | 11% | 8% |
| At Masters Grade Level | 2022 | 18% | 7% | 7% | 0% | 4% | 8% | - | * | - | * | 0% | * | 7% | 6% | 0% | 8% |
| | 2021 | 14% | 5% | 5% | 14% | 7% | 3% | - | - | - | * | 7% | * | 7% | 0% | 4% | 0% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 73% | 97% | * | * | 100% | - | * | - | * | - | * | 100% | 90% | 100% | * |
| | 2021 | 73% | 77% | 100% | - | 100% | 100% | - | - | - | * | - | - | 100% | * | 100% | - |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2022 | 43% | 36% | 73% | * | * | 75% | - | * | - | * | - | * | 74% | 70% | 78% | * |
| | 2021 | 41% | 49% | 93% | - | 100% | 91% | - | - | - | * | - | - | 92% | * | 100% | - |
| At Masters Grade Level | 2022 | 27% | 20% | 49% | * | * | 50% | - | * | - | * | - | * | 56% | 30% | 22% | * |
| | 2021 | 23% | 25% | 75% | - | 80% | 77% | - | - | - | * | - | - | 75% | * | 75% | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 73% | 71% | 53% | 61% | 80% | - | 75% | - | 54% | 40% | 82% | 72% | 68% | 59% | 57% |
| | 2021 | 67% | 69% | 65% | 49% | 60% | 72% | - | * | - | 45% | 35% | 52% | 67% | 60% | 56% | 57% |
| At Meets Grade Level or Above | 2022 | 48% | 43% | 38% | 26% | 27% | 46% | - | 63% | - | 29% | 17% | 64% | 37% | 39% | 27% | 25% |
| | 2021 | 41% | 44% | 38% | 28% | 34% | 43% | - | * | - | 18% | 24% | 33% | 39% | 35% | 29% | 32% |
| At Masters Grade Level | 2022 | 23% | 19% | 18% | 11% | 13% | 24% | - | 38% | - | 6% | 3% | 27% | 18% | 20% | 10% | 12% |
| | 2021 | 18% | 18% | 15% | 10% | 12% | 18% | - | * | - | 5% | 5% | 14% | 17% | 11% | 10% | 9% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 79% | 67% | 72% | 87% | - | * | - | 53% | 42% | 88% | 80% | 76% | 67% | 65% |
| | 2021 | 68% | 68% | 65% | 46% | 61% | 71% | - | * | - | 54% | 32% | 71% | 66% | 63% | 55% | 57% |
| At Meets Grade Level or Above | 2022 | 53% | 51% | 50% | 33% | 42% | 59% | - | * | - | 40% | 18% | 50% | 50% | 50% | 39% | 35% |
| | 2021 | 45% | 45% | 43% | 25% | 40% | 48% | - | * | - | 23% | 22% | 43% | 42% | 44% | 33% | 38% |
| At Masters Grade Level | 2022 | 25% | 21% | 30% | 22% | 25% | 36% | - | * | - | 7% | 4% | 38% | 28% | 32% | 21% | 18% |
| | 2021 | 18% | 17% | 18% | 13% | 15% | 21% | - | * | - | 15% | 2% | 14% | 19% | 16% | 11% | 12% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 71% | 67% | 44% | 59% | 77% | - | * | - | 50% | 38% | 88% | 68% | 65% | 55% | 53% |
| | 2021 | 66% | 71% | 68% | 54% | 63% | 74% | - | * | - | 46% | 34% | 57% | 69% | 66% | 60% | 69% |
| At Meets Grade Level or Above | 2022 | 42% | 37% | 31% | 15% | 21% | 41% | - | * | - | 14% | 16% | 75% | 30% | 33% | 19% | 16% |
| | 2021 | 37% | 44% | 39% | 33% | 30% | 46% | - | * | - | 23% | 22% | 43% | 40% | 35% | 29% | 36% |
| At Masters Grade Level | 2022 | 20% | 15% | 10% | 4% | 4% | 15% | - | * | - | 0% | 2% | 13% | 10% | 11% | 3% | 6% |
| | 2021 | 18% | 19% | 14% | 8% | 10% | 18% | - | * | - | 0% | 2% | 14% | 17% | 7% | 9% | 5% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 74% | 78% | 50% | 64% | 88% | - | * | - | * | 47% | * | 80% | 72% | 65% | 50% |
| | 2021 | 71% | 76% | 75% | 71% | 67% | 83% | - | - | - | * | 36% | * | 84% | 53% | 71% | 46% |
| At Meets Grade Level or Above | 2022 | 47% | 37% | 38% | 38% | 20% | 48% | - | * | - | * | 29% | * | 40% | 33% | 31% | 33% |
| | 2021 | 44% | 48% | 48% | 57% | 33% | 59% | - | - | - | * | 29% | * | 54% | 32% | 39% | 15% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2022 | 21% | 16% | 22% | 13% | 11% | 30% | - | * | - | * | 6% | * | 21% | 25% | 12% | 17% |
| | 2021 | 20% | 18% | 23% | 14% | 22% | 26% | - | - | - | * | 14% | * | 24% | 21% | 15% | 15% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 52% | 38% | 36% | 62% | - | * | - | * | 29% | * | 52% | 53% | 42% | 42% |
| | 2021 | 73% | 69% | 46% | 29% | 42% | 53% | - | - | - | * | 43% | * | 52% | 32% | 29% | 31% |
| At Meets Grade Level or Above | 2022 | 50% | 46% | 21% | 25% | 9% | 26% | - | * | - | * | 6% | * | 20% | 22% | 12% | 17% |
| | 2021 | 49% | 43% | 17% | 14% | 22% | 14% | - | - | - | * | 29% | * | 18% | 12% | 11% | 8% |
| At Masters Grade Level | 2022 | 30% | 25% | 7% | 0% | 4% | 8% | - | * | - | * | 0% | * | 7% | 6% | 0% | 8% |
| | 2021 | 29% | 24% | 5% | 14% | 7% | 3% | - | - | - | * | 7% | * | 7% | 0% | 4% | 0% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 6th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 31% | 27% | 27% | 0% | 22% | 38% | - | * | - | 0% | 20% | * | 25% | 31% | 11% | 5% |
| | 2021 | 24% | 21% | 21% | 17% | 10% | 31% | - | - | - | * | 17% | * | 18% | 27% | 12% | 20% |
| Reading and Mathematics Including EOC | 2022 | 31% | 27% | 27% | 0% | 22% | 38% | - | * | - | 0% | 20% | * | 25% | 31% | 11% | 5% |
| | 2021 | 24% | 21% | 21% | 17% | 10% | 31% | - | - | - | * | 17% | * | 18% | 27% | 12% | 20% |
| Reading Including EOC | 2022 | 43% | 49% | 49% | 60% | 40% | 62% | - | * | - | 0% | 20% | * | 47% | 53% | 35% | 32% |
| | 2021 | 32% | 32% | 32% | 33% | 21% | 43% | - | - | - | * | 17% | * | 27% | 43% | 22% | 20% |
| Math Including EOC | 2022 | 40% | 28% | 28% | 0% | 24% | 38% | - | * | - | 0% | 20% | * | 26% | 31% | 11% | 9% |
| | 2021 | 36% | 26% | 26% | 17% | 15% | 39% | - | - | - | * | 17% | * | 26% | 27% | 18% | 20% |
| 7th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 32% | 23% | 23% | 14% | 17% | 29% | - | - | - | 17% | 11% | * | 18% | 33% | 15% | 7% |
| | 2021 | 26% | 23% | 23% | 0% | 16% | 26% | - | * | - | 33% | 22% | * | 21% | 28% | 16% | 29% |
| Reading and Mathematics Including EOC | 2022 | 33% | 23% | 23% | 14% | 17% | 30% | - | - | - | 17% | 11% | * | 19% | 33% | 15% | 7% |
| | 2021 | 27% | 23% | 23% | 0% | 16% | 26% | - | * | - | 33% | 22% | * | 21% | 28% | 16% | 29% |
| Reading Including EOC | 2022 | 56% | 47% | 47% | 29% | 40% | 55% | - | - | - | 67% | 17% | * | 44% | 56% | 35% | 33% |
| | 2021 | 45% | 46% | 46% | 0% | 49% | 47% | - | * | - | 50% | 22% | * | 45% | 52% | 41% | 50% |
| Math Including EOC | 2022 | 37% | 28% | 28% | 14% | 21% | 36% | - | - | - | 17% | 17% | * | 24% | 35% | 18% | 7% |
| | 2021 | 32% | 27% | 27% | 40% | 16% | 32% | - | * | - | 33% | 22% | * | 26% | 31% | 17% | 29% |
| 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 27% | 17% | 17% | 0% | 12% | 24% | - | - | - | * | 12% | * | 19% | 12% | 14% | 20% |
| | 2021 | 21% | 31% | 31% | 29% | 40% | 25% | - | - | - | * | 29% | * | 33% | 27% | 22% | 31% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Reading and Mathematics Including EOC | 2022 | 41% | 30% | 30% | 13% | 16% | 39% | - | * | - | * | 12% | * | 32% | 25% | 21% | 33% |
| | 2021 | 33% | 43% | 43% | 29% | 44% | 45% | - | - | - | * | 29% | * | 46% | 35% | 28% | 31% |
| Reading Including EOC | 2022 | 58% | 54% | 54% | 25% | 47% | 60% | - | * | - | * | 18% | * | 58% | 42% | 48% | 42% |
| | 2021 | 47% | 50% | 50% | 29% | 53% | 53% | - | - | - | * | 29% | * | 55% | 38% | 39% | 46% |
| Math Including EOC | 2022 | 48% | 36% | 36% | 25% | 18% | 47% | - | * | - | * | 12% | * | 37% | 33% | 27% | 42% |
| | 2021 | 43% | 63% | 63% | 57% | 60% | 67% | - | - | - | * | 29% | * | 69% | 47% | 51% | 62% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 34% | 30% | 23% | 8% | 17% | 30% | - | * | - | 8% | 13% | 43% | 21% | 27% | 13% | 9% |
| | 2021 | 26% | 29% | 24% | 17% | 21% | 28% | - | * | - | 17% | 22% | 29% | 23% | 27% | 16% | 26% |
| Reading and Mathematics Including EOC | 2022 | 36% | 31% | 27% | 11% | 18% | 36% | - | * | - | 14% | 13% | 50% | 25% | 30% | 16% | 12% |
| | 2021 | 28% | 31% | 29% | 17% | 24% | 34% | - | * | - | 15% | 22% | 29% | 28% | 30% | 19% | 26% |
| Reading Including EOC | 2022 | 53% | 51% | 50% | 33% | 42% | 59% | - | * | - | 40% | 18% | 50% | 50% | 50% | 39% | 35% |
| | 2021 | 41% | 42% | 43% | 25% | 40% | 48% | - | * | - | 23% | 22% | 43% | 42% | 44% | 33% | 38% |
| Math Including EOC | 2022 | 43% | 39% | 31% | 15% | 21% | 41% | - | * | - | 14% | 16% | 75% | 30% | 33% | 19% | 16% |
| | 2021 | 37% | 44% | 39% | 33% | 30% | 46% | - | * | - | 23% | 22% | 43% | 40% | 35% | 29% | 36% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 6 ELA/Reading | 2022 | 61 | 63 | 63 | 60 | 70 | 60 | - | * | - | 60 | 56 | - | 60 | 70 | 60 | 55 |
| | 2019 | 42 | 50 | 50 | 8 | 55 | 49 | - | - | - | 60 | 50 | * | 49 | 50 | 46 | 54 |
| Grade 6 Mathematics | 2022 | 61 | 30 | 30 | 70 | 22 | 32 | - | * | - | * | 39 | - | 26 | 39 | 31 | 20 |
| | 2019 | 54 | 45 | 45 | 33 | 51 | 44 | - | - | - | 20 | 67 | * | 45 | 45 | 42 | 50 |
| Grade 7 ELA/Reading | 2022 | 88 | 84 | 84 | 73 | 88 | 83 | - | - | - | 100 | 77 | * | 84 | 86 | 81 | 100 |
| | 2019 | 77 | 76 | 76 | 68 | 66 | 82 | * | * | - | * | 67 | * | 79 | 63 | 67 | 53 |
| Grade 7 Mathematics | 2022 | 60 | 49 | 49 | 50 | 47 | 57 | - | - | - | * | 65 | - | 50 | 48 | 49 | 45 |
| | 2019 | 62 | 65 | 65 | 60 | 62 | 71 | * | - | - | * | 53 | - | 68 | 55 | 61 | 53 |
| Grade 8 ELA/Reading | 2022 | 83 | 84 | 84 | 88 | 76 | 89 | - | * | - | * | 73 | * | 87 | 75 | 80 | 75 |
| | 2019 | 77 | 79 | 79 | 83 | 77 | 82 | - | * | - | 65 | 59 | * | 81 | 70 | 76 | 65 |
| Grade 8 Mathematics | 2022 | 74 | 70 | 70 | 50 | 74 | 72 | - | - | - | * | 63 | 83 | 73 | 61 | 68 | 79 |
| | 2019 | 82 | 70 | 70 | 63 | 78 | 64 | - | * | - | 80 | 75 | * | 70 | 74 | 68 | 77 |
| End of Course Algebra I | 2022 | 67 | 54 | 89 | * | * | 92 | - | * | - | * | - | * | 88 | 89 | 94 | * |
| | 2019 | 75 | 67 | 85 | - | 100 | 77 | - | * | - | - | - | * | 83 | * | 71 | * |
| All Grades Both Subjects | 2022 | 74 | 67 | 67 | 66 | 64 | 71 | - | 42 | - | 56 | 64 | 75 | 68 | 66 | 64 | 59 |
| | 2019 | 69 | 66 | 65 | 57 | 66 | 65 | * | * | - | 63 | 63 | 61 | 67 | 57 | 60 | 60 |
| All Grades ELA/Reading | 2022 | 78 | 76 | 78 | 75 | 78 | 80 | - | * | - | 77 | 70 | 64 | 78 | 78 | 74 | 73 |
| | 2019 | 68 | 66 | 68 | 60 | 66 | 70 | * | * | - | 68 | 61 | 50 | 71 | 58 | 63 | 57 |
| All Grades Mathematics | 2022 | 69 | 58 | 56 | 58 | 49 | 62 | - | * | - | 33 | 58 | 86 | 57 | 54 | 53 | 45 |
| | 2019 | 70 | 66 | 61 | 54 | 66 | 59 | * | * | - | 59 | 65 | 71 | 63 | 57 | 57 | 62 |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 73% | 71% | - | - | - | - | - | - | 46% | - | 46% | - | * | 73% | 47% | 91% |
| | 2021 | 67% | 69% | 65% | - | - | - | - | - | - | 41% | - | 41% | - | - | 66% | 41% | 89% |
| At Meets Grade Level or Above | 2022 | 48% | 43% | 38% | - | - | - | - | - | - | 17% | - | 17% | - | * | 39% | 17% | 56% |
| | 2021 | 41% | 44% | 38% | - | - | - | - | - | - | 21% | - | 21% | - | - | 38% | 21% | 59% |
| At Masters Grade Level | 2022 | 23% | 19% | 18% | - | - | - | - | - | - | 7% | - | 7% | - | * | 19% | 7% | 28% |
| | 2021 | 18% | 18% | 15% | - | - | - | - | - | - | 5% | - | 5% | - | - | 16% | 5% | 15% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 79% | - | - | - | - | - | - | 56% | - | 56% | - | * | 80% | 58% | 100% |
| | 2021 | 68% | 68% | 65% | - | - | - | - | - | - | 38% | - | 38% | - | - | 66% | 38% | 100% |
| At Meets Grade Level or Above | 2022 | 53% | 51% | 50% | - | - | - | - | - | - | 23% | - | 23% | - | * | 52% | 23% | 92% |
| | 2021 | 45% | 45% | 43% | - | - | - | - | - | - | 21% | - | 21% | - | - | 43% | 21% | 79% |
| At Masters Grade Level | 2022 | 25% | 21% | 30% | - | - | - | - | - | - | 13% | - | 13% | - | * | 31% | 13% | 42% |
| | 2021 | 18% | 17% | 18% | - | - | - | - | - | - | 7% | - | 7% | - | - | 19% | 7% | 21% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 71% | 67% | - | - | - | - | - | - | 41% | - | 41% | - | * | 69% | 43% | 92% |
| | 2021 | 66% | 71% | 68% | - | - | - | - | - | - | 62% | - | 62% | - | - | 68% | 62% | 86% |
| At Meets Grade Level or Above | 2022 | 42% | 37% | 31% | - | - | - | - | - | - | 10% | - | 10% | - | * | 33% | 10% | 42% |
| | 2021 | 37% | 44% | 39% | - | - | - | - | - | - | 28% | - | 28% | - | - | 39% | 28% | 57% |
| At Masters Grade Level | 2022 | 20% | 15% | 10% | - | - | - | - | - | - | 3% | - | 3% | - | * | 11% | 3% | 17% |
| | 2021 | 18% | 19% | 14% | - | - | - | - | - | - | 0% | - | 0% | - | - | 15% | 0% | 14% |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 74% | 78% | - | - | - | - | - | - | 40% | - | 40% | - | - | 80% | 40% | * |
| | 2021 | 71% | 76% | 75% | - | - | - | - | - | - | 14% | - | 14% | - | - | 79% | 14% | 86% |
| At Meets Grade Level or Above | 2022 | 47% | 37% | 38% | - | - | - | - | - | - | 30% | - | 30% | - | - | 39% | 30% | * |
| | 2021 | 44% | 48% | 48% | - | - | - | - | - | - | 0% | - | 0% | - | - | 51% | 0% | 43% |
| At Masters Grade Level | 2022 | 21% | 16% | 22% | - | - | - | - | - | - | 10% | - | 10% | - | - | 24% | 10% | * |
| | 2021 | 20% | 18% | 23% | - | - | - | - | - | - | 0% | - | 0% | - | - | 24% | 0% | 29% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 72% | 52% | - | - | - | - | - | - | 30% | - | 30% | - | - | 55% | 30% | * |
| | 2021 | 73% | 69% | 46% | - | - | - | - | - | - | 0% | - | 0% | - | - | 48% | 0% | 71% |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Meets Grade Level or Above | 2022 | 50% | 46% | 21% | - | - | - | - | - | - | 10% | - | 10% | - | - | 22% | 10% | * |
| | 2021 | 49% | 43% | 17% | - | - | - | - | - | - | 0% | - | 0% | - | - | 17% | 0% | 29% |
| At Masters Grade Level | 2022 | 30% | 25% | 7% | - | - | - | - | - | - | 0% | - | 0% | - | - | 7% | 0% | * |
| | 2021 | 29% | 24% | 5% | - | - | - | - | - | - | 0% | - | 0% | - | - | 6% | 0% | 0% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 67% | 67% | - | - | - | - | - | - | 58% | - | 58% | - | * | 69% | 57% | 65% |
| | 2019 | 69% | 66% | 65% | - | - | - | - | - | - | 61% | * | 59% | - | - | - | 61% | - |
| All Grades ELA/Reading | 2022 | 78% | 76% | 78% | - | - | - | - | - | - | 71% | - | 71% | - | * | 79% | 72% | 83% |
| | 2019 | 68% | 66% | 68% | - | - | - | - | - | - | 61% | * | 59% | - | - | - | 61% | - |
| All Grades Mathematics | 2022 | 69% | 58% | 56% | - | - | - | - | - | - | 45% | - | 45% | - | * | 58% | 43% | 46% |
| | 2019 | 70% | 66% | 61% | - | - | - | - | - | - | 61% | * | 59% | - | - | - | 61% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 95% | 100% | 94% | 97% | - | 100% | - | 100% | 100% | 100% | 99% | 86% | 96% | 85% |
| Not Included in Accountability: Mobile | 5% | 5% | 5% | 0% | 5% | 3% | - | 0% | - | 0% | 0% | 0% | 1% | 13% | 3% | 13% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 1% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 1% | 1% | 3% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 94% | 95% | 100% | 94% | 97% | - | * | - | 100% | 100% | 100% | 99% | 87% | 97% | 88% |
| Not Included in Accountability: Mobile | 5% | 6% | 5% | 0% | 5% | 3% | - | * | - | 0% | 0% | 0% | 1% | 12% | 2% | 11% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 0% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 0% | 1% | 1% | 2% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 93% | 95% | 100% | 94% | 97% | - | * | - | 100% | 100% | 100% | 99% | 87% | 97% | 88% |
| Not Included in Accountability: Mobile | 5% | 6% | 5% | 0% | 5% | 3% | - | * | - | 0% | 0% | 0% | 1% | 12% | 2% | 11% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 0% | 1% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 1% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | - | * | - | * | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 94% | 100% | 94% | 96% | - | * | - | * | 100% | * | 100% | 82% | 95% | 75% |
| Not Included in Accountability: Mobile | 4% | 6% | 5% | 0% | 4% | 4% | - | * | - | * | 0% | * | 0% | 16% | 4% | 19% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 2% | 0% | - | * | - | * | 0% | * | 0% | 2% | 2% | 6% |
| Not Tested | 2% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | - | * | - | * | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 96% | 94% | 100% | 94% | 96% | - | * | - | * | 100% | * | 100% | 82% | 95% | 75% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 0% | 4% | 4% | - | * | - | * | 0% | * | 0% | 16% | 4% | 19% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 2% | 0% | - | * | - | * | 0% | * | 0% | 2% | 2% | 6% |
| Not Tested | 2% | 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% |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 99% | 99% | 100% | 99% | 100% | - | * | - | 100% | 100% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 83% | 94% | 96% | 100% | 93% | 98% | - | * | - | 100% | 98% | 91% | 97% | 93% | 95% | 93% |
| Not Included in Accountability: Mobile | 3% | 5% | 3% | 0% | 5% | 2% | - | * | - | 0% | 2% | 9% | 2% | 6% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 1% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 12% | 1% | 1% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Absent | 2% | 1% | 1% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Other | 10% | 1% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 100% | 99% | 100% | 99% | 100% | - | * | - | 100% | 100% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 83% | 94% | 95% | 100% | 93% | 98% | - | * | - | 100% | 95% | 88% | 96% | 93% | 95% | 91% |
| Not Included in Accountability: Mobile | 3% | 5% | 3% | 0% | 5% | 2% | - | * | - | 0% | 2% | 13% | 2% | 6% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 0% | 0% | 1% | 0% | - | * | - | 0% | 2% | 0% | 0% | 0% | 0% | 2% |
| Not Tested | 11% | 0% | 1% | 0% | 1% | 1% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Absent | 2% | 0% | 1% | 0% | 1% | 1% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 97% | 99% | 100% | 99% | 100% | - | * | - | 100% | 100% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 84% | 92% | 96% | 100% | 93% | 98% | - | * | - | 100% | 98% | 88% | 97% | 93% | 95% | 93% |
| Not Included in Accountability: Mobile | 4% | 5% | 3% | 0% | 5% | 2% | - | * | - | 0% | 2% | 13% | 2% | 6% | 4% | 7% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 3% | 1% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Absent | 2% | 1% | 1% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 1% | 1% | 1% | 0% |
| Other | 10% | 2% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 98% | 100% | 98% | 100% | - | - | - | * | 100% | * | 99% | 97% | 99% | 100% |
| Included in Accountability | 84% | 94% | 96% | 100% | 94% | 99% | - | - | - | * | 100% | * | 98% | 92% | 95% | 93% |
| Not Included in Accountability: Mobile | 3% | 5% | 2% | 0% | 4% | 1% | - | - | - | * | 0% | * | 1% | 5% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 1% | 2% | 0% | 2% | 0% | - | - | - | * | 0% | * | 1% | 3% | 1% | 0% |
| Absent | 2% | 1% | 2% | 0% | 2% | 0% | - | - | - | * | 0% | * | 1% | 3% | 1% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Social Studies | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 98% | 100% | 98% | 100% | - | - | - | * | 100% | * | 99% | 97% | 99% | 100% |
| Included in Accountability | 84% | 96% | 96% | 100% | 94% | 99% | - | - | - | * | 100% | * | 98% | 92% | 95% | 93% |
| Not Included in Accountability: Mobile | 3% | 3% | 2% | 0% | 4% | 1% | - | - | - | * | 0% | * | 1% | 5% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 1% | 2% | 0% | 2% | 0% | - | - | - | * | 0% | * | 1% | 3% | 1% | 0% |
| Absent | 3% | 1% | 2% | 0% | 2% | 0% | - | - | - | * | 0% | * | 1% | 3% | 1% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 92.9% | 92.3% | 92.7% | 91.3% | 93.4% | - | * | - | 85.9% | 90.9% | 90.4% | 90.0% |
| 2019-20 | 98.3% | 98.7% | 98.9% | 98.0% | 98.8% | 99.0% | * | * | - | 98.3% | 98.4% | 98.7% | 99.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 22.4% | 26.3% | 14.3% | 32.7% | 21.3% | - | * | - | 56.3% | 32.7% | 34.2% | 41.2% |
| 2019-20 | 6.7% | 7.3% | 5.5% | 17.2% | 5.7% | 4.3% | * | * | - | 0.0% | 9.8% | 8.2% | 5.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.4% | 0.4% | 0.0% | 1.0% | 0.0% | - | * | - | 0.0% | 3.4% | 0.0% | 0.0% |
| 2019-20 | 0.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 1.6% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 4.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 2.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 96.7% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 3.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 1.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 90.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 90.3% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 4.3% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2021 | 81.9% | 71.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.5% | 69.0% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 72.6% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 87.8% | 73.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | * | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 4.4% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 65.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 81.8% | 70.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 66.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 85.8% | 73.7% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|-----------------|-------------------|-------------------|----------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | - | - | 126 | 358,842 |
| By Ethnicity: | | | | |
| African American | - | - | 14 | 44,018 |
| Hispanic | - | - | 32 | 183,306 |
| White | - | - | 75 | 103,898 |
| American Indian | - | - | 1 | 1,195 |
| Asian | - | - | 0 | 18,030 |
| Pacific Islander | - | - | 0 | 553 |
| Two or More Races | - | - | 4 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | - | - | 42 | 56,281 |
| Foundation H.S. Program (Endorsement) | - | - | 1 | 13,582 |
| Foundation H.S. Program (DLA) | - | - | 83 | 287,316 |
| | | | | |
| Special Education Graduates | - | - | 16 | 31,028 |
| Economically Disadvantaged Graduates | - | - | 67 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 3 | 32,809 |
| At-Risk Graduates | - | - | 19 | 155,884 |
| CTE Completers | - | - | 47 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 392 | 100.0% | 1,780 | 5,402,928 | 392 | 100.0% | 1,788 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.4% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.1% | 4.1% | 0 | 0.0% | 3.1% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 3.1% | 3.5% | 0 | 0.0% | 3.1% | 3.5% |
| Kindergarten | 0 | 0.0% | 7.1% | 6.8% | 0 | 0.0% | 7.1% | 6.8% |
| Grade 1 | 0 | 0.0% | 7.5% | 7.1% | 0 | 0.0% | 7.4% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.6% | 7.1% | 0 | 0.0% | 6.5% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.3% | 7.1% | 0 | 0.0% | 7.3% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.4% | 7.1% | 0 | 0.0% | 7.4% | 7.1% |
| Grade 5 | 0 | 0.0% | 6.8% | 7.2% | 0 | 0.0% | 6.8% | 7.2% |
| Grade 6 | 109 | 27.8% | 6.1% | 7.4% | 109 | 27.8% | 6.1% | 7.4% |
| Grade 7 | 143 | 36.5% | 8.0% | 7.7% | 143 | 36.5% | 8.0% | 7.7% |
| Grade 8 | 140 | 35.7% | 7.9% | 7.9% | 140 | 35.7% | 7.8% | 7.8% |
| Grade 9 | 0 | 0.0% | 8.8% | 8.8% | 0 | 0.0% | 8.8% | 8.8% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.6% | 0 | 0.0% | 7.6% | 7.5% |
| Grade 11 | 0 | 0.0% | 8.0% | 7.2% | 0 | 0.0% | 8.0% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.5% | 6.7% | 0 | 0.0% | 7.5% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 26 | 6.6% | 6.9% | 12.8% | 26 | 6.6% | 6.8% | 12.8% |
| Hispanic | 147 | 37.5% | 33.9% | 52.8% | 147 | 37.5% | 33.9% | 52.7% |
| White | 200 | 51.0% | 54.4% | 26.3% | 200 | 51.0% | 54.4% | 26.3% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 3 | 0.8% | 0.6% | 4.8% | 3 | 0.8% | 0.6% | 4.8% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 16 | 4.1% | 4.2% | 2.9% | 16 | 4.1% | 4.2% | 2.9% |
| Sex: | | | | | | | | |
| Female | 191 | 48.7% | 47.3% | 48.9% | 191 | 48.7% | 47.4% | 48.8% |
| Male | 201 | 51.3% | 52.7% | 51.1% | 201 | 51.3% | 52.6% | 51.2% |
| | | | | | | | | |
| Economically Disadvantaged | 167 | 42.6% | 45.7% | 60.7% | 167 | 42.6% | 45.9% | 60.6% |
| Non-Educationally Disadvantaged | 225 | 57.4% | 54.3% | 39.3% | 225 | 57.4% | 54.1% | 39.4% |
| Section 504 Students | 61 | 15.6% | 9.3% | 7.4% | 61 | 15.6% | 9.3% | 7.4% |
| EB Students/EL | 43 | 11.0% | 8.3% | 21.7% | 43 | 11.0% | 8.3% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Students w/ Disciplinary Placements (2020-21) | 12 | 2.8% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 40 | 10.2% | 5.6% | 5.0% | 40 | 10.2% | 5.6% | 5.0% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Homeless | 10 | 2.6% | 1.7% | 1.1% | 10 | 2.6% | 1.7% | 1.1% |
| Immigrant | 0 | 0.0% | 0.0% | 2.0% | 0 | 0.0% | 0.0% | 2.0% |
| Migrant | 3 | 0.8% | 0.4% | 0.3% | 3 | 0.8% | 0.4% | 0.3% |
| Title I | 392 | 100.0% | 99.7% | 64.3% | 392 | 100.0% | 99.7% | 64.3% |
| Military Connected | 24 | 6.1% | 6.7% | 3.3% | 24 | 6.1% | 6.7% | 3.3% |
| At-Risk | 226 | 57.7% | 46.0% | 53.5% | 226 | 57.7% | 45.8% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 42 | 10.7% | 7.9% | 21.9% | 42 | 10.7% | 7.9% | 21.8% |
| Gifted and Talented Education | 29 | 7.4% | 7.1% | 8.0% | 29 | 7.4% | 7.0% | 8.0% |
| Special Education | 45 | 11.5% | 12.5% | 11.6% | 45 | 11.5% | 12.9% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 45 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 24 | 53.3% | 45.9% | 43.0% | | | | |
| Students with Physical Disabilities | * | * | ** | 20.8% | | | | |
| Students with Autism | ** | ** | 17.6% | 14.7% | | | | |
| Students with Behavioral Disabilities | 12 | 26.7% | 18.5% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 60 | 14.0% | 13.2% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 4 | 0.9% | 1.3% | 2.5% | | | | |
| Hispanic | 19 | 4.4% | 3.7% | 6.6% | | | | |
| White | 33 | 7.7% | 7.4% | 3.5% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.0% | | | | |
| Two or More Races | 4 | 0.9% | 0.7% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 6 | 12.2% | 12.9% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 5 | 14.7% | 14.1% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 39 | 14.9% | 13.2% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 29 | 10.6% | 13.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 3.0% | 1.9% | - | 0.0% | 5.2% |
| Grade 1 | - | 13.0% | 2.9% | - | 9.1% | 4.2% |
| Grade 2 | - | 2.1% | 1.7% | - | 0.0% | 2.2% |
| Grade 3 | - | 2.9% | 1.0% | - | 0.0% | 1.0% |
| Grade 4 | - | 1.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 5 | - | 1.1% | 0.5% | - | 0.0% | 0.7% |
| Grade 6 | 0.9% | 0.9% | 0.6% | 0.0% | 0.0% | 0.6% |
| Grade 7 | 0.0% | 0.0% | 0.7% | 0.0% | 0.0% | 0.7% |
| Grade 8 | 0.0% | 0.0% | 0.6% | 0.0% | 0.0% | 0.8% |
| Grade 9 | - | 14.7% | 10.5% | - | 26.3% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 21.0 | 18.7 |
| Grade 1 | - | 18.7 | 18.7 |
| Grade 2 | - | 16.4 | 18.6 |
| Grade 3 | - | 18.1 | 18.7 |
| Grade 4 | - | 17.8 | 18.8 |
| Grade 5 | - | 19.4 | 20.2 |
| Grade 6 | 13.4 | 13.4 | 19.2 |
| Secondary: | | | |
| English/Language Arts | 13.7 | 16.1 | 16.3 |
| Foreign Languages | - | 18.5 | 18.4 |
| Mathematics | 14.3 | 15.4 | 17.5 |
| Science | 15.8 | 16.9 | 18.5 |
| Social Studies | 18.6 | 18.5 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 43.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 33.9 | 78.0% | 64.4% | 64.1% |
| Teachers | 29.8 | 68.7% | 50.1% | 49.3% |
| Professional Support | 2.0 | 4.7% | 9.0% | 10.7% |
| Campus Administration (School Leadership) | 2.0 | 4.6% | 3.3% | 2.9% |
| Educational Aides: | 9.6 | 22.0% | 14.2% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 3.0 | 4,194.0 |
| Part-time Librarians | 1.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 0.0 | n/a | 4.0 | 13,550.0 |
| Part-time Counselors | 1.0 | n/a | 1.0 | 1,176.0 |
| Total Minority Staff: | 6.0 | 13.8% | 16.1% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 3.0 | 10.1% | 3.6% | 11.2% |
| Hispanic | 2.0 | 6.7% | 9.4% | 28.9% |
| White | 22.8 | 76.3% | 84.7% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 2.1 | 6.9% | 2.3% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 10.1 | 33.8% | 20.3% | 24.1% |
| Females | 19.8 | 66.2% | 79.7% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.6% | 1.4% |
| Bachelors | 22.7 | 75.9% | 78.0% | 72.6% |
| Masters | 7.2 | 24.1% | 20.5% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 6.7% | 6.3% | 7.9% |
| 1-5 Years Experience | 8.0 | 26.8% | 29.0% | 26.7% |
| 6-10 Years Experience | 3.2 | 10.6% | 24.3% | 20.6% |
| 11-20 Years Experience | 10.0 | 33.7% | 23.1% | 28.6% |
| 21-30 Years Experience | 5.6 | 18.8% | 14.8% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Over 30 Years Experience | 1.0 | 3.3% | 2.6% | 2.9% |
| | | | | |
| Number of Students per Teacher | 13.1 | n/a | 13.9 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 1.0 | 2.8 | 6.3 |
| Average Years Experience of Principals with District | 1.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 1.0 | 5.8 | 5.5 |
| Average Years Experience of Assistant Principals with District | 1.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 13.8 | 11.7 | 11.1 |
| Average Years Experience of Teachers with District: | 8.0 | 7.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$45,505 | \$44,189 | \$51,054 |
| 1-5 Years Experience | \$47,119 | \$46,876 | \$54,577 |
| 6-10 Years Experience | \$51,036 | \$50,126 | \$57,746 |
| 11-20 Years Experience | \$54,479 | \$54,471 | \$61,377 |
| 21-30 Years Experience | \$61,912 | \$63,181 | \$65,949 |
| Over 30 Years Experience | \$64,360 | \$64,909 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$53,270 | \$52,134 | \$58,887 |
| Professional Support | \$63,496 | \$60,028 | \$69,505 |
| Campus Administration (School Leadership) | \$76,055 | \$76,940 | \$84,990 |
| | | | |
| Instructional Staff Percent: | n/a | 65.9% | 64.9% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.1 | 0.5% | 0.2% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 4.1% | 5.2% |
| Compensatory Education | 0.2 | 0.6% | 4.8% | 3.0% |
| Gifted and Talented Education | 0.1 | 0.3% | 0.2% | 1.7% |
| Regular Education | 26.6 | 89.2% | 78.8% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE J H (011904041) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Special Education | 2.8 | 9.5% | 11.9% | 9.6% |
| Other | 0.0 | 0.0% | 0.0% | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville Elementary Campus Data

2021-2022



Texas Academic Performance Report

2021-22 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: SMITHVILLE EL

Campus Number: 011904101

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 81% | 81% | 100% | 66% | 89% | - | - | - | 67% | 42% | 100% | 80% | 84% | 70% | 46% |
| | 2021 | 67% | 74% | 74% | 57% | 64% | 83% | * | * | - | * | 45% | * | 74% | 74% | 61% | 40% |
| At Meets Grade Level or Above | 2022 | 51% | 50% | 50% | 67% | 34% | 61% | - | - | - | 22% | 23% | 0% | 50% | 52% | 35% | 15% |
| | 2021 | 39% | 40% | 40% | 29% | 34% | 45% | * | * | - | * | 35% | * | 38% | 47% | 26% | 20% |
| At Masters Grade Level | 2022 | 30% | 29% | 29% | 17% | 13% | 42% | - | - | - | 0% | 4% | 0% | 32% | 19% | 16% | 0% |
| | 2021 | 19% | 19% | 19% | 14% | 16% | 22% | * | * | - | * | 30% | * | 20% | 16% | 11% | 10% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 75% | 75% | 50% | 71% | 83% | - | - | - | 44% | 31% | 100% | 77% | 71% | 60% | 69% |
| | 2021 | 62% | 73% | 73% | 29% | 59% | 88% | * | * | - | * | 45% | * | 74% | 68% | 60% | 30% |
| At Meets Grade Level or Above | 2022 | 43% | 46% | 46% | 0% | 32% | 61% | - | - | - | 22% | 15% | 80% | 47% | 45% | 30% | 38% |
| | 2021 | 31% | 47% | 47% | 14% | 39% | 58% | * | * | - | * | 40% | * | 45% | 58% | 32% | 20% |
| At Masters Grade Level | 2022 | 21% | 19% | 19% | 0% | 8% | 28% | - | - | - | 11% | 4% | 20% | 22% | 10% | 9% | 8% |
| | 2021 | 14% | 23% | 23% | 0% | 16% | 30% | * | * | - | * | 20% | * | 23% | 21% | 11% | 20% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 82% | 82% | 75% | 73% | 87% | * | * | - | 80% | 50% | 83% | 80% | 86% | 71% | 57% |
| | 2021 | 63% | 74% | 74% | 50% | 62% | 87% | - | * | - | * | 31% | * | 76% | 70% | 64% | 31% |
| At Meets Grade Level or Above | 2022 | 54% | 54% | 54% | 38% | 47% | 59% | * | * | - | 40% | 40% | 33% | 51% | 61% | 41% | 29% |
| | 2021 | 36% | 46% | 46% | 17% | 38% | 56% | - | * | - | * | 0% | * | 49% | 37% | 37% | 15% |
| At Masters Grade Level | 2022 | 28% | 25% | 25% | 0% | 18% | 30% | * | * | - | 40% | 5% | 17% | 26% | 22% | 17% | 7% |
| | 2021 | 17% | 26% | 26% | 17% | 10% | 37% | - | * | - | * | 0% | * | 26% | 26% | 20% | 0% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 79% | 79% | 63% | 67% | 90% | * | * | - | 60% | 45% | 100% | 79% | 81% | 65% | 43% |
| | 2021 | 59% | 70% | 70% | 33% | 67% | 76% | - | * | - | * | 31% | * | 77% | 48% | 63% | 54% |
| At Meets Grade Level or Above | 2022 | 43% | 53% | 53% | 38% | 42% | 61% | * | * | - | 40% | 30% | 67% | 53% | 53% | 42% | 14% |
| | 2021 | 36% | 50% | 50% | 0% | 41% | 61% | - | * | - | * | 8% | * | 55% | 37% | 41% | 8% |
| At Masters Grade Level | 2022 | 23% | 22% | 22% | 0% | 18% | 25% | * | * | - | 20% | 15% | 17% | 22% | 19% | 10% | 14% |
| | 2021 | 21% | 32% | 32% | 0% | 28% | 41% | - | * | - | * | 0% | * | 33% | 30% | 22% | 0% |
| Grade 5 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2022 | 81% | 76% | 76% | 44% | 67% | 91% | - | * | * | * | 29% | * | 76% | 75% | 62% | 44% |
| | 2021 | 73% | 65% | 65% | 60% | 64% | 69% | - | * | - | * | 17% | * | 72% | 53% | 60% | 52% |
| At Meets Grade Level or Above | 2022 | 58% | 53% | 53% | 44% | 41% | 64% | - | * | * | * | 12% | * | 52% | 56% | 40% | 13% |
| | 2021 | 46% | 41% | 41% | 20% | 32% | 53% | - | * | - | * | 0% | * | 47% | 29% | 36% | 33% |
| At Masters Grade Level | 2022 | 36% | 27% | 27% | 0% | 22% | 36% | - | * | * | * | 0% | * | 28% | 25% | 15% | 6% |
| | 2021 | 30% | 30% | 30% | 20% | 25% | 36% | - | * | - | * | 0% | * | 33% | 24% | 26% | 29% |
| Grade 5 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 75% | 75% | 56% | 65% | 86% | - | * | * | * | 35% | * | 75% | 75% | 65% | 44% |
| | 2021 | 70% | 77% | 77% | 40% | 77% | 82% | - | * | - | * | 50% | * | 81% | 68% | 75% | 81% |
| At Meets Grade Level or Above | 2022 | 48% | 41% | 41% | 44% | 37% | 41% | - | * | * | * | 6% | * | 39% | 47% | 29% | 19% |
| | 2021 | 44% | 53% | 53% | 0% | 61% | 56% | - | * | - | * | 33% | * | 58% | 44% | 43% | 57% |
| At Masters Grade Level | 2022 | 25% | 24% | 24% | 11% | 15% | 30% | - | * | * | * | 0% | * | 25% | 22% | 13% | 0% |
| | 2021 | 25% | 29% | 29% | 0% | 32% | 31% | - | * | - | * | 0% | * | 31% | 24% | 21% | 19% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 66% | 57% | 57% | 22% | 48% | 70% | - | * | * | * | 18% | * | 58% | 56% | 40% | 25% |
| | 2021 | 62% | 66% | 66% | 20% | 66% | 76% | - | * | - | * | 33% | * | 69% | 62% | 55% | 67% |
| At Meets Grade Level or Above | 2022 | 38% | 24% | 24% | 11% | 13% | 34% | - | * | * | * | 12% | * | 24% | 25% | 12% | 0% |
| | 2021 | 31% | 34% | 34% | 20% | 39% | 31% | - | * | - | * | 17% | * | 39% | 24% | 23% | 33% |
| At Masters Grade Level | 2022 | 18% | 9% | 9% | 0% | 4% | 14% | - | * | * | * | 0% | * | 8% | 13% | 2% | 0% |
| | 2021 | 13% | 11% | 11% | 0% | 11% | 13% | - | * | - | * | 0% | * | 16% | 3% | 4% | 10% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 73% | 75% | 56% | 65% | 85% | * | 100% | * | 58% | 36% | 91% | 75% | 76% | 63% | 46% |
| | 2021 | 67% | 69% | 69% | 43% | 62% | 78% | * | 81% | - | 42% | 34% | 44% | 72% | 62% | 60% | 51% |
| At Meets Grade Level or Above | 2022 | 48% | 43% | 46% | 35% | 35% | 55% | * | 86% | * | 30% | 20% | 44% | 45% | 49% | 33% | 18% |
| | 2021 | 41% | 44% | 43% | 17% | 39% | 50% | * | 50% | - | 23% | 21% | 22% | 45% | 38% | 33% | 27% |
| At Masters Grade Level | 2022 | 23% | 19% | 22% | 4% | 14% | 30% | * | 43% | * | 18% | 4% | 21% | 23% | 19% | 12% | 5% |
| | 2021 | 18% | 18% | 22% | 6% | 18% | 27% | * | 25% | - | 12% | 10% | 15% | 23% | 20% | 15% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 80% | 70% | 69% | 89% | * | * | * | 61% | 41% | 93% | 79% | 82% | 68% | 49% |
| | 2021 | 68% | 68% | 71% | 56% | 63% | 81% | * | 83% | - | 50% | 36% | 50% | 74% | 64% | 62% | 43% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2022 | 53% | 51% | 52% | 48% | 41% | 61% | * | * | * | 28% | 25% | 33% | 51% | 57% | 39% | 19% |
| | 2021 | 45% | 45% | 42% | 22% | 35% | 51% | * | 50% | - | 20% | 18% | 20% | 44% | 36% | 33% | 25% |
| At Masters Grade Level | 2022 | 25% | 21% | 27% | 4% | 18% | 36% | * | * | * | 17% | 3% | 20% | 29% | 22% | 16% | 5% |
| | 2021 | 18% | 17% | 25% | 17% | 17% | 31% | * | 50% | - | 10% | 15% | 10% | 25% | 23% | 18% | 16% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 71% | 77% | 57% | 67% | 86% | * | * | * | 56% | 37% | 100% | 77% | 76% | 63% | 51% |
| | 2021 | 66% | 71% | 73% | 33% | 68% | 82% | * | 83% | - | 50% | 41% | 60% | 77% | 61% | 65% | 61% |
| At Meets Grade Level or Above | 2022 | 42% | 37% | 47% | 30% | 37% | 55% | * | * | * | 33% | 17% | 67% | 47% | 48% | 34% | 23% |
| | 2021 | 37% | 44% | 50% | 6% | 47% | 58% | * | 50% | - | 30% | 28% | 30% | 52% | 45% | 38% | 34% |
| At Masters Grade Level | 2022 | 20% | 15% | 22% | 4% | 14% | 27% | * | * | * | 17% | 6% | 27% | 23% | 17% | 11% | 7% |
| | 2021 | 18% | 19% | 28% | 0% | 25% | 34% | * | 17% | - | 10% | 10% | 30% | 29% | 25% | 17% | 14% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 74% | 57% | 22% | 48% | 70% | - | * | * | * | 18% | * | 58% | 56% | 40% | 25% |
| | 2021 | 71% | 76% | 66% | 20% | 66% | 76% | - | * | - | * | 33% | * | 69% | 62% | 55% | 67% |
| At Meets Grade Level or Above | 2022 | 47% | 37% | 24% | 11% | 13% | 34% | - | * | * | * | 12% | * | 24% | 25% | 12% | 0% |
| | 2021 | 44% | 48% | 34% | 20% | 39% | 31% | - | * | - | * | 17% | * | 39% | 24% | 23% | 33% |
| At Masters Grade Level | 2022 | 21% | 16% | 9% | 0% | 4% | 14% | - | * | * | * | 0% | * | 8% | 13% | 2% | 0% |
| | 2021 | 20% | 18% | 11% | 0% | 11% | 13% | - | * | - | * | 0% | * | 16% | 3% | 4% | 10% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 3rd Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 34% | 34% | 0% | 21% | 44% | - | - | - | 22% | 12% | 0% | 34% | 32% | 21% | 15% |
| | 2021 | 24% | 32% | 32% | 14% | 27% | 37% | * | * | - | * | 30% | * | 30% | 42% | 18% | 20% |
| Reading and Mathematics Including EOC | 2022 | 36% | 34% | 34% | 0% | 21% | 44% | - | - | - | 22% | 12% | 0% | 34% | 32% | 21% | 15% |
| | 2021 | 24% | 32% | 32% | 14% | 27% | 37% | * | * | - | * | 30% | * | 30% | 42% | 18% | 20% |
| Reading Including EOC | 2022 | 51% | 50% | 50% | 67% | 34% | 61% | - | - | - | 22% | 23% | 0% | 50% | 52% | 35% | 15% |
| | 2021 | 38% | 40% | 40% | 29% | 34% | 45% | * | * | - | * | 35% | * | 38% | 47% | 26% | 20% |
| Math Including EOC | 2022 | 43% | 46% | 46% | 0% | 32% | 61% | - | - | - | 22% | 15% | 80% | 47% | 45% | 30% | 38% |
| | 2021 | 31% | 47% | 47% | 14% | 39% | 58% | * | * | - | * | 40% | * | 45% | 58% | 32% | 20% |
| 4th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 41% | 41% | 25% | 33% | 45% | * | * | - | 40% | 25% | 33% | 39% | 44% | 30% | 14% |
| | 2021 | 26% | 36% | 36% | 0% | 28% | 46% | - | * | - | * | 0% | * | 37% | 33% | 27% | 0% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Reading and Mathematics Including EOC | 2022 | 36% | 41% | 41% | 25% | 33% | 45% | * | * | - | 40% | 25% | 33% | 39% | 44% | 30% | 14% |
| | 2021 | 26% | 36% | 36% | 0% | 28% | 46% | - | * | - | * | 0% | * | 37% | 33% | 27% | 0% |
| Reading Including EOC | 2022 | 54% | 54% | 54% | 38% | 47% | 59% | * | * | - | 40% | 40% | 33% | 51% | 61% | 41% | 29% |
| | 2021 | 36% | 46% | 46% | 17% | 38% | 56% | - | * | - | * | 0% | * | 49% | 37% | 37% | 15% |
| Math Including EOC | 2022 | 43% | 53% | 53% | 38% | 42% | 61% | * | * | - | 40% | 30% | 67% | 53% | 53% | 42% | 14% |
| | 2021 | 36% | 50% | 50% | 0% | 41% | 61% | - | * | - | * | 8% | * | 55% | 37% | 41% | 8% |
| 5th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 41% | 33% | 33% | 44% | 24% | 38% | - | * | * | * | 6% | * | 29% | 44% | 19% | 6% |
| | 2021 | 34% | 33% | 33% | 0% | 32% | 40% | - | * | - | * | 0% | * | 39% | 21% | 26% | 29% |
| Reading and Mathematics Including EOC | 2022 | 41% | 33% | 33% | 44% | 24% | 38% | - | * | * | * | 6% | * | 29% | 44% | 19% | 6% |
| | 2021 | 34% | 33% | 33% | 0% | 32% | 40% | - | * | - | * | 0% | * | 39% | 21% | 26% | 29% |
| Reading Including EOC | 2022 | 58% | 53% | 53% | 44% | 41% | 64% | - | * | * | * | 12% | * | 52% | 56% | 40% | 13% |
| | 2021 | 46% | 41% | 41% | 20% | 32% | 53% | - | * | - | * | 0% | * | 47% | 29% | 36% | 33% |
| Math Including EOC | 2022 | 48% | 41% | 41% | 44% | 37% | 41% | - | * | * | * | 6% | * | 39% | 47% | 29% | 19% |
| | 2021 | 44% | 53% | 53% | 0% | 61% | 56% | - | * | - | * | 33% | * | 58% | 44% | 43% | 57% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 34% | 30% | 36% | 26% | 26% | 43% | * | * | * | 28% | 14% | 27% | 34% | 40% | 24% | 12% |
| | 2021 | 26% | 29% | 34% | 6% | 29% | 41% | * | 33% | - | 20% | 15% | 20% | 35% | 30% | 23% | 18% |
| Reading and Mathematics Including EOC | 2022 | 36% | 31% | 36% | 26% | 26% | 43% | * | * | * | 28% | 14% | 27% | 34% | 40% | 24% | 12% |
| | 2021 | 28% | 31% | 34% | 6% | 29% | 41% | * | 33% | - | 20% | 15% | 20% | 35% | 30% | 23% | 18% |
| Reading Including EOC | 2022 | 53% | 51% | 52% | 48% | 41% | 61% | * | * | * | 28% | 25% | 33% | 51% | 57% | 39% | 19% |
| | 2021 | 41% | 42% | 42% | 22% | 35% | 51% | * | 50% | - | 20% | 18% | 20% | 44% | 36% | 33% | 25% |
| Math Including EOC | 2022 | 43% | 39% | 47% | 30% | 37% | 55% | * | * | * | 33% | 17% | 67% | 47% | 48% | 34% | 23% |
| | 2021 | 37% | 44% | 50% | 6% | 47% | 58% | * | 50% | - | 30% | 28% | 30% | 52% | 45% | 38% | 34% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2022 | 77 | 76 | 76 | 86 | 78 | 73 | * | * | - | 90 | 67 | 100 | 73 | 87 | 74 | 80 |
| | 2019 | 61 | 51 | 51 | 50 | 58 | 48 | - | - | - | 40 | 38 | * | 54 | 38 | 49 | 61 |
| Grade 4 Mathematics | 2022 | 74 | 67 | 67 | 86 | 69 | 61 | * | * | - | 80 | 67 | 75 | 64 | 76 | 65 | 67 |
| | 2019 | 65 | 61 | 61 | 59 | 57 | 63 | - | - | - | 80 | 71 | * | 63 | 57 | 59 | 47 |
| Grade 5 ELA/Reading | 2022 | 87 | 74 | 74 | 71 | 66 | 80 | - | * | * | * | 54 | * | 73 | 77 | 71 | 57 |
| | 2019 | 81 | 76 | 76 | 80 | 66 | 82 | - | - | - | 88 | 65 | * | 74 | 80 | 69 | 63 |
| Grade 5 Mathematics | 2022 | 79 | 68 | 68 | 100 | 67 | 63 | - | * | * | * | 73 | * | 64 | 83 | 70 | 70 |
| | 2019 | 83 | 86 | 86 | 90 | 81 | 90 | - | - | - | 88 | 90 | * | 85 | 91 | 87 | 88 |
| All Grades Both Subjects | 2022 | 74 | 67 | 71 | 86 | 70 | 69 | * | 83 | * | 75 | 65 | 93 | 68 | 81 | 70 | 68 |
| | 2019 | 69 | 66 | 69 | 64 | 66 | 71 | - | - | - | 77 | 65 | 75 | 69 | 69 | 66 | 65 |
| All Grades ELA/Reading | 2022 | 78 | 76 | 75 | 79 | 72 | 77 | * | * | * | 72 | 61 | 100 | 73 | 82 | 73 | 67 |
| | 2019 | 68 | 66 | 64 | 59 | 62 | 65 | - | - | - | 69 | 50 | 80 | 64 | 62 | 59 | 62 |
| All Grades Mathematics | 2022 | 69 | 58 | 67 | 93 | 68 | 62 | * | * | * | 78 | 69 | 85 | 64 | 79 | 67 | 69 |
| | 2019 | 70 | 66 | 74 | 69 | 70 | 77 | - | - | - | 85 | 80 | 70 | 74 | 76 | 73 | 67 |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|--|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 73% | 75% | - | - | - | - | - | - | 47% | 48% | * | - | 38% | 79% | 46% | - |
| | 2021 | 67% | 69% | 69% | - | - | - | - | - | - | 44% | 44% | - | - | 67% | 72% | 45% | 100% |
| At Meets Grade Level or Above | 2022 | 48% | 43% | 46% | - | - | - | - | - | - | 19% | 20% | * | - | 0% | 50% | 18% | - |
| | 2021 | 41% | 44% | 43% | - | - | - | - | - | - | 20% | 20% | - | - | 17% | 46% | 20% | 92% |
| At Masters Grade Level | 2022 | 23% | 19% | 22% | - | - | - | - | - | - | 5% | 5% | * | - | 0% | 25% | 5% | - |
| | 2021 | 18% | 18% | 22% | - | - | - | - | - | - | 9% | 9% | - | - | 0% | 24% | 8% | 50% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 74% | 80% | - | - | - | - | - | - | 48% | 49% | * | - | * | 84% | 49% | - |
| | 2021 | 68% | 68% | 71% | - | - | - | - | - | - | 37% | 37% | - | - | * | 76% | 38% | * |
| At Meets Grade Level or Above | 2022 | 53% | 51% | 52% | - | - | - | - | - | - | 20% | 21% | * | - | * | 57% | 19% | - |
| | 2021 | 45% | 45% | 42% | - | - | - | - | - | - | 21% | 21% | - | - | * | 45% | 20% | * |
| At Masters Grade Level | 2022 | 25% | 21% | 27% | - | - | - | - | - | - | 5% | 5% | * | - | * | 30% | 5% | - |
| | 2021 | 18% | 17% | 25% | - | - | - | - | - | - | 13% | 13% | - | - | * | 26% | 13% | * |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 71% | 77% | - | - | - | - | - | - | 53% | 54% | * | - | * | 80% | 51% | - |
| | 2021 | 66% | 71% | 73% | - | - | - | - | - | - | 55% | 55% | - | - | * | 75% | 58% | * |
| At Meets Grade Level or Above | 2022 | 42% | 37% | 47% | - | - | - | - | - | - | 25% | 26% | * | - | * | 50% | 23% | - |
| | 2021 | 37% | 44% | 50% | - | - | - | - | - | - | 26% | 26% | - | - | * | 53% | 28% | * |
| At Masters Grade Level | 2022 | 20% | 15% | 22% | - | - | - | - | - | - | 8% | 8% | * | - | * | 23% | 7% | - |
| | 2021 | 18% | 19% | 28% | - | - | - | - | - | - | 11% | 11% | - | - | * | 30% | 10% | * |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 74% | 57% | - | - | - | - | - | - | 29% | 29% | - | - | * | 62% | 25% | - |
| | 2021 | 71% | 76% | 66% | - | - | - | - | - | - | 56% | 56% | - | - | * | 66% | 59% | * |
| At Meets Grade Level or Above | 2022 | 47% | 37% | 24% | - | - | - | - | - | - | 0% | 0% | - | - | * | 28% | 0% | - |
| | 2021 | 44% | 48% | 34% | - | - | - | - | - | - | 19% | 19% | - | - | * | 34% | 18% | * |
| At Masters Grade Level | 2022 | 21% | 16% | 9% | - | - | - | - | - | - | 0% | 0% | - | - | * | 11% | 0% | - |
| | 2021 | 20% | 18% | 11% | - | - | - | - | - | - | 0% | 0% | - | - | * | 12% | 0% | * |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 67% | 71% | - | - | - | - | - | - | 67% | 68% | * | - | * | 72% | 68% | - |
| | 2019 | 69% | 66% | 69% | - | - | - | - | - | - | 61% | 61% | - | - | * | | 62% | |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| All Grades ELA/Reading | 2022 | 78% | 76% | 75% | - | - | - | - | - | - | 65% | 64% | * | - | * | 76% | 67% | - |
| | 2019 | 68% | 66% | 64% | - | - | - | - | - | - | 57% | 57% | - | - | * | | 59% | |
| All Grades Mathematics | 2022 | 69% | 58% | 67% | - | - | - | - | - | - | 69% | 72% | * | - | * | 67% | 69% | - |
| | 2019 | 70% | 66% | 74% | - | - | - | - | - | - | 64% | 64% | - | - | * | | 66% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | * | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 94% | 93% | 93% | 96% | * | 100% | * | 85% | 93% | 94% | 99% | 83% | 94% | 93% |
| Not Included in Accountability: Mobile | 5% | 5% | 6% | 7% | 7% | 4% | * | 0% | * | 15% | 6% | 6% | 1% | 17% | 6% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 94% | 94% | 92% | 92% | 96% | * | * | * | 86% | 93% | 94% | 99% | 82% | 94% | 91% |
| Not Included in Accountability: Mobile | 5% | 6% | 6% | 8% | 7% | 4% | * | * | * | 14% | 6% | 6% | 1% | 17% | 6% | 6% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 0% | 0% | 1% | 0% | * | * | * | 0% | 1% | 0% | 0% | 1% | 1% | 2% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | * | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | * | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 93% | 94% | 92% | 93% | 96% | * | * | * | 86% | 94% | 94% | 99% | 83% | 94% | 93% |
| Not Included in Accountability: Mobile | 5% | 6% | 6% | 8% | 7% | 4% | * | * | * | 14% | 6% | 6% | 1% | 18% | 6% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | * | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 1% | 0% | 0% | 0% | 0% | * | * | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | - | * | * | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 97% | 100% | 96% | 98% | - | * | * | 80% | 94% | * | 100% | 89% | 95% | 94% |
| Not Included in Accountability: Mobile | 4% | 6% | 3% | 0% | 4% | 2% | - | * | * | 20% | 6% | * | 0% | 11% | 5% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | * | * | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 0% | 0% | 0% | 0% | 0% | - | * | * | 0% | 0% | * | 0% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | * | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | * | 0% | 0% | * | 0% | 0% | 0% | 0% |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 99% | 100% | 100% | 100% | 100% | * | 100% | * | 100% | 99% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 94% | 94% | 96% | 93% | 95% | * | 100% | * | 93% | 92% | 100% | 97% | 85% | 94% | 90% |
| Not Included in Accountability: Mobile | 3% | 5% | 6% | 4% | 6% | 5% | * | 0% | * | 7% | 6% | 0% | 2% | 14% | 5% | 8% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 2% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 12% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 100% | 100% | 100% | 100% | 100% | * | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 94% | 94% | 95% | 93% | 95% | * | 100% | * | 91% | 93% | 100% | 98% | 83% | 94% | 90% |
| Not Included in Accountability: Mobile | 3% | 5% | 6% | 5% | 6% | 5% | * | 0% | * | 9% | 5% | 0% | 2% | 16% | 5% | 8% |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 2% | 0% | 0% | 1% | 1% | 2% |
| Not Tested | 11% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 97% | 100% | 100% | 99% | 100% | * | 100% | * | 100% | 98% | 100% | 100% | 100% | 99% | 100% |
| Included in Accountability | 84% | 92% | 93% | 95% | 93% | 95% | * | 100% | * | 91% | 91% | 100% | 97% | 83% | 94% | 90% |
| Not Included in Accountability: Mobile | 4% | 5% | 6% | 5% | 6% | 5% | * | 0% | * | 9% | 5% | 0% | 2% | 16% | 5% | 8% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 2% | 0% | 0% | 1% | 1% | 2% |
| Not Tested | 12% | 3% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 2% | 0% | 0% | 0% | 1% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 2% | 0% | 0% | 1% | 0% | * | 0% | * | 0% | 2% | 0% | 0% | 0% | 1% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 99% | 100% | 100% | 100% | 100% | - | * | - | * | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 84% | 94% | 95% | 100% | 96% | 94% | - | * | - | * | 75% | * | 98% | 89% | 96% | 100% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | 0% | 4% | 6% | - | * | - | * | 25% | * | 2% | 11% | 4% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 92.9% | 94.3% | 89.4% | 93.8% | 95.6% | * | 97.7% | * | 90.6% | 93.1% | 92.8% | 93.9% |
| 2019-20 | 98.3% | 98.7% | 98.7% | 98.8% | 98.8% | 98.8% | - | * | - | 96.7% | 98.6% | 98.6% | 99.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 22.4% | 15.3% | 25.0% | 19.0% | 9.1% | * | 0.0% | * | 40.0% | 21.6% | 20.4% | 16.7% |
| 2019-20 | 6.7% | 7.3% | 5.5% | 12.5% | 5.2% | 4.1% | - | 0.0% | - | 14.3% | 9.3% | 6.3% | 2.2% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 1.6% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 4.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 2.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 96.7% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 3.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 1.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 90.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 90.3% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 4.3% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2021 | 81.9% | 71.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.5% | 69.0% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 72.6% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 87.8% | 73.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | * | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 4.4% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 65.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 81.8% | 70.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 66.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 85.8% | 73.7% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|-----------------|-------------------|-------------------|----------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | - | - | 126 | 358,842 |
| By Ethnicity: | | | | |
| African American | - | - | 14 | 44,018 |
| Hispanic | - | - | 32 | 183,306 |
| White | - | - | 75 | 103,898 |
| American Indian | - | - | 1 | 1,195 |
| Asian | - | - | 0 | 18,030 |
| Pacific Islander | - | - | 0 | 553 |
| Two or More Races | - | - | 4 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | - | - | 42 | 56,281 |
| Foundation H.S. Program (Endorsement) | - | - | 1 | 13,582 |
| Foundation H.S. Program (DLA) | - | - | 83 | 287,316 |
| | | | | |
| Special Education Graduates | - | - | 16 | 31,028 |
| Economically Disadvantaged Graduates | - | - | 67 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 3 | 32,809 |
| At-Risk Graduates | - | - | 19 | 155,884 |
| CTE Completers | - | - | 47 | 99,076 |

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 633 | 100.0% | 1,780 | 5,402,928 | 635 | 100.0% | 1,788 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.4% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.1% | 4.1% | 0 | 0.0% | 3.1% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 0 | 0.0% | 3.1% | 3.5% | 0 | 0.0% | 3.1% | 3.5% |
| Kindergarten | 0 | 0.0% | 7.1% | 6.8% | 0 | 0.0% | 7.1% | 6.8% |
| Grade 1 | 133 | 21.0% | 7.5% | 7.1% | 133 | 20.9% | 7.4% | 7.1% |
| Grade 2 | 117 | 18.5% | 6.6% | 7.1% | 117 | 18.4% | 6.5% | 7.1% |
| Grade 3 | 130 | 20.5% | 7.3% | 7.1% | 130 | 20.5% | 7.3% | 7.1% |
| Grade 4 | 132 | 20.9% | 7.4% | 7.1% | 133 | 20.9% | 7.4% | 7.1% |
| Grade 5 | 121 | 19.1% | 6.8% | 7.2% | 122 | 19.2% | 6.8% | 7.2% |
| Grade 6 | 0 | 0.0% | 6.1% | 7.4% | 0 | 0.0% | 6.1% | 7.4% |
| Grade 7 | 0 | 0.0% | 8.0% | 7.7% | 0 | 0.0% | 8.0% | 7.7% |
| Grade 8 | 0 | 0.0% | 7.9% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 9 | 0 | 0.0% | 8.8% | 8.8% | 0 | 0.0% | 8.8% | 8.8% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.6% | 0 | 0.0% | 7.6% | 7.5% |
| Grade 11 | 0 | 0.0% | 8.0% | 7.2% | 0 | 0.0% | 8.0% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.5% | 6.7% | 0 | 0.0% | 7.5% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 39 | 6.2% | 6.9% | 12.8% | 39 | 6.1% | 6.8% | 12.8% |
| Hispanic | 223 | 35.2% | 33.9% | 52.8% | 223 | 35.1% | 33.9% | 52.7% |
| White | 340 | 53.7% | 54.4% | 26.3% | 342 | 53.9% | 54.4% | 26.3% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 4 | 0.6% | 0.6% | 4.8% | 4 | 0.6% | 0.6% | 4.8% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 25 | 3.9% | 4.2% | 2.9% | 25 | 3.9% | 4.2% | 2.9% |
| Sex: | | | | | | | | |
| Female | 303 | 47.9% | 47.3% | 48.9% | 305 | 48.0% | 47.4% | 48.8% |
| Male | 330 | 52.1% | 52.7% | 51.1% | 330 | 52.0% | 52.6% | 51.2% |
| | | | | | | | | |
| Economically Disadvantaged | 320 | 50.6% | 45.7% | 60.7% | 321 | 50.6% | 45.9% | 60.6% |
| Non-Educationally Disadvantaged | 313 | 49.4% | 54.3% | 39.3% | 314 | 49.4% | 54.1% | 39.4% |
| Section 504 Students | 24 | 3.8% | 9.3% | 7.4% | 24 | 3.8% | 9.3% | 7.4% |
| EB Students/EL | 67 | 10.6% | 8.3% | 21.7% | 67 | 10.6% | 8.3% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Students w/ Disciplinary Placements (2020-21) | 0 | 0.0% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 25 | 3.9% | 5.6% | 5.0% | 26 | 4.1% | 5.6% | 5.0% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Homeless | 6 | 0.9% | 1.7% | 1.1% | 6 | 0.9% | 1.7% | 1.1% |
| Immigrant | 0 | 0.0% | 0.0% | 2.0% | 0 | 0.0% | 0.0% | 2.0% |
| Migrant | 1 | 0.2% | 0.4% | 0.3% | 1 | 0.2% | 0.4% | 0.3% |
| Title I | 633 | 100.0% | 99.7% | 64.3% | 635 | 100.0% | 99.7% | 64.3% |
| Military Connected | 39 | 6.2% | 6.7% | 3.3% | 39 | 6.1% | 6.7% | 3.3% |
| At-Risk | 311 | 49.1% | 46.0% | 53.5% | 311 | 49.0% | 45.8% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 62 | 9.8% | 7.9% | 21.9% | 62 | 9.8% | 7.9% | 21.8% |
| Gifted and Talented Education | 39 | 6.2% | 7.1% | 8.0% | 39 | 6.1% | 7.0% | 8.0% |
| Special Education | 86 | 13.6% | 12.5% | 11.6% | 88 | 13.9% | 12.9% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 86 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 34 | 39.5% | 45.9% | 43.0% | | | | |
| Students with Physical Disabilities | 21 | 24.4% | ** | 20.8% | | | | |
| Students with Autism | 18 | 20.9% | 17.6% | 14.7% | | | | |
| Students with Behavioral Disabilities | 13 | 15.1% | 18.5% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 61 | 15.9% | 13.2% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 6 | 1.6% | 1.3% | 2.5% | | | | |
| Hispanic | 21 | 5.5% | 3.7% | 6.6% | | | | |
| White | 28 | 7.3% | 7.4% | 3.5% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 1 | 0.3% | 0.1% | 0.0% | | | | |
| Two or More Races | 5 | 1.3% | 0.7% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 6 | 11.8% | 12.9% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 8 | 16.7% | 14.1% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 29 | 13.4% | 13.2% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 30 | 12.3% | 13.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 3.0% | 1.9% | - | 0.0% | 5.2% |
| Grade 1 | - | 13.0% | 2.9% | - | 9.1% | 4.2% |
| Grade 2 | - | 2.1% | 1.7% | - | 0.0% | 2.2% |
| Grade 3 | 2.9% | 2.9% | 1.0% | 0.0% | 0.0% | 1.0% |
| Grade 4 | 1.0% | 1.0% | 0.7% | 0.0% | 0.0% | 0.7% |
| Grade 5 | 1.1% | 1.1% | 0.5% | 0.0% | 0.0% | 0.7% |
| Grade 6 | - | 0.9% | 0.6% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 8 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 14.7% | 10.5% | - | 26.3% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 21.0 | 18.7 |
| Grade 1 | 18.7 | 18.7 | 18.7 |
| Grade 2 | 16.4 | 16.4 | 18.6 |
| Grade 3 | 18.1 | 18.1 | 18.7 |
| Grade 4 | 17.8 | 17.8 | 18.8 |
| Grade 5 | 19.4 | 19.4 | 20.2 |
| Grade 6 | - | 13.4 | 19.2 |
| Secondary: | | | |
| English/Language Arts | - | 16.1 | 16.3 |
| Foreign Languages | - | 18.5 | 18.4 |
| Mathematics | - | 15.4 | 17.5 |
| Science | - | 16.9 | 18.5 |
| Social Studies | - | 18.5 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 66.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 52.2 | 78.2% | 64.4% | 64.1% |
| Teachers | 44.7 | 67.0% | 50.1% | 49.3% |
| Professional Support | 5.0 | 7.5% | 9.0% | 10.7% |
| Campus Administration (School Leadership) | 2.5 | 3.7% | 3.3% | 2.9% |
| Educational Aides: | 14.5 | 21.8% | 14.2% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 2.0 | n/a | 3.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 1.0 | n/a | 4.0 | 13,550.0 |
| Part-time Counselors | 0.0 | n/a | 1.0 | 1,176.0 |
| Total Minority Staff: | 9.0 | 13.5% | 16.1% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 3.6% | 11.2% |
| Hispanic | 5.0 | 11.2% | 9.4% | 28.9% |
| White | 39.7 | 88.8% | 84.7% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 2.3% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 2.0 | 4.5% | 20.3% | 24.1% |
| Females | 42.7 | 95.5% | 79.7% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.6% | 1.4% |
| Bachelors | 40.0 | 89.5% | 78.0% | 72.6% |
| Masters | 4.7 | 10.5% | 20.5% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 6.7% | 6.3% | 7.9% |
| 1-5 Years Experience | 16.7 | 37.4% | 29.0% | 26.7% |
| 6-10 Years Experience | 13.0 | 29.1% | 24.3% | 20.6% |
| 11-20 Years Experience | 8.0 | 17.9% | 23.1% | 28.6% |
| 21-30 Years Experience | 3.0 | 6.7% | 14.8% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Over 30 Years Experience | 1.0 | 2.2% | 2.6% | 2.9% |
| | | | | |
| Number of Students per Teacher | 14.2 | n/a | 13.9 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 2.8 | 6.3 |
| Average Years Experience of Principals with District | 4.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 8.0 | 5.8 | 5.5 |
| Average Years Experience of Assistant Principals with District | 3.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 8.4 | 11.7 | 11.1 |
| Average Years Experience of Teachers with District: | 5.1 | 7.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$43,750 | \$44,189 | \$51,054 |
| 1-5 Years Experience | \$46,159 | \$46,876 | \$54,577 |
| 6-10 Years Experience | \$49,678 | \$50,126 | \$57,746 |
| 11-20 Years Experience | \$53,705 | \$54,471 | \$61,377 |
| 21-30 Years Experience | \$61,995 | \$63,181 | \$65,949 |
| Over 30 Years Experience | \$64,360 | \$64,909 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$49,841 | \$52,134 | \$58,887 |
| Professional Support | \$50,815 | \$60,028 | \$69,505 |
| Campus Administration (School Leadership) | \$73,408 | \$76,940 | \$84,990 |
| | | | |
| Instructional Staff Percent: | n/a | 65.9% | 64.9% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 0.2% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 4.1% | 5.2% |
| Compensatory Education | 5.2 | 11.5% | 4.8% | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 0.2% | 1.7% |
| Regular Education | 34.5 | 77.1% | 78.8% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
SMITHVILLE EL (011904101) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Special Education | 5.1 | 11.4% | 11.9% | 9.6% |
| Other | 0.0 | 0.0% | 0.0% | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville Brown Primary Campus Data

2021-2022



Texas Academic Performance Report

2021-22 Texas Academic Performance Report (TAPR)

District Name: SMITHVILLE ISD

Campus Name: BROWN PRI

Campus Number: 011904102

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

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

Texas Education Agency
2021-22 Progress (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 92.9% | 94.7% | 94.8% | 93.6% | 96.1% | - | - | - | 89.5% | 94.7% | 92.9% | 91.3% |
| 2019-20 | 98.3% | 98.7% | 98.7% | 98.3% | 98.3% | 99.2% | * | * | - | 95.6% | 98.6% | 98.3% | 98.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 22.4% | 15.6% | 17.6% | 22.7% | 9.2% | - | - | - | 31.3% | 15.0% | 25.7% | 30.8% |
| 2019-20 | 6.7% | 7.3% | 5.8% | 14.3% | 6.1% | 2.5% | * | * | - | 23.5% | 4.3% | 6.9% | 3.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2020-21 | 0.9% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2020-21 | 2.4% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 1.6% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 4.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 95.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 2.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 3.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 96.7% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 3.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 95.2% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 1.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 2.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 90.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 90.3% | 92.1% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.0% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 3.8% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 4.3% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2021 | 81.9% | 71.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.5% | 69.0% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 72.6% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 87.8% | 73.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | * | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 4.4% | 4.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 65.9% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 81.8% | 70.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 66.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 85.8% | 73.7% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|-----------------|-------------------|-------------------|----------------|
| Graduates (2020-21 Annual Graduates) | | | | |
| Total Graduates | - | - | 126 | 358,842 |
| By Ethnicity: | | | | |
| African American | - | - | 14 | 44,018 |
| Hispanic | - | - | 32 | 183,306 |
| White | - | - | 75 | 103,898 |
| American Indian | - | - | 1 | 1,195 |
| Asian | - | - | 0 | 18,030 |
| Pacific Islander | - | - | 0 | 553 |
| Two or More Races | - | - | 4 | 7,842 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 934 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 729 |
| Foundation H.S. Program (No Endorsement) | - | - | 42 | 56,281 |
| Foundation H.S. Program (Endorsement) | - | - | 1 | 13,582 |
| Foundation H.S. Program (DLA) | - | - | 83 | 287,316 |
| | | | | |
| Special Education Graduates | - | - | 16 | 31,028 |
| Economically Disadvantaged Graduates | - | - | 67 | 184,225 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 3 | 32,809 |
| At-Risk Graduates | - | - | 19 | 155,884 |
| CTE Completers | - | - | 47 | 99,076 |

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|---------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 186 | 100.0% | 1,780 | 5,402,928 | 191 | 100.0% | 1,788 | 5,427,370 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 3 | 1.6% | 0.2% | 0.3% | 8 | 4.2% | 0.4% | 0.4% |
| Pre-Kindergarten | 56 | 30.1% | 3.1% | 4.1% | 56 | 29.3% | 3.1% | 4.1% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.0% | 0.6% | 0 | 0.0% | 0.0% | 0.6% |
| Pre-Kindergarten: 4-year Old | 56 | 30.1% | 3.1% | 3.5% | 56 | 29.3% | 3.1% | 3.5% |
| Kindergarten | 127 | 68.3% | 7.1% | 6.8% | 127 | 66.5% | 7.1% | 6.8% |
| Grade 1 | 0 | 0.0% | 7.5% | 7.1% | 0 | 0.0% | 7.4% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.6% | 7.1% | 0 | 0.0% | 6.5% | 7.1% |
| Grade 3 | 0 | 0.0% | 7.3% | 7.1% | 0 | 0.0% | 7.3% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.4% | 7.1% | 0 | 0.0% | 7.4% | 7.1% |
| Grade 5 | 0 | 0.0% | 6.8% | 7.2% | 0 | 0.0% | 6.8% | 7.2% |
| Grade 6 | 0 | 0.0% | 6.1% | 7.4% | 0 | 0.0% | 6.1% | 7.4% |
| Grade 7 | 0 | 0.0% | 8.0% | 7.7% | 0 | 0.0% | 8.0% | 7.7% |
| Grade 8 | 0 | 0.0% | 7.9% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 9 | 0 | 0.0% | 8.8% | 8.8% | 0 | 0.0% | 8.8% | 8.8% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.6% | 0 | 0.0% | 7.6% | 7.5% |
| Grade 11 | 0 | 0.0% | 8.0% | 7.2% | 0 | 0.0% | 8.0% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.5% | 6.7% | 0 | 0.0% | 7.5% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 15 | 8.1% | 6.9% | 12.8% | 15 | 7.9% | 6.8% | 12.8% |
| Hispanic | 53 | 28.5% | 33.9% | 52.8% | 56 | 29.3% | 33.9% | 52.7% |
| White | 107 | 57.5% | 54.4% | 26.3% | 108 | 56.5% | 54.4% | 26.3% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 0.6% | 4.8% | 0 | 0.0% | 0.6% | 4.8% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 11 | 5.9% | 4.2% | 2.9% | 12 | 6.3% | 4.2% | 2.9% |
| Sex: | | | | | | | | |
| Female | 84 | 45.2% | 47.3% | 48.9% | 86 | 45.0% | 47.4% | 48.8% |
| Male | 102 | 54.8% | 52.7% | 51.1% | 105 | 55.0% | 52.6% | 51.2% |
| | | | | | | | | |
| Economically Disadvantaged | 95 | 51.1% | 45.7% | 60.7% | 100 | 52.4% | 45.9% | 60.6% |
| Non-Educationally Disadvantaged | 91 | 48.9% | 54.3% | 39.3% | 91 | 47.6% | 54.1% | 39.4% |
| Section 504 Students | 0 | 0.0% | 9.3% | 7.4% | 0 | 0.0% | 9.3% | 7.4% |
| EB Students/EL | 6 | 3.2% | 8.3% | 21.7% | 6 | 3.1% | 8.3% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Students w/ Disciplinary Placements (2020-21) | 0 | 0.0% | 2.3% | 0.6% | | | | |
| Students w/ Dyslexia | 0 | 0.0% | 5.6% | 5.0% | 0 | 0.0% | 5.6% | 5.0% |
| Foster Care | 2 | 1.1% | 0.1% | 0.3% | 2 | 1.0% | 0.1% | 0.3% |
| Homeless | 4 | 2.2% | 1.7% | 1.1% | 4 | 2.1% | 1.7% | 1.1% |
| Immigrant | 0 | 0.0% | 0.0% | 2.0% | 0 | 0.0% | 0.0% | 2.0% |
| Migrant | 0 | 0.0% | 0.4% | 0.3% | 0 | 0.0% | 0.4% | 0.3% |
| Title I | 186 | 100.0% | 99.7% | 64.3% | 191 | 100.0% | 99.7% | 64.3% |
| Military Connected | 8 | 4.3% | 6.7% | 3.3% | 8 | 4.2% | 6.7% | 3.3% |
| At-Risk | 66 | 35.5% | 46.0% | 53.5% | 66 | 34.6% | 45.8% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 5 | 2.7% | 7.9% | 21.9% | 5 | 2.6% | 7.9% | 21.8% |
| Gifted and Talented Education | 0 | 0.0% | 7.1% | 8.0% | 0 | 0.0% | 7.0% | 8.0% |
| Special Education | 20 | 10.8% | 12.5% | 11.6% | 25 | 13.1% | 12.9% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 20 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 0 | 0.0% | 45.9% | 43.0% | | | | |
| Students with Physical Disabilities | 14 | 70.0% | ** | 20.8% | | | | |
| Students with Autism | * | * | 17.6% | 14.7% | | | | |
| Students with Behavioral Disabilities | * | * | 18.5% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | * | * | * | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 25 | 9.4% | 13.2% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 5 | 1.9% | 1.3% | 2.5% | | | | |
| Hispanic | 3 | 1.1% | 3.7% | 6.6% | | | | |
| White | 15 | 5.7% | 7.4% | 3.5% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.0% | 0.3% | | | | |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.0% | | | | |
| Two or More Races | 2 | 0.8% | 0.7% | 0.5% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 4 | 10.0% | 12.9% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 0 | 0.0% | 14.1% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 11 | 7.4% | 13.2% | 15.0% | | | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 10 | 20.4% | 13.7% | 18.9% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 3.0% | 3.0% | 1.9% | 0.0% | 0.0% | 5.2% |
| Grade 1 | 13.0% | 13.0% | 2.9% | 9.1% | 9.1% | 4.2% |
| Grade 2 | 2.1% | 2.1% | 1.7% | 0.0% | 0.0% | 2.2% |
| Grade 3 | - | 2.9% | 1.0% | - | 0.0% | 1.0% |
| Grade 4 | - | 1.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 5 | - | 1.1% | 0.5% | - | 0.0% | 0.7% |
| Grade 6 | - | 0.9% | 0.6% | - | 0.0% | 0.6% |
| Grade 7 | - | 0.0% | 0.7% | - | 0.0% | 0.7% |
| Grade 8 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 9 | - | 14.7% | 10.5% | - | 26.3% | 14.1% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 21.0 | 21.0 | 18.7 |
| Grade 1 | - | 18.7 | 18.7 |
| Grade 2 | - | 16.4 | 18.6 |
| Grade 3 | - | 18.1 | 18.7 |
| Grade 4 | - | 17.8 | 18.8 |
| Grade 5 | - | 19.4 | 20.2 |
| Grade 6 | - | 13.4 | 19.2 |
| Secondary: | | | |
| English/Language Arts | - | 16.1 | 16.3 |
| Foreign Languages | - | 18.5 | 18.4 |
| Mathematics | - | 15.4 | 17.5 |
| Science | - | 16.9 | 18.5 |
| Social Studies | - | 18.5 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 22.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 14.8 | 64.8% | 64.4% | 64.1% |
| Teachers | 10.3 | 45.1% | 50.1% | 49.3% |
| Professional Support | 3.0 | 13.1% | 9.0% | 10.7% |
| Campus Administration (School Leadership) | 1.5 | 6.6% | 3.3% | 2.9% |
| Educational Aides: | 8.0 | 35.2% | 14.2% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 3.0 | 4,194.0 |
| Part-time Librarians | 0.0 | n/a | 1.0 | 607.0 |
| Full-time Counselors | 1.0 | n/a | 4.0 | 13,550.0 |
| Part-time Counselors | 0.0 | n/a | 1.0 | 1,176.0 |
| Total Minority Staff: | 2.0 | 8.8% | 16.1% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 3.6% | 11.2% |
| Hispanic | 0.0 | 0.0% | 9.4% | 28.9% |
| White | 10.3 | 100.0% | 84.7% | 56.4% |
| American Indian | 0.0 | 0.0% | 0.0% | 0.3% |
| Asian | 0.0 | 0.0% | 0.0% | 1.9% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 2.3% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 0.0 | 0.0% | 20.3% | 24.1% |
| Females | 10.3 | 100.0% | 79.7% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 2.0 | 19.4% | 1.6% | 1.4% |
| Bachelors | 5.0 | 48.5% | 78.0% | 72.6% |
| Masters | 3.3 | 32.0% | 20.5% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 9.7% | 6.3% | 7.9% |
| 1-5 Years Experience | 4.3 | 41.7% | 29.0% | 26.7% |
| 6-10 Years Experience | 3.0 | 29.1% | 24.3% | 20.6% |
| 11-20 Years Experience | 1.0 | 9.7% | 23.1% | 28.6% |
| 21-30 Years Experience | 1.0 | 9.7% | 14.8% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Over 30 Years Experience | 0.0 | 0.0% | 2.6% | 2.9% |
| | | | | |
| Number of Students per Teacher | 18.1 | n/a | 13.9 | 14.6 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 2.8 | 6.3 |
| Average Years Experience of Principals with District | 4.0 | 2.8 | 5.4 |
| Average Years Experience of Assistant Principals | 2.0 | 5.8 | 5.5 |
| Average Years Experience of Assistant Principals with District | 2.0 | 2.0 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.3 | 11.7 | 11.1 |
| Average Years Experience of Teachers with District: | 5.5 | 7.2 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$43,751 | \$44,189 | \$51,054 |
| 1-5 Years Experience | \$46,240 | \$46,876 | \$54,577 |
| 6-10 Years Experience | \$50,449 | \$50,126 | \$57,746 |
| 11-20 Years Experience | \$51,356 | \$54,471 | \$61,377 |
| 21-30 Years Experience | \$64,036 | \$63,181 | \$65,949 |
| Over 30 Years Experience | - | \$64,909 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$49,449 | \$52,134 | \$58,887 |
| Professional Support | \$51,759 | \$60,028 | \$69,505 |
| Campus Administration (School Leadership) | \$70,933 | \$76,940 | \$84,990 |
| | | | |
| Instructional Staff Percent: | n/a | 65.9% | 64.9% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,113.6 |

| | ----- Campus ----- | | | |
|---|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 0.2% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 4.1% | 5.2% |
| Compensatory Education | 0.0 | 0.0% | 4.8% | 3.0% |
| Gifted and Talented Education | 0.0 | 0.0% | 0.2% | 1.7% |
| Regular Education | 8.8 | 85.3% | 78.8% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
BROWN PRI (011904102) - SMITHVILLE ISD - BASTROP COUNTY

| | ----- Campus ----- | | | |
|---------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Special Education | 1.5 | 14.7% | 11.9% | 9.6% |
| Other | 0.0 | 0.0% | 0.0% | 3.5% |

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)



Smithville ISD District Data

2020 - 2021



Actual Financial Data Report

2020 - 2021 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,746

| | 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) | \$10,301,534 | 54.30% | \$5,900 | \$10,301,534 | 45.33% | \$5,900 | \$26,132,322,677 | 42.39% | \$4,876 |
| State Operating Funds | \$7,400,073 | 39.01% | \$4,238 | \$7,851,849 | 34.55% | \$4,497 | \$24,792,291,636 | 40.21% | \$4,626 |
| Federal Funds | \$846,305 | 4.46% | \$485 | \$3,898,813 | 17.16% | \$2,233 | \$8,899,057,269 | 14.43% | \$1,661 |
| Other Local | \$422,297 | 2.23% | \$242 | \$673,190 | 2.96% | \$386 | \$1,829,823,955 | 2.97% | \$341 |
| Total Operating Revenue | \$18,970,209 | 100.00% | \$10,865 | \$22,725,386 | 100.00% | \$13,016 | \$61,653,495,537 | 100.00% | \$11,505 |
| Other Revenue | | | | | | | | | |
| Local Property Tax from I&S | \$0 | 0.00% | \$0 | \$2,805,387 | 98.99% | \$1,607 | \$8,341,065,357 | 80.13% | \$1,557 |
| State Assistance for Debt Service | \$0 | 0.00% | \$0 | \$24,622 | 0.87% | \$14 | \$355,910,306 | 3.42% | \$66 |
| Other Receipts (excluding debt service financing) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$939,273,230 | 9.02% | \$175 |
| Total Other Revenue | \$0 | 0.00% | \$0 | \$2,834,051 | 100.00% | \$1,623 | \$10,408,865,906 | 100.00% | \$1,942 |
| Subtotal: Operating and Other Revenue | \$18,970,209 | 100.00% | \$10,865 | \$25,559,437 | 100.00% | \$14,639 | \$72,062,361,443 | 100.00% | \$13,447 |
| Recapture Revenue | | | | | | | | | |
| Local Property Tax Recaptured | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$2,970,608,744 | 100.00% | \$554 |
| Total Recaptured Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$2,970,608,744 | 100.00% | \$554 |
| Subtotal: Operating, Other and Recaptured Revenue | \$18,970,209 | 100.00% | \$10,865 | \$25,559,437 | 100.00% | \$14,639 | \$75,032,970,187 | 100.00% | \$14,002 |
| Debt Service Financing and TRS Estimate Revenue | | | | | | | | | |
| Debt Service Financing Related Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$11,937,813,333 | 82.63% | \$2,228 |
| Estimated State TRS Contributions | \$922,708 | 100.00% | \$528 | \$941,697 | 100.00% | \$539 | \$2,509,216,302 | 17.37% | \$468 |
| Subtotal: Debt Service Financing and TRS Estimate Revenue | \$922,708 | 100.00% | \$528 | \$941,697 | 100.00% | \$539 | \$14,447,029,635 | 100.00% | \$2,696 |
| Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture | \$19,892,917 | 100.00% | \$11,393 | \$26,501,134 | 100.00% | \$15,178 | \$86,509,391,078 | 100.00% | \$16,143 |
| Expenditures | | | | | | | | | |
| Operating Expenditures by Object (61xx-64xx only) | | | | | | | | | |
| Payroll Expenditures (Object 61xx) | \$12,987,590 | 74.95% | \$7,438 | \$15,471,909 | 73.62% | \$8,861 | \$47,346,128,779 | 79.55% | \$8,835 |
| Professional & Contracted Services (Object 62xx) | \$2,811,275 | 16.22% | \$1,610 | \$2,947,245 | 14.02% | \$1,688 | \$5,485,075,586 | 9.22% | \$1,024 |

2020 - 2021 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,746

| | District | | | | | | State | | |
|--|--------------|---------|-------------|--------------|---------|-------------|------------------|---------|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Supplies & Materials (Object 63xx) | \$1,219,265 | 7.04% | \$698 | \$2,243,178 | 10.67% | \$1,285 | \$5,314,672,096 | 8.93% | \$992 |
| Other Operating Expenditures (Object 64xx) | \$309,689 | 1.79% | \$177 | \$352,774 | 1.68% | \$202 | \$1,370,305,583 | 2.30% | \$256 |
| Total Operating Expenditures by Object | \$17,327,819 | 100.00% | \$9,924 | \$21,015,106 | 100.00% | \$12,036 | \$59,516,182,044 | 100.00% | \$11,106 |
| Non-Operating Expenditures by Object | | | | | | | | | |
| Capital Outlay (Object 61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$41,133,764 | 0.21% | \$8 |
| Debt Services(Object 65xx) | \$49,773 | 12.05% | \$29 | \$2,678,823 | 72.00% | \$1,534 | \$9,364,911,548 | 47.35% | \$1,748 |
| Capital Outlay(Object 66xx) | \$363,165 | 87.95% | \$208 | \$1,041,809 | 28.00% | \$597 | \$10,372,278,176 | 52.44% | \$1,936 |
| Total Non-Operating Expenditures by Object | \$412,938 | 100.00% | \$237 | \$3,720,632 | 100.00% | \$2,131 | \$19,778,323,488 | 100.00% | \$3,691 |
| Grand Total: Operating and Non-Operating Expenditures by Object | \$17,740,757 | 100.00% | \$10,161 | \$24,735,738 | 100.00% | \$14,167 | \$79,294,505,532 | 100.00% | \$14,797 |
| Operating Expenditures by Function (61xx-64xx only) | | | | | | | | | |
| Instruction(Function 11,95) | \$8,974,489 | 51.79% | \$5,140 | \$10,856,365 | 51.66% | \$6,218 | \$34,074,074,457 | 57.25% | \$6,358 |
| Instructional Resources & Media Services (Function 12) | \$291,314 | 1.68% | \$167 | \$291,314 | 1.39% | \$167 | \$620,903,003 | 1.04% | \$116 |
| Curriculum & Staff Development (Function 13) | \$202,901 | 1.17% | \$116 | \$353,137 | 1.68% | \$202 | \$1,355,190,192 | 2.28% | \$253 |
| Instructional Leadership (Function 21) | \$199,060 | 1.15% | \$114 | \$367,272 | 1.75% | \$210 | \$994,704,027 | 1.67% | \$186 |
| School Leadership (Function 23) | \$1,145,715 | 6.61% | \$656 | \$1,145,715 | 5.45% | \$656 | \$3,502,296,166 | 5.88% | \$654 |
| Guidance Counseling Services (Function 31) | \$372,515 | 2.15% | \$213 | \$372,515 | 1.77% | \$213 | \$2,332,550,758 | 3.92% | \$435 |
| Social Work Services (Function 32) | \$49,574 | 0.29% | \$28 | \$55,224 | 0.26% | \$32 | \$188,765,383 | 0.32% | \$35 |
| Health Services (Function 33) | \$309,163 | 1.78% | \$177 | \$309,163 | 1.47% | \$177 | \$709,855,162 | 1.19% | \$132 |
| Transportation (Function 34) | \$852,459 | 4.92% | \$488 | \$852,459 | 4.06% | \$488 | \$1,599,751,820 | 2.69% | \$299 |
| Food Services (Function 35) | \$0 | 0.00% | \$0 | \$1,292,010 | 6.15% | \$740 | \$2,564,517,174 | 4.31% | \$479 |
| Extracurricular (Function 36) | \$865,126 | 4.99% | \$495 | \$986,458 | 4.69% | \$565 | \$1,572,719,628 | 2.64% | \$293 |
| General Administration (Function 41,92) | \$858,871 | 4.96% | \$492 | \$858,871 | 4.09% | \$492 | \$1,934,297,273 | 3.25% | \$361 |
| Facilities Maintenance & Operations (Function 51) | \$2,445,119 | 14.11% | \$1,400 | \$2,492,887 | 11.86% | \$1,428 | \$5,884,055,590 | 9.89% | \$1,098 |
| Security & Monitoring Services (Function 52) | \$164,378 | 0.95% | \$94 | \$184,581 | 0.88% | \$106 | \$638,286,567 | 1.07% | \$119 |
| Data Processing Services (Function 53) | \$477,500 | 2.76% | \$273 | \$477,500 | 2.27% | \$273 | \$1,219,335,870 | 2.05% | \$228 |
| Community Services (Function 61) | \$119,635 | 0.69% | \$69 | \$119,635 | 0.57% | \$69 | \$307,113,473 | 0.52% | \$57 |
| Fund Raising CHARTER SCHOOLS ONLY (Function 81) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$17,765,501 | 0.03% | \$3 |
| Total Operating Expenditures by Function | \$17,327,819 | 100.00% | \$9,924 | \$21,015,106 | 100.00% | \$12,036 | \$59,516,182,044 | 100.00% | \$11,106 |

2020 - 2021 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,746

| | District | | | | | | State | | |
|---|--------------|---------|-------------|--------------|---------|-------------|------------------|---------|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Non-Operating Expenditures by Function | | | | | | | | | |
| Non-Operating Expenditures by Function (81) (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$41,133,764 | 0.21% | \$8 |
| Non-Operating Expenditures by Function (1x-9x) (65xx) | \$49,773 | 12.05% | \$29 | \$2,678,823 | 72.00% | \$1,534 | \$9,364,911,548 | 47.35% | \$1,748 |
| Non-Operating Expenditures by Function (1x-9x) (66xx) | \$363,165 | 87.95% | \$208 | \$1,041,809 | 28.00% | \$597 | \$10,372,278,176 | 52.44% | \$1,936 |
| Total Non-Operating Expenditures by Function | \$412,938 | 100.00% | \$237 | \$3,720,632 | 100.00% | \$2,131 | \$19,778,323,488 | 100.00% | \$3,691 |
| Grand Total: Operating and Non-Operating Expenditures by Function | \$17,740,757 | 100.00% | \$10,161 | \$24,735,738 | 100.00% | \$14,167 | \$79,294,505,532 | 100.00% | \$14,797 |
| Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only) | | | | | | | | | |
| Basic Educational Services (PIC 11) | \$7,294,797 | 42.10% | \$4,178 | \$8,573,733 | 40.80% | \$4,911 | \$25,274,728,911 | 42.47% | \$4,716 |
| Gifted and Talented (PIC 21) | \$19,401 | 0.11% | \$11 | \$19,401 | 0.09% | \$11 | \$407,913,365 | 0.69% | \$76 |
| Career and Technical (PIC 22) | \$525,017 | 3.03% | \$301 | \$542,406 | 2.58% | \$311 | \$1,964,869,701 | 3.30% | \$367 |
| Students with Disabilities (PICs 23,33) | \$2,339,703 | 13.50% | \$1,340 | \$2,748,123 | 13.08% | \$1,574 | \$7,563,730,764 | 12.71% | \$1,411 |
| State Compensatory Education (PICs 24,26,28,29,30,34) | \$1,111,333 | 6.41% | \$637 | \$1,577,795 | 7.51% | \$904 | \$5,468,145,158 | 9.19% | \$1,020 |
| Bilingual (PICs 25,35) | \$58,352 | 0.34% | \$33 | \$58,352 | 0.28% | \$33 | \$702,535,245 | 1.18% | \$131 |
| High School Allotment (PIC 31) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$91,476,602 | 0.15% | \$17 |
| PreKindergarten (PIC 32) | \$94,807 | 0.55% | \$54 | \$116,807 | 0.56% | \$67 | \$561,611,446 | 0.94% | \$105 |
| Early Education Allotment (PIC 36) | \$284,878 | 1.64% | \$163 | \$284,878 | 1.36% | \$163 | \$1,125,006,152 | 1.89% | \$210 |
| Dyslexia or Related Disorder Services (PIC 37) | \$59,493 | 0.34% | \$34 | \$59,493 | 0.28% | \$34 | \$299,949,455 | 0.50% | \$56 |
| College, Career, and Military Readiness (CCMR) (PIC 38) | \$55,023 | 0.32% | \$32 | \$55,023 | 0.26% | \$32 | \$311,574,001 | 0.52% | \$58 |
| Athletics/Related Activities (PIC 91) | \$671,601 | 3.88% | \$385 | \$671,601 | 3.20% | \$385 | \$1,119,281,429 | 1.88% | \$209 |
| Un-Allocated (PIC 99) | \$4,813,414 | 27.78% | \$2,757 | \$6,307,494 | 30.01% | \$3,613 | \$14,625,359,815 | 24.57% | \$2,729 |
| Total Operating Expenditures by Program Intent Code (PIC) | \$17,327,819 | 100.00% | \$9,924 | \$21,015,106 | 100.00% | \$12,036 | \$59,516,182,044 | 100.00% | \$11,106 |
| Non-Operating Expenditures by PIC | | | | | | | | | |
| Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$41,133,764 | 0.21% | \$8 |
| Non-Operating Expenditures by PIC (1x-9x) (65xx) | \$49,773 | 12.05% | \$29 | \$2,678,823 | 72.00% | \$1,534 | \$9,364,911,548 | 47.35% | \$1,748 |
| Non-Operating Expenditures by PIC (1x-9x) (66xx) | \$363,165 | 87.95% | \$208 | \$1,041,809 | 28.00% | \$597 | \$10,372,278,176 | 52.44% | \$1,936 |
| Total Non-Operating Expenditures by Program Intent Code (PIC) | \$412,938 | 100.00% | \$237 | \$3,720,632 | 100.00% | \$2,131 | \$19,778,323,488 | 100.00% | \$3,691 |

2020 - 2021 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,746

| | District | | | | | | State | | |
|---|--------------|---------|-------------|--------------|---------|-------------|------------------|---------|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC) | \$17,740,757 | 100.00% | \$10,161 | \$24,735,738 | 100.00% | \$14,167 | \$79,294,505,532 | 100.00% | \$14,797 |
| Disbursements Total Disbursements | | | | | | | | | |
| Operating Expenditures | \$17,327,819 | 93.55% | \$9,924 | \$21,015,106 | 82.35% | \$12,036 | \$59,516,182,044 | 70.68% | \$11,106 |
| Recapture | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$2,970,608,744 | 3.53% | \$554 |
| Total Other Uses | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 | \$1,287,501,819 | 1.53% | \$240 |
| Intergovernmental Charge | \$782,634 | 4.23% | \$448 | \$782,634 | 3.07% | \$448 | \$653,080,535 | 0.78% | \$122 |
| Debt Service (Object 6500) | \$49,773 | 0.27% | \$29 | \$2,678,823 | 10.50% | \$1,534 | \$9,364,911,548 | 11.12% | \$1,748 |
| Capital Projects (Object 6600) | \$363,165 | 1.96% | \$208 | \$1,041,809 | 4.08% | \$597 | \$10,372,278,176 | 12.32% | \$1,936 |
| Total Disbursements | \$18,523,391 | 100.00% | \$10,609 | \$25,518,372 | 100.00% | \$14,615 | \$84,205,696,630 | 100.00% | \$15,713 |
| Tax Rates 2020 - 2021 (current tax year) Tax Rates | | | | | | | | | |
| Maintenance & Operations | | | | 1.0253 | | | 0.9843 | | |
| Interest & Sinking | | | | 0.2850 | | | 0.2235 | | |
| Total Tax Rate | | | | 1.3103 | | | 1.2078 | | |
| Fund Balance** Fund Balance | | | | | | | | | |
| Nonspendable Fund Balance | \$26,943 | | \$15 | \$26,943 | | \$15 | \$342,667,048 | | \$69 |
| Restricted Fund Balance | \$0 | | \$0 | \$1,308,631 | | \$750 | \$20,204,526,878 | | \$4,047 |
| Committed Fund Balance | \$2,196,488 | | \$1,258 | \$2,196,488 | | \$1,258 | \$4,009,536,094 | | \$803 |
| Assigned Fund Balance | \$0 | | \$0 | \$0 | | \$0 | \$3,530,241,520 | | \$707 |
| Unassigned Fund Balance | \$7,347,070 | | \$4,208 | \$7,347,070 | | \$4,208 | \$16,344,075,825 | | \$3,273 |
| Total Fund Balance** | \$9,570,501 | | \$5,481 | \$10,879,132 | | \$6,231 | \$44,431,047,365 | | \$8,899 |
| Fund Balance Reconciliation | | | | | | | | | |
| 2019-2020 Total Fund Balance (Previous Year) | \$8,201,029 | | \$4,426 | \$10,022,608 | | \$5,409 | \$42,166,833,966 | | \$8,200 |
| 2020-2021 Excess (Deficiency) Operating Expenditures | \$1,369,472 | | \$784 | \$818,986 | | \$469 | \$-8,057,529,155 | | \$-1,614 |

2020 - 2021 Actual Financial Data
Totals for SMITHVILLE ISD (011904)
Total Enrolled Membership: 1,746

| | District | | | | | | State | | |
|--|--------------|---|-------------|--------------|---|-------------|------------------|---|-------------|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| 2020-2021 Excess (Deficiency) Non-Operating Expenditures | \$0 | | \$0 | \$0 | | \$0 | \$10,242,175,517 | | \$2,051 |
| 2020-2021 Uncommon Items | \$0 | | \$0 | \$37,538 | | \$21 | \$79,567,037 | | \$16 |
| 2020-2021 Total Fund Balance | \$9,570,501 | | \$5,481 | \$10,879,132 | | \$6,231 | \$44,431,047,365 | | \$8,899 |



Smithville High School Campus Data

2020 - 2021



Actual Financial Data Report

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD

Total Enrolled Membership: 584

| | General Fund | % | Per Student | All Funds | % | Per Student |
|--|--------------|---------|-------------|-------------|---------|-------------|
| Expenditures by Object (Objects 6100-6600) | | | | | | |
| Total Expenditures | \$4,430,685 | 100.00% | \$7,587 | \$4,693,278 | 100.00% | \$8,036 |
| Operating-Payroll | \$3,790,714 | 85.56% | \$6,491 | \$3,935,748 | 83.86% | \$6,739 |
| Other Operating | \$624,278 | 14.09% | \$1,069 | \$741,837 | 15.81% | \$1,270 |
| Non-Operating(Equipt/Supplies) | \$15,693 | 0.35% | \$27 | \$15,693 | 0.33% | \$27 |
| Expenditures by Function (Objects 6100-6400 Only) | | | | | | |
| Total Operating Expenditures | \$4,414,992 | 100.00% | \$7,560 | \$4,677,585 | 100.00% | \$8,010 |
| Instruction (11,95) * | \$3,365,284 | 76.22% | \$5,762 | \$3,591,798 | 76.79% | \$6,150 |
| Instructional Res/Media (12) * | \$85,450 | 1.94% | \$146 | \$85,450 | 1.83% | \$146 |
| Curriculum/Staff Develop (13) * | \$59,562 | 1.35% | \$102 | \$95,641 | 2.04% | \$164 |
| Instructional Leadership (21) * | \$74,323 | 1.68% | \$127 | \$74,323 | 1.59% | \$127 |
| School Leadership (23) * | \$375,985 | 8.52% | \$644 | \$375,985 | 8.04% | \$644 |
| Guidance/Counseling Svcs (31) * | \$151,956 | 3.44% | \$260 | \$151,956 | 3.25% | \$260 |
| Social Work Services (32) * | \$13,808 | 0.31% | \$24 | \$13,808 | 0.30% | \$24 |
| Health Services (33) * | \$88,525 | 2.01% | \$152 | \$88,525 | 1.89% | \$152 |
| Food (35) ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Extracurricular (36) * ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Plant Maint/Operation (51) *** | \$180,605 | 4.09% | \$309 | \$180,605 | 3.86% | \$309 |
| Security/Monitoring (52) * ** | \$4,425 | 0.10% | \$8 | \$4,425 | 0.09% | \$8 |
| Data Processing Svcs (53)* ** | \$15,069 | 0.34% | \$26 | \$15,069 | 0.32% | \$26 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD**

Total Enrolled Membership: 584

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|--------------|---------|-------------|-------------|---------|-------------|
| Program expenditures by Program (Objects 6100-6400 only) | | | | | | |
| Total Operating Expenditures | \$4,207,375 | 100.00% | \$7,204 | \$4,469,968 | 100.00% | \$7,654 |
| Regular | \$2,472,809 | 58.77% | \$4,234 | \$2,553,001 | 57.11% | \$4,372 |
| Gifted & Talented | \$5,790 | 0.14% | \$10 | \$5,790 | 0.13% | \$10 |
| Career & Technical | \$524,281 | 12.46% | \$898 | \$541,670 | 12.12% | \$928 |
| Students with Disabilities | \$653,880 | 15.54% | \$1,120 | \$762,835 | 17.07% | \$1,306 |
| Accelerated Education | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Bilingual | \$9,471 | 0.23% | \$16 | \$9,471 | 0.21% | \$16 |
| Nondisc Alted-AEP Basic Serv | \$162,614 | 3.86% | \$278 | \$162,614 | 3.64% | \$278 |
| Disc Alted-DAEP Basic Serv | \$70,823 | 1.68% | \$121 | \$70,823 | 1.58% | \$121 |
| Disc Alted-DAEP Supplemental | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| T1 A Schoolwide-St Comp >=40% | \$252,684 | 6.01% | \$433 | \$308,741 | 6.91% | \$529 |
| Athletic Programming | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| High School Allotment | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Prekindergarten | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Early Education Allotment | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Dyslexia or Related Disorder Serv | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| CCMR | \$55,023 | 1.31% | \$94 | \$55,023 | 1.23% | \$94 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE H S (011904002)
SMITHVILLE ISD**

Total Enrolled Membership: 584

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.



Smithville Junior High

Campus Data

2020 - 2021



Actual Financial Data Report

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD

Total Enrolled Membership: 407

| | General Fund | % | Per Student | All Funds | % | Per Student |
|--|--------------|---------|-------------|-------------|---------|-------------|
| Expenditures by Object (Objects 6100-6600) | | | | | | |
| Total Expenditures | \$3,169,751 | 100.00% | \$7,788 | \$3,417,778 | 100.00% | \$8,397 |
| Operating-Payroll | \$2,858,745 | 90.19% | \$7,024 | \$3,027,876 | 88.59% | \$7,439 |
| Other Operating | \$311,006 | 9.81% | \$764 | \$389,902 | 11.41% | \$958 |
| Non-Operating(Equipt/Supplies) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Expenditures by Function (Objects 6100-6400 Only) | | | | | | |
| Total Operating Expenditures | \$3,169,751 | 100.00% | \$7,788 | \$3,417,778 | 100.00% | \$8,397 |
| Instruction (11,95) * | \$2,407,055 | 75.94% | \$5,914 | \$2,618,466 | 76.61% | \$6,434 |
| Instructional Res/Media (12) * | \$65,713 | 2.07% | \$161 | \$65,713 | 1.92% | \$161 |
| Curriculum/Staff Develop (13) * | \$58,754 | 1.85% | \$144 | \$95,370 | 2.79% | \$234 |
| Instructional Leadership (21) * | \$62,035 | 1.96% | \$152 | \$62,035 | 1.82% | \$152 |
| School Leadership (23) * | \$245,824 | 7.76% | \$604 | \$245,824 | 7.19% | \$604 |
| Guidance/Counseling Svcs (31) * | \$79,775 | 2.52% | \$196 | \$79,775 | 2.33% | \$196 |
| Social Work Services (32) * | \$12,223 | 0.39% | \$30 | \$12,223 | 0.36% | \$30 |
| Health Services (33) * | \$87,641 | 2.76% | \$215 | \$87,641 | 2.56% | \$215 |
| Food (35) ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Extracurricular (36) * ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Plant Maint/Operation (51) *** | \$133,056 | 4.20% | \$327 | \$133,056 | 3.89% | \$327 |
| Security/Monitoring (52) * ** | \$1,225 | 0.04% | \$3 | \$1,225 | 0.04% | \$3 |
| Data Processing Svcs (53)* ** | \$16,450 | 0.52% | \$40 | \$16,450 | 0.48% | \$40 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD**

Total Enrolled Membership: 407

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|--------------|---------|-------------|-------------|---------|-------------|
| Program expenditures by Program (Objects 6100-6400 only) | | | | | | |
| Total Operating Expenditures | \$3,019,020 | 100.00% | \$7,418 | \$3,267,047 | 100.00% | \$8,027 |
| Regular | \$1,900,730 | 62.96% | \$4,670 | \$1,954,762 | 59.83% | \$4,803 |
| Gifted & Talented | \$7,799 | 0.26% | \$19 | \$7,799 | 0.24% | \$19 |
| Career & Technical | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Students with Disabilities | \$781,926 | 25.90% | \$1,921 | \$909,333 | 27.83% | \$2,234 |
| Accelerated Education | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Bilingual | \$10,419 | 0.35% | \$26 | \$10,419 | 0.32% | \$26 |
| Nondisc Alted-AEP Basic Serv | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Disc Alted-DAEP Basic Serv | \$41,590 | 1.38% | \$102 | \$41,590 | 1.27% | \$102 |
| Disc Alted-DAEP Supplemental | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| T1 A Schoolwide-St Comp >=40% | \$264,385 | 8.76% | \$650 | \$330,973 | 10.13% | \$813 |
| Athletic Programming | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| High School Allotment | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Prekindergarten | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Early Education Allotment | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Dyslexia or Related Disorder Serv | \$12,171 | 0.40% | \$30 | \$12,171 | 0.37% | \$30 |
| CCMR | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE J H (011904041)
SMITHVILLE ISD**

Total Enrolled Membership: 407

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.



Smithville Elementary Campus Data

2020 - 2021



Actual Financial Data Report

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD

Total Enrolled Membership: 352

| | General Fund | % | Per Student | All Funds | % | Per Student |
|--|--------------|---------|-------------|-------------|---------|-------------|
| Expenditures by Object (Objects 6100-6600) | | | | | | |
| Total Expenditures | \$3,721,425 | 100.00% | \$10,572 | \$4,934,660 | 100.00% | \$14,019 |
| Operating-Payroll | \$3,122,895 | 83.92% | \$8,872 | \$4,249,594 | 86.12% | \$12,073 |
| Other Operating | \$454,445 | 12.21% | \$1,291 | \$540,981 | 10.96% | \$1,537 |
| Non-Operating(Equipt/Supplies) | \$144,085 | 3.87% | \$409 | \$144,085 | 2.92% | \$409 |
| Expenditures by Function (Objects 6100-6400 Only) | | | | | | |
| Total Operating Expenditures | \$3,577,340 | 100.00% | \$10,163 | \$4,790,575 | 100.00% | \$13,610 |
| Instruction (11,95) * | \$2,361,226 | 66.01% | \$6,708 | \$3,515,879 | 73.39% | \$9,988 |
| Instructional Res/Media (12) * | \$138,918 | 3.88% | \$395 | \$138,918 | 2.90% | \$395 |
| Curriculum/Staff Develop (13) * | \$65,037 | 1.82% | \$185 | \$123,619 | 2.58% | \$351 |
| Instructional Leadership (21) * | \$50,187 | 1.40% | \$143 | \$50,187 | 1.05% | \$143 |
| School Leadership (23) * | \$508,817 | 14.22% | \$1,446 | \$508,817 | 10.62% | \$1,446 |
| Guidance/Counseling Svcs (31) * | \$137,040 | 3.83% | \$389 | \$137,040 | 2.86% | \$389 |
| Social Work Services (32) * | \$19,977 | 0.56% | \$57 | \$19,977 | 0.42% | \$57 |
| Health Services (33) * | \$101,540 | 2.84% | \$288 | \$101,540 | 2.12% | \$288 |
| Food (35) ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Extracurricular (36) * ** | \$569 | 0.02% | \$2 | \$569 | 0.01% | \$2 |
| Plant Maint/Operation (51) *** | \$148,945 | 4.16% | \$423 | \$148,945 | 3.11% | \$423 |
| Security/Monitoring (52) * ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Data Processing Svcs (53)* ** | \$45,084 | 1.26% | \$128 | \$45,084 | 0.94% | \$128 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD**

Total Enrolled Membership: 352

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|--------------|---------|-------------|-------------|---------|-------------|
| Program expenditures by Program (Objects 6100-6400 only) | | | | | | |
| Total Operating Expenditures | \$3,369,530 | 100.00% | \$9,573 | \$4,582,765 | 100.00% | \$13,019 |
| Regular | \$2,424,860 | 71.96% | \$6,889 | \$3,346,255 | 73.02% | \$9,506 |
| Gifted & Talented | \$5,229 | 0.16% | \$15 | \$5,229 | 0.11% | \$15 |
| Career & Technical | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Students with Disabilities | \$609,973 | 18.10% | \$1,733 | \$667,918 | 14.57% | \$1,897 |
| Accelerated Education | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Bilingual | \$15,639 | 0.46% | \$44 | \$15,639 | 0.34% | \$44 |
| Nondisc Alted-AEP Basic Serv | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Disc Alted-DAEP Basic Serv | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Disc Alted-DAEP Supplemental | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| T1 A Schoolwide-St Comp >=40% | \$218,624 | 6.49% | \$621 | \$452,519 | 9.87% | \$1,286 |
| Athletic Programming | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| High School Allotment | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Prekindergarten | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Early Education Allotment | \$49,089 | 1.46% | \$139 | \$49,089 | 1.07% | \$139 |
| Dyslexia or Related Disorder Serv | \$46,116 | 1.37% | \$131 | \$46,116 | 1.01% | \$131 |
| CCMR | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SMITHVILLE EL (011904101)
SMITHVILLE ISD**

Total Enrolled Membership: 352

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.



Smithville Brown Primary Campus Data

2020 - 2021



Actual Financial Data Report

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD

Total Enrolled Membership: 403

| | General Fund | % | Per Student | All Funds | % | Per Student |
|--|--------------|---------|-------------|-------------|---------|-------------|
| Expenditures by Object (Objects 6100-6600) | | | | | | |
| Total Expenditures | \$1,059,633 | 100.00% | \$2,629 | \$1,193,368 | 100.00% | \$2,961 |
| Operating-Payroll | \$851,242 | 80.33% | \$2,112 | \$940,126 | 78.78% | \$2,333 |
| Other Operating | \$208,391 | 19.67% | \$517 | \$253,242 | 21.22% | \$628 |
| Non-Operating(Equipt/Supplies) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Expenditures by Function (Objects 6100-6400 Only) | | | | | | |
| Total Operating Expenditures | \$1,059,633 | 100.00% | \$2,629 | \$1,193,368 | 100.00% | \$2,961 |
| Instruction (11,95) * | \$833,241 | 78.63% | \$2,068 | \$948,017 | 79.44% | \$2,352 |
| Instructional Res/Media (12) * | \$1,233 | 0.12% | \$3 | \$1,233 | 0.10% | \$3 |
| Curriculum/Staff Develop (13) * | \$19,548 | 1.84% | \$49 | \$38,507 | 3.23% | \$96 |
| Instructional Leadership (21) * | \$12,515 | 1.18% | \$31 | \$12,515 | 1.05% | \$31 |
| School Leadership (23) * | \$15,089 | 1.42% | \$37 | \$15,089 | 1.26% | \$37 |
| Guidance/Counseling Svcs (31) * | \$3,744 | 0.35% | \$9 | \$3,744 | 0.31% | \$9 |
| Social Work Services (32) * | \$3,566 | 0.34% | \$9 | \$3,566 | 0.30% | \$9 |
| Health Services (33) * | \$31,457 | 2.97% | \$78 | \$31,457 | 2.64% | \$78 |
| Food (35) ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Extracurricular (36) * ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Plant Maint/Operation (51) *** | \$136,801 | 12.91% | \$339 | \$136,801 | 11.46% | \$339 |
| Security/Monitoring (52) * ** | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Data Processing Svcs (53)* ** | \$2,439 | 0.23% | \$6 | \$2,439 | 0.20% | \$6 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD**

Total Enrolled Membership: 403

| | General Fund | % | Per Student | All Funds | % | Per Student |
|---|--------------|---------|-------------|-------------|---------|-------------|
| Program expenditures by Program (Objects 6100-6400 only) | | | | | | |
| Total Operating Expenditures | \$920,393 | 100.00% | \$2,284 | \$1,054,128 | 100.00% | \$2,616 |
| Regular | \$325,917 | 35.41% | \$809 | \$351,534 | 33.35% | \$872 |
| Gifted & Talented | \$583 | 0.06% | \$1 | \$583 | 0.06% | \$1 |
| Career & Technical | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Students with Disabilities | \$22,587 | 2.45% | \$56 | \$22,587 | 2.14% | \$56 |
| Accelerated Education | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Bilingual | \$16,813 | 1.83% | \$42 | \$16,813 | 1.59% | \$42 |
| Nondisc Alted-AEP Basic Serv | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Disc Alted-DAEP Basic Serv | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Disc Alted-DAEP Supplemental | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| T1 A Schoolwide-St Comp >=40% | \$99,712 | 10.83% | \$247 | \$179,264 | 17.01% | \$445 |
| Athletic Programming | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| High School Allotment | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Prekindergarten | \$217,786 | 23.66% | \$540 | \$246,352 | 23.37% | \$611 |
| Early Education Allotment | \$235,789 | 25.62% | \$585 | \$235,789 | 22.37% | \$585 |
| Dyslexia or Related Disorder Serv | \$1,206 | 0.13% | \$3 | \$1,206 | 0.11% | \$3 |
| CCMR | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR BROWN PRI (011904102)
SMITHVILLE ISD**

Total Enrolled Membership: 403

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

Statement of Nondiscrimination

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

Title IX Coordinator: **Michael Caudill, Ed.D Asst. Supt.**
901 NE 6th St. Smithville, TX 78957
512-237-2487, x7162
mcaudill@smithvilleisd.org

504/ADA Coordinator: **Whitney Brown, Special Programs Coord.**
901 NE 6th St. Smithville, TX 78957
512-237-2487, x7182
wbrown@smithvilleisd.org

Smithville Independent School District

PART III

TAPR Glossary

2021-2022 Texas Academic Performance Report

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

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

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

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html>.

STAAR Performance (2021–22)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

2021–22 Texas Academic Performance Report

(TAPR) Glossary

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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 [2022 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 [2022 Accountability Manual](#) for more information.

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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.

Bilingual Education/ESL

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

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

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

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

2021–22 Texas Academic Performance Report

(TAPR) Glossary

through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

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

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

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

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

STAAR Participation (2021–22)

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

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

- *Included in Accountability:* scored answer documents
 - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

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

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

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

Attendance, Graduation, and Dropout Rates (2021–22)

Attendance Rate: The percentage of days that students were present 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:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year

total number of K–12 students enrolled for at least 10 days during the 2020–21 school year

(Data source: PEIMS 42400)

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

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

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

number of dropouts in grades 7 and 8 during the 2020–21 school year

number of students in grades 7 and 8 in attendance at any time during the 2020–21 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 2020–21 school year

number of students in grades 9–12 in attendance at any time during the 2020–21 school year

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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, 2020–21](#) 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 [2022 Accountability Manual](#) (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

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 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. 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:

2021–22 Texas Academic Performance Report (TAPR) Glossary

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2021**

number of students in the 2021 cohort*

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2021 cohort*

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2021 cohort*

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school
year**

number of students in the 2021 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

**number of students from the 2021 cohort who received a high school diploma by August 31,
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

number of students in the 2021 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021
plus
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2021 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2020 cohort*

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2020 cohort*

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2020 cohort*

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2021–22 school year

number of students in the 2020 cohort*

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021

number of students in the 2020 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2021
plus
number of students from the cohort who received a TxCHSE by August 31, 2021
plus
number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2020 cohort*

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2019 cohort*

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2021

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 2021–22 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2021–22 school year

number of students in the 2019 cohort*

2021–22 Texas Academic Performance Report

(TAPR) Glossary

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \end{array}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2021} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year} \end{array}}{\text{number of students in the 2019 cohort}^*}$$

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

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

Additional Information about Federal Graduation Rates

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

2021–22 Texas Academic Performance Report

(TAPR) Glossary

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2021 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2020 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2021

number of students in the 2019 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, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) 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 2021 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2021 with reported graduation plans

(excludes graduates with FHSP degree plans)

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

number of graduates in the Class of 2021 who complete a 4-year FHSP-E

number of graduates in the Class of 2021 with reported FHSP graduation plans

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

number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2021 with reported FHSP graduation plans

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

**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2021 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2020-21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with
FHSP degree plans)**

2021–22 Texas Academic Performance Report (TAPR) Glossary

FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2020–21 who earn an FHSP-E

number of graduates in SY 2020–21 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2020–21 who earn an FHSP-DLA

number of graduates in SY 2020–21 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2020–21 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2021. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile (2021–22)

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 2020–21 are also shown:

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

(Data source: PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

number of students in the 2020–21 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 “Emergent Bilingual”, “English learner” and “Limited English Proficient” (LEP) are used interchangeably. (*Data source: PEIMS 40110*)

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

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

total number of students

College, Career, or Military* Readiness (CCMR) (2021–22)

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 TSIA1 and/or TSIA2 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. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)

2021–22 Texas Academic Performance Report

(TAPR) Glossary

- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced 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: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*
- 10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

2021–22 Texas Academic Performance Report

(TAPR) Glossary

College, Career, or Military Ready Graduates

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

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, or 9 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, or 9 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 Graduates

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

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), 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>TSIA1 and/or TSIA2</u> | | <u>SAT</u> | | <u>ACT</u> | | <u>College Prep Course</u> |
| >= ELAR criteria shown below | 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 |
| >= Mathematics criteria shown below | or | >=530 on Mathematics | or | >=19 on Mathematics and >=23 Composite | or | Complete and earn credit for mathematics college prep course |

2021–22 Texas Academic Performance Report (TAPR) Glossary

| Subject | Assessment Version | Score Requirements for CCMR | | | | | |
|--|--------------------|---|---------------------------------|-----|---|-----------------------------------|-----------------------------------|
| English Language Arts and Reading (ELAR) | TSIA1 | Score \geq 351 on Reading | | | | | |
| | TSIA2 | Score \geq 945 on the ELAR College Readiness Classification (CRC) | | AND | | Score \geq 5 on the essay | |
| | | OR | | | | | |
| | | Score $<$ 945 on the ELAR CRC | | AND | Score \geq 5 on the diagnostic | AND | Score \geq 5 on the essay |
| | Combination | Score \geq 945 on the ELAR CRC on the TSIA2 | | AND | | Score \geq 5 on the TSIA1 essay | |
| | | OR | | | | | |
| | | Score $<$ 945 on the ELAR CRC on the TSIA2 | | AND | Score \geq 5 on the diagnostic on the TSIA2 | AND | Score \geq 5 on the TSIA1 essay |
| | Mathematics | TSIA1 | Score \geq 350 on Mathematics | | | | |
| TSIA2 | | Score \geq 950 on the Mathematics CRC | | | | | |
| | | OR | | | | | |
| | | Score $<$ 950 on the Mathematics CRC | | AND | Score = 6 on the diagnostic | | |

The percentages are calculated as follows:

English Language Arts.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2020-21 annual graduates

2021–22 Texas Academic Performance Report (TAPR) Glossary

Any Subject.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2020-21 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 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2020-21 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation.. (*Data source: PEIMS 40100*)

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2020-21 annual graduates

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

number of 2020-21 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 2020-21 annual graduates

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

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2020-21 annual graduates

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)

2021–22 Texas Academic Performance Report (TAPR) Glossary

number of 2020-21 annual graduates who earned an approved industry-based certification

number of 2020-21 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 2020-21 annual graduates who earned a level I or level II certificate

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2020-21 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: PEIMS 40203 and 42401*)

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2020-21 annual graduates

CCMR-related Indicators (2021–22)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

English Language Arts.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2020-21 annual graduates

2021–22 Texas Academic Performance Report

(TAPR) Glossary

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)
English Language Arts.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2020-21 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 2020-21 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 2020-21 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 2020-21 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 2020-21 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 2020-21 school year who took at least one AP or IB examination in social studies

2021–22 Texas Academic Performance Report (TAPR) Glossary

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees \geq Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
ELA

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

Mathematics

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
mathematics

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

Science

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
science

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

Social Studies

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in
social studies

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

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

AP/IB Results (11th & 12th Graders \geq Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

2021–22 Texas Academic Performance Report (TAPR) Glossary

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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:

number of 2020-21 graduates who took either the SAT or the ACT

number of 2020-21 graduates reported

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

number of 2020-21 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2020-21 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) *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 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

- (2) *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 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

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

sum of SAT mathematics scores of all 2020-21 graduates who took the SAT

number of 2020-21 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:
(Data source: PEIMS 43415)

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

English Language Arts

2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 in 2020-21 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 2020-21

Mathematics

number of students in grades 9–12 in 2020-21 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 2020-21

Science

number of students in grades 9–12 in 2020-21 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 2020-21

Social Studies

number of students in grades 9–12 in 2020-21 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 2020-21

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: PEIMS 40100, 40203, and 42400)*

number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of in 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

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 2019-20 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2019-20 school year

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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)

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)

Student Information (2021–22)

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

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (Data source: PEIMS 40110)

Students by Grade: The count of students in each grade divided by the total number of students. (Data source: PEIMS 40110)

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (Data source: PEIMS 40100, 30040, 30050, 30090)

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

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: PEIMS 40100 and TEA Student Assessment Division)

2021–22 Texas Academic Performance Report

(TAPR) Glossary

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : 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” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/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 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

2021–22 Texas Academic Performance Report

(TAPR) Glossary

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the 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: PEIMS 40100)

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

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

number of students in the 2021–22 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

2021–22 Texas Academic Performance Report

(TAPR) Glossary

percentages do not total to 100 because students may participate in more than one of these programs.
(Data source: PEIMS 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2020–21

**number of students who were in membership at any time during the
2020–21 school year**

2021–22 Texas Academic Performance Report

(TAPR) Glossary

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/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: PEIMS 42400*)

Attrition Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. 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 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2020–21](#), available from TEA. (*Data source: PEIMS 40110*)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

2021–22 Texas Academic Performance Report (TAPR) Glossary

number of underreported students

number of students in grades 7–12 who were served in the district in the 2020–21 school year

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

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2021–22)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

2021–22 Texas Academic Performance Report

(TAPR) Glossary

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

2021–22 Texas Academic Performance Report

(TAPR) Glossary

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

2021–22 Texas Academic Performance Report (TAPR) Glossary

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 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

2021–22 Texas Academic Performance Report

(TAPR) Glossary

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

2021–22 Texas Academic Performance Report (TAPR) Glossary

Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

| | |
|----------|--------------------------------|
| I3220500 | IB LNG A: LANG & LIT STD LEVEL |
| I3220600 | IB LNG A: LANG & LIT HIGH LEVL |
| I3220700 | IB LNG A: LITERATURE STD LEVEL |
| I3220800 | IB LNG A: LITERATURE HIGH LEVL |
| I3220900 | IB LITERATURE & PERF STD LEVEL |
| I3366020 | IB PHILOSOPHY HIGHER LEVEL |
| 03221100 | RESEARCH/TECHNICAL WRITING |
| 03221200 | CREATIVE WRITING |
| 03221500 | LITERARY GENRES (LIT GENR) |
| 03221600 | HUMANITIES (FIRST TIME TAKEN) |
| 03221800 | INDEP STUDY/ENGLISH (1ST TIME) |
| 03231000 | INDEP STUDY/JOURNALISM (1ST) |
| 03231902 | ADV BROADCAST JOURNALISM III |
| 03240400 | ORAL INTERPRETATION III |
| 03240800 | DEBATE III (DEBATE 3) |
| 03241100 | PUBLIC SPEAKING III (PUBSPKG3) |
| 03241200 | INDEP STUDY/SPEECH (1ST TIME) |
| A3220100 | AP ENGLISH LANGUAGE AND COMP |
| A3220200 | AP ENGLISH LITERATURE AND COMP |

Mathematics

| | |
|----------|--------------------------------|
| A3580110 | AP COMPUTER SCIENCE A - MATH |
| A3580120 | AP COMPUTER SCIENCE A - LOTE |
| I3580310 | IB COMP SCI A - HIGHR LVL MATH |
| I3580320 | IB COMP SCI A - HIGHR LVL LOTE |
| 03101100 | PRECALCULUS (PRE CALC) |
| 03102500 | INDEP STUDY IN MATH (1ST TIME) |
| 03102501 | INDEP STUDY IN MATH (2ND TIME) |
| 03580370 | DISCRETE MATH FOR COMP SCIENCE |
| 03580395 | ROBOTICS PROGRAMMING & DESIGN |

2021–22 Texas Academic Performance Report

(TAPR) Glossary

| | |
|----------|---------------------------------|
| 12701410 | APPLIED MATH FOR TECH PROFNALS |
| 13001000 | MATH APPL IN AG/FOOD/& NAT RES |
| 13016700 | ACCOUNTING II |
| 13016900 | STAT & BUSINESS DECISION MAKING |
| 13018000 | FINANCIAL MATHEMATICS |
| 13020970 | MATH FOR MEDICAL PROFESSIONALS |
| 13032950 | MANU ENGINEERING TECHNOLOGY II |
| 13036700 | ENGINEERING MATHEMATICS |
| 13037050 | ROBOTICS II |
| 13037600 | DIGITAL ELECTRONICS |
| A3100101 | AP CALCULUS AB |
| A3100102 | AP CALCULUS BC |
| A3100200 | AP STATISTICS (APSTATS) |
| I3100100 | IB MATHEMATICAL STUDIES STAN. |
| I3100200 | IB MATHEMATICS STANDARD LEVEL |
| I3100300 | IB MATHEMATICS HIGHER LEVEL |
| I3100400 | IB FURTHER MTHEMATICS HIGH LVL |
| I3100500 | IB MATH ANALYS & APRCH STD LVL |
| I3100600 | IB MATH ANALYS & APRCH HGH LVL |
| I3100700 | IB MATH APS & INTERPT STD LVL |
| I3100800 | IB MATH APPS & INTERPT HGH LVL |

Technology Applications

| | |
|----------|---------------------------------|
| 03580200 | COMPUTER SCIENCE I |
| 03580300 | COMPUTER SCIENCE II (TACS2) |
| A3580300 | AP COMPUTER SCIENCE PRINCIPLES |
| I3580200 | IB COMPUTER SCIENCE STD LEVEL |
| I3580400 | IB INFO TECH-GLOBL SOC STD LVL |
| I3580500 | IB INFO TECH-GLOBL SOC HIGH LVL |

Fine Arts

| | |
|----------|--------------------------------|
| 03150400 | MUSIC IV, BAND IV |
| 03150800 | MUSIC IV, ORCHESTRA IV |
| 03151200 | MUSIC IV, CHOIR IV |
| 03151600 | MUSIC IV, JAZZ ENSEMBLE IV |
| 03152000 | MUSIC IV, INSTRUMENTL ENSEM IV |
| 03152400 | MUSIC IV, VOCAL ENSEMBLE IV |
| 03250400 | THEATRE IV, THEATRE ARTS IV |
| 03251000 | THEATRE IV, THEATRE PROD IV |
| 03251200 | TECHNICAL THEATRE IV (TH4TECH) |
| 03502300 | ART IV, DRAWING III |
| 03502400 | ART IV, PAINTING III |
| 03502500 | ART IV, PRINTMAKING III |
| 03502600 | ART IV, FIBERS III |

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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

Science

| | |
|----------|---|
| I3060001 | IB SPORTS EXERCISE & HEALTH SCI ST LVL |
| I3060002 | IB SPORTS EXERCISE & HEALTH SCI HIGH LV |
| 13000700 | ADVANCED ANIMAL SCIENCE |
| 13002100 | ADV PLANT & SOIL SCIENCE |
| 13020600 | ANATOMY & PHYSIOLOGY |
| 13020700 | MEDICAL MICROBIOLOGY |
| 13020800 | PATHOPHYSIOLOGY |
| 13023000 | FOOD SCIENCE |
| 13029500 | FORENSIC SCIENCE |
| 13036400 | BIOTECHNOLOGY I |
| 13036450 | BIOTECHNOLOGY II |
| 13037100 | PRINCIPLES OF TECHNOLOGY |
| 13037200 | SCIENTIFIC RESEARCH & DESIGN |
| 13037210 | SCIENTIFIC RESEARCH & DESIGN II |
| 13037220 | SCIENTIFIC RESEARCH & DESIGN III |
| 13037300 | ENGINEERING DESIGN & PROBLEM SOLVING |
| 13037500 | ENGINEERING SCIENCE |
| A3010200 | AP BIOLOGY |
| A3020000 | AP ENVIRONMENTAL SCIENCE |
| A3040000 | AP CHEMISTRY |
| A3050003 | AP PHYSICS 1: ALGEBRA BASED |

2021–22 Texas Academic Performance Report

(TAPR) Glossary

| | |
|----------|---|
| A3050004 | AP PHYSICS 2: ALGEBRA BASED |
| A3050005 | AP PHYSICS C: ELECTRIC & MAGNETISM |
| A3050006 | AP PHYSICS C: MECHANICS |
| I3010201 | IB BIOLOGY STANDARD LEVEL |
| I3010202 | IB BIOLOGY HIGHER LEVEL |
| I3020000 | IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL |
| I3030001 | IB DESIGN TECHNOLOGY STANDARD LEVEL |
| I3030002 | IB DESIGN TECHNOLOGY HIGHER LEVEL |
| I3040002 | IB CHEMISTRY STANDARD LEVEL |
| I3040003 | IB CHEMISTRY HIGHER LEVEL |
| I3050002 | IB PHYSICS STANDARD LEVEL |
| I3050003 | IB PHYSICS HIGHER LEVEL |

Social Studies/History

| | |
|----------|--|
| A3220300 | AP INTERNATIONAL ENGLISH LANGUAGE |
| I3302300 | IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL |
| I3302400 | IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL |
| I3302500 | IB GLOBAL POLITICS STANDARD LEVEL |
| I3302600 | IB GLOBAL POLITICS HIGHER LEVEL |
| N1290325 | IB BUSINESS & MANAGEMENT STANDARD LEVEL |
| N1290326 | IB BUSINESS & MANAGEMENT HIGHER LEVEL |
| 03310301 | ECONOMICS ADVANCED STUDIES (1ST) |
| 03380001 | SOCIAL STUDIES ADVANCED STUDIES (1ST TIME) |
| A3310100 | AP MICROECONOMICS |
| A3310200 | AP MACROECONOMICS |
| A3330100 | AP U.S. GOVERNMENT & POLITICS |
| A3330200 | AP COMPARATIVE GOVERNMENT & POLITICS |
| A3340100 | AP UNITED STATES HISTORY |
| A3340200 | AP EUROPEAN HISTORY |
| A3350100 | AP PSYCHOLOGY |
| A3360100 | AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY) |
| A3360200 | AP HUMAN GEOGRAPHY (ELECTIVE) |
| A3370100 | AP WORLD HISTORY |
| I3301100 | IB HISTORY STANDARD LEVEL |
| I3301200 | IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL |
| I3301300 | IB HISTORY OF AMERICAS HIGHER LEVEL |
| I3301400 | IB HISTORY ASIA & OCEANIA HIGHER LEVEL |
| I3301500 | IB HISTORY 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 |

2021–22 Texas Academic Performance Report

(TAPR) Glossary

| | |
|----------|------------------------------|
| 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 |

2021–22 Texas Academic Performance Report

(TAPR) Glossary

| | |
|----------|--------------------------------|
| 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 |

2021–22 Texas Academic Performance Report

(TAPR) Glossary

| | |
|----------|---------------------------------|
| 03530930 | SEM LOT, ADV 3RD TIME, URDU |
| 03980400 | LANG O/T ENGLISH IV - ASL |
| 03996000 | OTHER FOREIGN LANGUAGES IV |
| 03996100 | OTHER FOREIGN LANGUAGES V |
| 03996200 | OTHER FOREIGN LANGUAGES VI |
| 03996300 | OTHER FOREIGN LANGUAGES VII |
| 11401910 | SEM LOT, ADV 1ST TIME, TURKISH |
| 11401920 | SEM LOT, ADV 2ND TIME, TURKISH |
| 11401930 | SEM LOT, ADV 3TD TIME, TURKISH |
| 11403610 | SEM LOT, ADV 1ST TIME, KOREAN |
| 11403620 | SEM LOT, ADV 2ND TIME, KOREAN |
| 11403630 | SEM LOT, ADV 3RD TIME, KOREAN |
| A3120400 | AP LANG & CULTURE - JAPANESE |
| A3400400 | AP LANG & CULTURE - ITALIAN |
| A3410100 | AP LANGUAGE & CULTURE - FRENCH |
| A3420100 | AP LANGUAGE & CULTURE - GERMAN |
| A3430100 | AP LATIN |
| A3440100 | AP LANG & CULTURE - SPANISH |
| A3440200 | AP LITER & CULTURE - SPANISH |
| A3490400 | AP LANGUAGE & CULTURE - CHINESE |
| I3110400 | IB LNG B MODRN LANG SL- ARABIC |
| I3110500 | IB LNG B MODRN LANG HL- ARABIC |
| I3120400 | IB LNG B MODRN LNG SL-JAPANESE |
| I3120500 | IB LNG B MODRN LNG HL-JAPANESE |
| I3410400 | IB LNG B MODERN LANG SL-FRENCH |
| I3410500 | IB LNG B MODERN LANG HL-FRENCH |
| I3420400 | IB LNG B MODERN LANG SL-GERMAN |
| I3420500 | IB LNG B MODERN LANG HL-GERMAN |
| I3430400 | IB LNG B CLASSIC LANG SL-LATIN |
| I3430500 | IB LNG B CLASSIC LANG HL-LATIN |
| I3440400 | IB LNG B MODRN LANG SL-SPANISH |
| I3440500 | IB LNG B MODRN LANG HL-SPANISH |
| I3450400 | IB LNG B MODRN LANG SL-RUSSIAN |
| I3450500 | IB LNG B MODRN LANG HL-RUSSIAN |
| I3480400 | IB LNG B MODERN LANG SL-HEBREW |
| I3480500 | IB LNG B MODERN LANG HL-HEBREW |
| I3490400 | IB LNG B MODRN LANG SL-CHINESE |
| I3490500 | IB LNG B MODRN LANG HL-CHINESE |
| I3520400 | IB LANG B MODERN LANG SL-HINDI |
| I3520500 | IB LANG B MODERN LANG HL-HINDI |
| I3996000 | IB LANG B, MODRN LANG SL OTHER |
| I3996100 | IB LANG B, MODRN LANG HL OTHER |
| 03430910 | CLS LNG SEM, ADV 1ST TME LATIN |
| 03430920 | CLS LNG SEM, ADV 2ND TME LATIN |

2021–22 Texas Academic Performance Report

(TAPR) Glossary

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

Career and Technical Education

| | |
|----------|-------------|
| N1100014 | AP RESEARCH |
| N1130026 | AP SEMINAR |

Other

| | |
|----------|---------------------------------|
| N1290322 | IB THEORY OF KNOWLEDGE |
| I3305100 | IB WORLD RELIGIONS STANDARD LVL |
| N1290317 | GIFD & TAL IND STUD MENTOR III |
| N1290318 | GIFD & TAL IND STUD MENTOR IV |

2021–22 Texas Academic Performance Report (TAPR) Glossary

Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

| | |
|----------|---|
| 004..... | Assistant/Associate/Deputy Superintendent |
| 027..... | Superintendent/CAO/CEO/President |
| 061..... | Asst/Assoc/Deputy Exec Director |
| 062..... | Component/Department Director |
| 063..... | Coordinator/Manager/Supervisor |

CAMPUS ADMINISTRATORS

| | |
|----------|---------------------|
| 003..... | Assistant Principal |
| 020..... | Principal |

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

| | |
|----------|--------------------------------------|
| 012..... | Instructional Officer |
| 028..... | Teacher Supervisor |
| 040..... | Athletic Director |
| 043..... | Business Manager |
| 044..... | Tax Assessor and/or Collector |
| 045..... | Director - Personnel/Human Resources |
| 055..... | Registrar |
| 060..... | Executive Director |

PROFESSIONAL SUPPORT STAFF

| | |
|-----------|---|
| 002 | Art Therapist |
| 005 | Psychological Associate |
| 006..... | Audiologist |
| 007..... | Corrective Therapist |
| 008..... | Counselor |
| 011 | Educational Diagnostician |
| 013..... | Librarian |
| 015..... | Music Therapist |
| 016..... | Occupational Therapist |
| 017..... | Certified Orientation & Mobility Specialist |
| 018..... | Physical Therapist |
| 019 | Physician |
| 021..... | Recreational Therapist |
| 022..... | School Nurse |
| 023..... | LSSP/Psychologist |
| 024..... | Social Worker |
| 026..... | Speech Therapist/Speech-Lang Pathologist |
| 030..... | Visiting Teacher/Tuant 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 |

2021–22 Texas Academic Performance Report (TAPR) Glossary

| | |
|----------|---|
| 065..... | Field Service Agent |
| 079..... | Other ESC Professional Personnel |
| 080..... | Other Non-Campus Professional Personnel |
| 100..... | Instructional Materials Coordinator |
| 101..... | Legal Services |
| 102..... | Communications Professional |
| 103..... | Research/Evaluation Professional |
| 104..... | Internal Auditor |
| 105..... | Security |
| 106..... | District/Campus Information Technology Professional |
| 107..... | Food Service Professional |
| 108..... | Transportation |
| 109..... | Athletics |
| 110..... | Custodial |
| 111..... | Maintenance |
| 112..... | Business Services Professional |
| 113..... | Other District Exempt Professional Auxiliary |
| 114..... | Other Campus Exempt Professional Auxiliary |
| 115..... | Psychiatric Nurse |
| 116..... | Licensed Clinical Social Worker |
| 117..... | Licensed Professional Counselor |
| 118..... | Licensed Marriage & Family Therapist |

TEACHERS

| | |
|----------|--------------------|
| 087..... | Teacher |
| 047..... | Substitute Teacher |

EDUCATIONAL AIDES

| | |
|----------|-----------------------|
| 033..... | Educational Aide |
| 036..... | Certified Interpreter |

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

