

Kerrville Independent School District

Texas Academic
Performance Report
2020 - 2021

"Educational Excellence in the Hill Country"

Kerrville Independent School District

Texas Academic Performance Report (TAPR)

Presented to the Board of Trustees, February 21, 2022

Mark J. Foust, Ed.D., Superintendent Rolinda Schmidt, President Jack M. Stevens, Jr., Vice-President Mike Tackett, Secretary Andree Hayes, Trustee District 1 Curtis Finley, Trustee District 3 Greg Peschel, Trustee District 4 David Sprouse, M.D., Trustee District 6

For more information on the TAPR, please contact Heather Engstrom, Assistant Superintendent heather.engstrom@kerrvilleisd.net 830-257-2200 ext.1020

TAPR

(Texas Academic Performance Report) 2020-2021

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February 21, 2022

Dear Parents and Patrons of KISD:

This comprehensive report contains the 2020-2021 Texas Academic Performance Report (TAPR). The statistical information found in this document provides great insight into both individual campus and district performance during the 2020-2021 school year. The data in the TAPR is relied on heavily in the development of district and campus goal setting and improvement planning. Due to the cancellation of the State of Texas Assessment of Academic Readiness (STAAR) in 2020, the comparison data used for the 2021 TAPR is from school years 2018, 2019, and 2021.

The Kerrville Independent School District is focused on the continuous improvement of educational opportunities offered to our community's students. Several key initiatives are underway that continue our tradition of excellence and our vision for developing postsecondary pathways to ensure all KISD students are "future-ready." The district educates nearly 5000 students from Kerrville and surrounding areas at its four K-5 elementary schools, Hal Peterson Middle School, and Tivy High School. The district also prepares children to be "school ready" in the pre-kindergarten programs at the Early Childhood Center and meets non-traditional students' needs at an academic alternative high school called Hill Country High. Because of our excellent K-12 systems, KISD is proud to maintain a zero percent dropout rate.

Kerrville ISD shares the TAPR performance profile with our Board of Trustees, staff, parents, and community each year. The Board of Trustees schedules a public hearing for discussion of this annual report, during which executive summaries of the entire report are shared with the Board, media, and public in attendance. The entire report is published and distributed to district campuses and to several community organizations. The TAPR Report is available online at www.kerrvilleisd.net.

Please review this report and come visit us. We would like the opportunity to show you where and how your tax dollars are being spent. The Kerrville Independent School District is grateful to our Kerrville community, parents, and staff who make a quality education possible for all children.

Sincerely,

Mark Foust, Ed.D. Superintendent

Mark S. Forest



KERRVILLE INDEPENDENT SCHOOL DISTRICT STRATEGIC PLAN



Vision Statement: Kerrville ISD - An educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens.

ACTIVITIES/STRATEGIES

Goal 1: Provide students with engagdemic and social-emotional learning 21st century skills for lifelong learning, rigorous, and personalized acaownership in learning and develop experiences to meet individual student needs, foster student

1.3

1.4

2.1

ensuring all students are reading on foundation in literacy and math by dents and build a strong academic grade level by grade 3 and remain Goal 2: Develop future-ready stuon grade level and by ensuring all students successfully complete algebra coursework.

2.5

and provide personalized support for college credit, Advanced Placement Engineering, Arts & Math (STEAM), ness through Science, Technology, identify post-secondary pathways college, career and military readiand other program opportunities. Career and Technology Education Goal 3: Empower all students to (CTE), workforce certification,

3.4

- create opportunities for teachers and staff to think critically about practice and utilize formative assessment to impact
- Provide on-going professional learning opportunities that equip staff and parents to address the social emotional learning reflect on planning and strategies that ensure student choice and personalized academic learning experiences needs of all students.
- Expand project-based learning opportunities at all grade levels to encourage problem solving and 21st Century Workforce Skills, such as; collaboration, creativity, innovation, critical thinking, and problem solving.
 - involving them in the goal-setting and assessment process; provide teachers with professional learning that supports student Develop systemic use of grade level specific procedures that encourage students to take ownership for their learning by goal-setting strategies and teacher/student conferencing methods.
- Continue teacher professional learning that supports small group learning opportunities for all students in English language arts/ Launch KISD Literacy Initiative that includes parental involvement components, celebrations, and cross-curricular activities. reading and mathematics courses. District and campus administrators will monitor and provide feedback and support for
- Provide professional learning opportunities that support the incorporation of writing across the curriculum.
- Provide ECC-2nd grade teachers vertical alignment opportunities and ongoing professional learning on innovative instructional strategies for early literacy success and algebraic reasoning.
 - Continue vertical alignment discussions between third grade math through Algebra II teachers and explore viable and cost-effective universal math screeners
- Utilize teacher made resources to continue focus on Math Fact Fluency and implement a parent involvement component for grades K-5 at each elementary school.
 - Develop K-12 universal screener system to measure and track reading levels of all students. 2.7
- Develop a comprehensive counseling guidance plan that will address career pathways and educational requirements to help all students grow to their fullest potential, academically, socially and intellectually.
- Develop a K-12 comprehensive Post-Secondary Educational Planning Guide to assist parents and students in making decisions about courses, colleges, and careers pathways and post-secondary costs.

3.2

- Identify reading and math TEKS aligned to Advanced Placement assessments and college entrance exams and provide profession al learning opportunities for teachers to continue to maximize student success.
 - Expand CTE course offerings based on student input and interest, Texas Workforce Commission data, and community feedback Provide all students opportunities to participate in STEM activities at the elementary level through STEM labs and other class while balancing state accountability; continued recruitment of industry experts to support growth of programs.
 - room lessons such as STEM Lab Fridays.
 - Expand co-op, apprenticeship, work shadow, and internship experiences for students.
- Develop systems to identify and monitor students' post-graduation plans which will include annual progress monitoring sessions increase student participation and (CCMR) college career military readiness success measures on SAT/ACT/ASVAB assessments. with feedback to students.

employees that are student-centered tive, collaborative, goal-oriented and focused on continuous learning and Goal 4: Recruit, develop, and retain improvement, passionate, innova-

4.2 4.3

4.1

management of district budgets by dent learning, ensure future-ready aligning resources to improve stustudents and meet district goals Goal 5: Maintain sound fiscal

5.4 5.2 5.3 5.1 while continuously advocating for an adequate and equitable Texas public school finance system.

ACTIVITIES/STRATEGIES

- Use the KISD Profile of a Graduate, Profile of a KISD Teacher, KISD Vision 2021 to drive recruitment, development, and retention processes.
 - Utilize a district-wide "exit" and "stay" interview process and use the data to refine systems.
- Incorporate "IPLP" an individualized professional learning plan within the KISD three-year Professional Development Plan and scaffold the implementation of digital collaboration between faculty and staff.
 - mplement a comprehensive teacher/staff induction program. 4.4
- incorporate a new teacher mentoring plan and use participant feedback to refine the program. 4.5
- Design and implement KISD Leadership Academy for current professional staff; engage university partners for advanced degree opportunities for staff.
 - Analyze benefit packages and salary ranges to continue to offer competitive comprehensive salary plans.
 - Develop a systemic plan to recognize staff that includes campus and district personnel. 4.7
- Use student progress data, resource usage data, and staff feedback to analyze the effectiveness of resources and curriculum alignment.
- Evaluate the professional learning program to ensure alignment with instructional practices and to improve student learning and engagement.
 - increase public and staff knowledge and awareness of district budgets and public school finance through intentional and transparent communication including meetings, editorials, and use of digital media outlets.
- Identify and develop replacement/upgrade cycles that include technology and technology infrastructure, furniture and in structional spaces and equipment that provide students with 21st century learning opportunities.



KERRVILLE ISD VISION 2021

An educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens

We Value ...

- Students first
- Personalized learning experiences
- Preparing students for the future
- Continuous learning and improvement for KISD
- Sound fiscal management and aligned resources and goals

We Believe ...

- 1. Students come first in KISD.
- 2. Our employees are our district's greatest asset and we are a family in KISD.
- 3. KISD is a values-driven, data-informed organization.
- KISD fosters a positive environment for learning, teaching and for connecting with our community.
- 5. Every student deserves the highest quality learning experiences.
- KISD inspires lifelong learning and a culture of continuous improvement for all students and staff.
- 7. KISD is a destination district in our State for academics, athletics, fine arts, and student programs.

Kerrville ISD Will...

Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.

Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Recruit, develop and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal oriented and ethical.

Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

"Educational Excellence in the Hill Country"

Kerrville ISD Profile of a Graduate Goal Creative ocused Critical Thinker Grit **Ethical**



Teachers proactively and collaboratively plan aligned and engaging lessons, activities, and assessments that foster a deep understanding of academic content, promote creative and critical thinking skills, inspire itelong learning, and prepare students for life in the 21st Content.

Teachers know their students' interests, academic levels, learning styles, and learning needs. With that knowledge, they plan innovative learning opportunities that are differentiated and accommodated to ensure growth for all students.

Personalize

Teachers systematically gather academic input and data from students through informal and formal assessments. Teachers are empowered by data, and they quickly adjust instruction to maximize student engagement and learning.

Teachers are committed to life-long learning and continuous professional growth. They set ambitious professional goals and engage in professional learning based on student data, self-reflection and feedback from co-workers, appraisers and supervisors.

Kerrville ISD teachers persevere in the face of challenges, and passionately create an educational environment in which students experience academic rigor and are supported and guided to success. Per



FOCUS on Instruction KISD Instructional Standards

- Foster a positive learning environment.
- Establish clear learning expectations.
- Ensure authentic student engagement.
- Implement intentional and ongoing assessment for learning.
 - Utilize time efficiently.





KERRVILLE ISD 2021-2022 District Goals

- Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.
- Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.
- Goal 3: Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.
- Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.
- Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.
- Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

TIVY HIGH SCHOOL 2021-2022 Campus Goals

- Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experience to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.
- Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level by ensuring all students successfully complete algebra coursework.

Each student will have educational value added as evidenced by classroom data and STAAR performance goals. The Tivy High School EOC performance goals for the 2021-2022 school year are based on each of the following Department Goals:

PASSING PERCENTAGE

		Approaches	Meets	Masters
ELA -	English I English II	90% 90%	60% 60%	30% 30%
Math -	Algebra I	90%	60%	30%
Social Studies -	US History	95%	70%	58%
Science -	Biology	95%	75%	35%

Goal 3: Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Advanced Placement

95% of students enrolled in Advanced Placement courses will take the corresponding exam; 85% of the students who take AP exams will score a 3, 4, or 5.

Increase dual credit offering opportunities by developing relationships with local colleges and dual-credit programs.

Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

HILL COUNTRY HIGH SCHOOL 2021-2022 Campus Goals

Goal 1:	Impact student graduation by increasing the attendance rates for all alternative education campuses to exceed expectations established by the Texas Education Agency.
Goal 2:	Impact student graduation by reducing drop-out rates for each alternative education campus to be within the guidelines established by the Texas Education Agency.
Goal 3:	Successfully prepare students to meet expectations on the state-mandated EOC tests as established by the Texas Education Agency.
Goal 4:	Continue the curriculum alignment/review process to ensure that all courses meet TEKS requirements, address EOC objectives, and provide students with a quality learning opportunity.
Goal 5:	Promote a balanced educational program by continuing initiatives that emphasize academic progress, character development, community service, campus safety, and violence prevention.
Goal 6:	Promote student self-confidence in academic potential so that the number of Hill Country High School students who seek additional educational/technical training after graduation is increased.

HAL PETERSON MIDDLE SCHOOL GRADES 7 & 8 2021-2022 Campus Goals

- Goal 1: Hal Peterson Middle School will increase student performance through the implementation of collaborative learning, continuous growth, and collective efficacy in all subject areas as measured by campus, district, & State measurements.
- Goal 2: Hal Peterson Middle School will support the growth of the ESL program by embedding strategies in all content areas and monitoring individual student growth.
- Goal 3: Hal Peterson Middle School will provide opportunities for parent and community involvement to participate in school activities which promote student success.
 - Spike Night
 - Incoming 6th, 7th & 8th Grade Course Fair
 - School sponsored dances
- Goal 4: Hal Peterson Middle School, through KISD, will provide staff development opportunities that support campus goals, objectives and district initiatives.
 - Utilized iPLC time embed professional development:
 - o Deep Dive on Data Protocols and Interventions
 - o Running an iPLC
 - o Growing through a focus on T-TESS

BT WILSON 6TH GRADE CAMPUS 2021 – 2022 Campus Goals

- GOAL 1: Increase student outcomes through implementation of John Seidlitz's 7 Steps to a Language-Rich Interactive Classroom coaching model, intentional planning, and formative assessment practices.
- GOAL 2: Increase positive student behaviors through campus wide implementation of clear norms for student behaviors, classroom routines and procedures.
- GOAL 3: Focus on improving instruction through Professional Development and coaching around the three high impact strategies: goal setting, classroom discussion, and strategic questioning to increase student learning.

TOM DANIELS ELEMENTARY SCHOOL 2021-22 Campus Goals

- Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.
- Goal 2: DES will achieve an attendance rate of 97% for the 2021-22 school year.
- Goal 3: The campus will focus on an authentic home to school connection to increase parental involvement and improve student outcomes.

Starkey Elementary School 2021-2022 Campus Goals

Goal #1: Provide students with engaging, rigorous, and personalized academic and socialemotional learning experiences to meet individual student needs, foster student

ownership in learning and develop 21st century skills for lifelong learning.

Goal #2: Develop future-ready students and build a strong academic foundation in literacy and

math by ensuring all students are reading on grade level by grade 3 and remain on grade

level and by ensuring all students successfully complete algebra coursework.

Goal #3: Empower all students to identify post-secondary pathways and provide personalized

support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce

certification, college credit, Advanced Placement and other program opportunities.

Goal #4: Recruit, develop, and retain employees that are student-centered, focused on

continuous learning and improvement, passionate, innovative, collaborative, goal-

oriented, and ethical.

Goal #5: Maintain sound fiscal management of district budgets by aligning resources to improve

student learning, ensure future-ready students and meet district goals while

continuously advocating for an adequate and equitable Texas public school finance

system.

Goal #6: Ensure students are educated in an optimal environment that is safe, secure, and

conducive to learning; this includes both physical safety and freedom from victimization.

NIMITZ ELEMENTARY SCHOOL 2021-2022 Campus Goals

- Goal 1: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, and accountability for making positive choices.

 Goal 2: By the end of the 2021-2022 school year, improve student performance and close achievement gaps among all student groups so that at least 90% of students in each sub group will "Approach" mastery on STAAR (State of Texas Assessments of Academic Readiness) Reading, Math, and Science, 60% will "Meet" grade level requirements, and 30% will "Master" the grade level curriculum.

 Goal 3: Improve student attendance so that an Average Daily Attendance rate of 97% or above is achieved.

 Goal 4: Encourage and increase parental involvement in all school activities and involve parents in activities that promote success for all students.
- Goal 5: Provide staff development opportunities which support campus and district initiatives, programs and strategies.

Tally Elementary School 2021-2022 Campus Goals

Goal 1:	Provide students with engaging, rigorous, and personalized academic and social- emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.
<u>Goal 2:</u>	Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students master skills related to algebraic thinking.
Goal 3:	Empower all students to have opportunities to begin identifying post-secondary pathways and provide personalized support for development of college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM).
<u>Goal 4:</u>	Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.
Goal 5:	Maintain sound fiscal management of campus budgets by aligning resources to improve student learning, ensure future-ready students and meet campus goals.
Goal 6:	Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

EARLY CHILDHOOD CENTER 2021-2022 Campus Goals

- Goal 1: The Kerrville ISD ECC will close achievement and school readiness gaps among all student population groups through the provision of a strong research-based curriculum, well-planned instruction, and high-quality materials calibrated to the ages, prior learning, interests, and developmental levels of its students.
- Goal 2: KISD ECC will implement a campus-wide, values-based safe school model that incorporates behavior supports, a positive school climate, school safety, and expectations.
- Goal 3: KISD ECC will achieve 95% enrollment and 90% Average Daily Attendance (ADA).
- Goal 4: KISD ECC will provide parent education and opportunities for parent and community involvement in activities promoting student success and campus improvement.
- Goal 5: KISD ECC will recruit, employ and develop teachers and paraprofessionals who meet the highly qualified standard as indicated by ESSA and the district.



To the Administrator Addressed

Commissioner Mike Morath

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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 <u>Texas Administrative Code</u> 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

PEIMS Financial Standard Report of 2019-2020 Financial Actual Information

			District	rict			S	State	
	General	%	Per Student	Ail Funds	%	Per Student	All Funds	*	Per Student
Revenues Operating Revenue	dy								year in
Local Property Tax from M&O (excluding recapture)	\$27,210,163	69.31%	\$5,655	\$27,210,163	58.09%	\$5,655	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$11,009,827	28.04%	\$2,288	\$11,388,389	24.31%	\$2,367	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$486,735	1.24%	\$101	\$6,587,357	14.06%	\$1,369	\$7,015,215,596	11.84%	\$1,280
Other Local	\$553,697	1.41%	\$115	\$1,653,479	3.53%	\$344	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$39,260,422	100.00%	\$8,159	\$46,839,388	100.00%	\$9,734	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from 18.5	0\$	0.00%	\$	\$5,628,810	88.81%	\$1,170	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	0\$	0.00%	\$0	\$98,465	1.55%	\$20	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$611,097	9.64%	\$127	\$909,418,245	9.76%	\$166
Total Other Revenue	0\$	0.00%	0\$	\$6,338,372	100.00%	\$1,317	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$39,260,422	100.00%	\$8,159	\$53,177,760	100.00%	\$11,051	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	0\$	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$0	0.00%	0\$	0\$	0.00%	\$0	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$39,260,422	100.00%	\$8,159	\$53,177,760	100.00%	\$11,051	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	0\$	0.00%	\$0	\$392,803	15.03%	\$82	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$2,164,422	100.00%	\$450	\$2,220,106	84.97%	\$461	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$2,164,422	100.00%	\$450	\$2,612,909	100.00%	\$543	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$41,424,844	100.00%	\$8,609	\$55,790,669	100.00%	\$11,594	\$77,749,612,189	100.00%	\$14,191
Expenditures Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$30,412,845	81.57%	\$6,320	\$35,206,011	77.43%	\$7,316	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$2,528,207	6.78%	\$525	\$3,385,950	7.45%	\$704	\$5,127,350,907	8.99%	\$936

TEA | Office of School Finance | Forecasting & Fiscal Analysis

2019 - 2020 Actual Financial Data Totals for KERRVILLE ISD (133903) Total Enrolled Membership: 4,812

	General Fund	*	Per Student	All Funds	%	Per Student	All Funds	*	Per Student
Supplies & Materials (Object 63xx)	\$2,195,487	5.89%	\$456	\$4,711,746	10.36%	\$979	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$2,149,652	5.77%	\$447	\$2,164,280	4.76%	\$450	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$37,286,191	100.00%	\$7,749	\$45,467,987	100.00%	\$9,449	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	0\$	0.00%	\$0	\$6,324,548	12.84%	\$1,314	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$1,665,304	100.00%	\$346	\$42,936,046	87.16%	\$8,923	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$1,665,304	100.00%	\$346	\$49,260,594	100.00%	\$10,237	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$38,951,495	100.00%	\$8,095	\$94,728,581	100.00%	\$19,686	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$21,792,343	58.45%	\$4,529	\$25,676,469	56.47%	\$5,336	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$383,613	1.03%	\$80	\$400,387	0.88%	\$83	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$316,743	0.85%	\$66	\$739,617	1.63%	\$154	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$727,865	1.95%	\$151	\$728,214	1.60%	\$151	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$2,526,955	6.78%	\$525	\$2,635,923	2.80%	\$548	\$3,397,560,197	2.96%	\$620
Guidance Counseling Services (Function 31)	\$1,364,263	3.66%	\$284	\$1,926,708	4.24%	\$400	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$26,096	0.07%	\$5	\$74,845	0.16%	\$16	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$495,108	1.33%	\$103	\$535,271	1.18%	\$111	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$1,469,079	3.94%	\$305	\$1,469,853	3.23%	\$305	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$	0.00%	\$0	\$2,541,359	5.59%	\$258	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$1,322,487	3.55%	\$275	\$1,598,538	3.52%	\$332	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$1,512,790	4.06%	\$314	\$1,513,190	3.33%	\$314	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$4,250,006	11.40%	\$883	\$4,415,866	9.71%	\$918	\$5,475,939,693	9.60%	\$666
Security & Monitoring Services (Function 52)	\$182,523	0.49%	\$38	\$235,993	0.52%	\$49	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$619,346	1.66%	\$129	\$619,346	1.36%	\$129	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$296,974	0.80%	\$62	\$356,408	0.78%	\$74	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$37,286,191	100.00%	\$7,749	\$45,467,987	100.00%	\$9,449	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$6,324,548	12.84%	\$1,314	\$9,524,076,242	47.61%	\$1,738

2019 - 2020 Actual Financial Data Totals for KERRVILLE ISD (133903) Total Enrolled Membership: 4,812

Part				District	rict			S	State	
S11,665,304 100,00% \$3.46 \$42,936,046 87,16% \$8,923 \$10,481,863,702 52.39% \$1.4 minorino \$11,665,304 100,00% \$1.346 \$49,266,594 100,00% \$10,237 \$20,005,939,944 100,00% \$1.4 minorino \$11,665,304 100,00% \$1.24% \$1.227 \$20,005,939,944 100,00% \$1.4 minorino \$11,665,304 100,00% \$1.227 \$20,005,939,944 100,00% \$1.4 minorino \$1.166,102 \$1.24% \$1.227 \$20,005,939,944 100,00% \$1.4 minorino \$1.166,102 \$1.178 \$1.227 \$1.166,102 \$1.178 \$1.227 \$1.248,004,870 \$1.278 \$1.166,102 \$1.166,102 \$1.138 \$2.24 \$1.1221 \$1.24% \$1.207 \$1.249,862 \$1.948,739,587 \$1.25% \$1.178 \$1.166,102 \$1.178 \$1.122 \$1.166,102 \$1.178 \$1.122 \$1.12		General	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
res by \$38,051,495 \$349,266,594 \$100.00% \$10,237 \$20,005,939,944 \$100.00% \$13 res by \$38,051,495 \$100.00% \$34,051,495 \$34,7019,760,233 \$100.00% \$14 Function \$38,051,495 \$100.00% \$8,035 \$94,728,581 \$100.00% \$10,000% \$10,000% \$14 PiC) (61xx-64xx only) \$100,000 \$10,000 \$10,000 \$10,000 \$10,000 \$14 \$10,000 \$10,000 \$10,000 \$10,000 \$10,000 \$10,000 \$14 \$10,000 \$10,000 \$10,000 \$10,000 \$10,000 \$10,000 \$14 \$10,000 \$10,000 \$10,000 \$10,000 \$10,000 \$10,000 \$10,000 \$14 \$10,000 \$10,0	Non-Operating Expenditures by Function (1x-9x) (66xx)	\$1,665,304	100.00%	\$346	\$42,936,046	87.16%	\$8,923	\$10,481,863,702	52.39%	\$1,913
Particion \$38,951,495 100.00% \$8,095 \$94,728,581 100.00% \$19,686 \$77,019,760,233 100.00% \$14.	Total Non-Operating Expenditures by Function	\$1,665,304	100.00%	\$346	\$49,260,594	100.00%	\$10,237	\$20,005,939,944	100.00%	\$3,651
St. 17,83,189	Grand Total: Operating and Non-Operating Expenditures by Function	\$38,951,495	100.00%	\$8,095	\$94,728,581	100.00%	\$19,686	\$77,019,760,233	100.00%	\$14,058
\$1,7,783,189 47,69% \$3.696 \$19,321,983 42,50% \$4,015 \$24,808,865,963 43.51% \$4.4 \$106,428 0.29% \$22 \$111,221 0.24% \$25 \$407,970,018 0.72% \$4 \$1,166,195 3.13% \$242 \$11,1221 0.24% \$255 \$1,848,729,587 3.24% \$1 \$2,186,195 3.13% \$242 \$1,226,422 2.70% \$255 \$1,848,729,587 3.24% \$1 \$4,738,225 1.2,71% \$985 \$4,149,500 9.13% \$862 \$4,961,252,070 8.70% \$1 \$4,738,225 1.2,71% \$10,00% \$413,995 0.91% \$86 \$666,494,835 1.17% \$1 \$4,738,221 0.08% \$45 \$413,995 0.01% \$1 \$100,00% \$1 \$100,00% \$1 \$100,00% \$100,00% \$100,00% \$25 \$45,961,252,00 \$100,00% \$100,00% \$100,00% \$100,00% \$100,00% \$100,00% \$100,00% \$100,00% \$100,0	Operating Expenditures by Program Intent Code (PIC) (61xx-6									
\$106,428 \$22 \$111,221 0.24% \$23 \$4407,970,018 0.72% \$324% \$454 \$1,166,195 3.13% \$242 \$1,126,422 2.70% \$255 \$1,848,729,587 3.24% \$1,166,195 3.13% \$24,061,25,070 \$1,209 \$1,166,195 \$1,166,195 3.13% \$24,261,25,070 \$1,209 \$1,201 \$7,124,984,870 \$12,50% \$1,17%	Basic Educational Services (PIC 11)	\$17,783,189	47.69%	\$3,696	\$19,321,983	42.50%	\$4,015	\$24,808,865,963	43.51%	\$4,528
\$1,166,195 3.13% \$242 \$1,206,422 2.70% \$255 \$1,848,729,587 3.24% \$1,166,195 \$1,166,195 3.13% \$242 \$1,201 \$1,201 \$7,124,904,870 12.50% \$ \$2,185,825 12,71% \$985 \$5,780,954 12,71% \$100 \$	Gifted and Talented (PIC 21)	\$106,428	0.29%	\$22	\$111,221	0.24%	\$23	\$407,970,018	0.72%	\$74
\$4,738,225 12,71% \$985 \$5,780,954 12,71% \$1,201 \$7,124,984,870 12,50% \$1,50% \$2,185,826 5.86% \$454 \$4,149,500 9.13% \$866 \$4,961,252,070 8.70% \$1,000 \$2,185,826 5.86% \$454 \$4,149,500 9.13% \$86 \$666,494,835 1.17% 8.70% \$5,042 0.01% \$1 \$5,042 0.01% \$1 \$180,08871 0.35% 1.17% \$5,042 0.02% \$2 \$5,043 0.02% \$2 \$556,180,388 1.035% \$2 \$1,155,023 3.10% \$524 \$1,155,023 2.54% \$240 \$817,733,874 1.66% \$1 \$1,037,421 2.08% \$5 \$240 \$1,145,023 2.54% \$240,081 \$1,06% \$1 \$1,037,421 2.78% \$1,154,023 2.84% \$2,40 \$1,06% \$1 \$1,06% \$1 \$8,323,048 \$2,328 \$1,773 \$1,000,00% \$7,749 \$45,4	Career and Technical (PIC 22)	\$1,166,195	3.13%	\$242	\$1,226,422	2.70%	\$255	\$1,848,729,587	3.24%	\$337
\$2.185,826 \$.454 \$4.149,500 9.13% \$862 \$4,961,252,070 8.70% \$2.185,826 \$.564 \$41.49,500 9.13% \$86 \$4,961,252,070 8.70% \$2.185,042 0.01% \$1 \$5,042 0.01% \$1 \$198,008,871 0.35% \$5,042 0.01% \$1 \$5,042 0.01% \$2 \$5,043 0.03% \$5,049 0.02% \$2 \$2,040 0.02% \$2 \$556,180,368 0.08% \$1,155,023 3.10% \$24 \$1,155,023 2.54% \$24 \$6,404,817 0.08% \$1,155,023 3.10% \$23 \$256,642 0.05% \$51 \$256,042 0.06% \$1,155,023 2.54% \$54 \$56,043 \$1,06% \$1,06% \$1,06% \$1,06% \$1,08% \$2,000 \$1,06% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00% \$2,00%	Students with Disabilities (PICs 23,33)	\$4,738,225	12.71%	\$985	\$5,780,954	12.71%	\$1,201	\$7,124,984,870	12.50%	\$1,300
\$321,212 0.86% \$67 \$413,995 0.91% \$66,494,835 1.17% \$86,494,835 1.17% \$85,042 0.01% \$1 \$5,042 0.01% \$1 \$10,008,871 0.35% \$10,008,871 0.35% \$10,000% \$20,049 0.02% \$2 \$56,180,368 \$10,036 \$2 \$266,180,368 \$10,036 \$2 \$266,180,368 \$10,036 \$2 \$256,180,368 \$10,036 \$2 \$256,180,368 \$10,036 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$250,180,81 \$2 \$256,180,368 \$2 \$256,180,368 \$2 \$250,005,338 \$2 \$256,642 \$256,642 \$256,643 \$250,005,333,881 \$250,005,333,881 \$250,005,333,881 \$250,005,333,881 \$250,005,333,881 \$250,005,332,233,881 \$250,005,332,208 \$250,005,332,208	State Compensatory Education (PICs 24,26,28,29,30,34)	\$2,185,826	5.86%	\$454	\$4,149,500	9.13%	\$862	\$4,961,252,070	8.70%	906\$
\$5.042 \$1 \$5.042 0.01% \$1 \$198,008.871 0.35% \$1 \$9.049 0.02% \$2 \$9.049 0.02% \$2 \$556,180,368 0.98% \$ \$1,155,023 3.10% \$240 \$1,155,023 2.54% \$240 \$817,733,874 1.66% \$ \$1,256,642 0.69% \$53 \$256,642 0.56% \$53 \$247,840,811 0.50% \$ \$198,891 0.69% \$41 \$1,292,232 \$2.84% \$241 \$225,233,881 0.46% \$ \$1,037,421 2.78% \$1,730 \$11,547,033 2.5.40% \$240 \$10,000 \$ \$ \$100.00% \$ <td>Bilingual (PICs 25,35)</td> <td>\$321,212</td> <td>0.86%</td> <td>\$67</td> <td>\$413,995</td> <td>0.91%</td> <td>\$86</td> <td>\$666,494,835</td> <td>1.17%</td> <td>\$122</td>	Bilingual (PICs 25,35)	\$321,212	0.86%	\$67	\$413,995	0.91%	\$86	\$666,494,835	1.17%	\$122
\$9,049 0.02% \$2 \$9,049 0.02% \$2 \$556,180,368 0.98% \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	High School Allotment (PIC 31)	\$5,042	0.01%	\$1	\$5,042	0.01%	\$1	\$198,008,871	0.35%	\$36
\$1,155,023 3.10% \$240 \$1,155,023 2.54% \$240 \$817,733,874 1.66% \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	PreKindergarten (PIC 32)	\$9,049	0.05%	\$2	\$9,049	0.02%	\$2	\$556,180,368	0.98%	\$102
\$10.00 \$256.642 \$256.642 \$6.56 \$5.3 \$247,840,811 \$6.50% \$6.50% \$10.37,421 \$2.3% \$41 \$198,891 \$6.44% \$41 \$225,233,881 \$6.46% \$6.50% \$1,037,421 \$2.78% \$216 \$1,292,232 \$2.84% \$269 \$1,079,705,932 \$1.89% \$5.60% \$8,323,048 \$2.32% \$17,730 \$11,547,033 \$25.40% \$24,070,819,209 \$24.68% \$2.60% \$8,322,048 \$37,286,191 \$100.00% \$7,749 \$45,467,987 \$100.00% \$9,449 \$57,013,820,289 \$100.00% \$100.00% \$1,665,304 \$1,665,304 \$100.00% \$342,936,046 \$1,1314 \$9,524,076,242 \$7,61% \$1,61% \$24,667,30 \$1,665,304 \$100.00% \$346,260,594 \$100.00% \$100.00% \$342,936,046 \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$100.00% \$1	Early Education Allotment (PIC 36)	\$1,155,023	3.10%	\$240	\$1,155,023	2.54%	\$240	\$817,733,874	1.66%	\$149
\$198.891 \$41 \$198.891 \$41 \$255,233.881 \$0.46% \$1,037,421 \$2.78% \$216 \$1,292,232 \$2.84% \$269 \$1,079,705,932 \$1.89% \$1,037,421 \$2.78% \$21,637,421 \$2.32% \$1,730 \$11,547,033 \$2.540% \$2,400 \$14,070,819,209 \$24.68% \$1,037,286,191 \$100.00% \$7,749 \$45,467,987 \$100.00% \$9,449 \$57,013,820,289 \$100.00% \$100.00% \$100.00% \$100.00% \$245,467,987 \$100.00% \$100.00% \$100.00% \$242,936,046 \$100.00% \$10	Dyslexia or Related Disorder Services (PIC 37)	\$256,642	0.69%	\$53	\$256,642	0.56%	\$53	\$247,840,811	0.50%	\$45
\$1.037,421 \$.278% \$216 \$1.292,232 \$2.84% \$269 \$1.079,705,932 1.89% nt Code (PIC) \$8.323,048 \$2.32% \$1,730 \$11,547,033 25.40% \$2400 \$14,070,819,209 24.68% st Code (PIC) \$37,286,191 100.00% \$7,749 \$45,467,987 100.00% \$9,449 \$57,013,820,289 100.00% \$4 spenditures by tent Code (PIC) \$1,665,304 100.00% \$34 \$42,936,046 \$1,1314 \$9,524,076,242 47.61% \$23.9% penditures by tent Code (PIC) \$1,665,304 \$100.00% \$346 \$42,936,059 \$100.00% \$100.00% \$34,728,581 \$100.00%	College, Career, and Military Readiness (CCMR) (PIC 38)	\$198,891	0.53%	\$41	\$198,891	0.44%	<u>¥</u>	\$225,233,881	0.46%	72
rt Code (PIC) \$8.323,048 22.32% \$1,730 \$11,547,033 25.40% \$2,400 \$14,070,819,209 24.68% \$2.468 \$2.400 \$14,070,819,209 24.68% \$2.468 \$2.400 \$10,000% \$2.37,286,191 \$2.37,286,191 \$2.32,286,191 \$2.324,548 \$2.449 \$57,013,820,289 \$2.468% \$2.468% \$2.468<	Athletics/Related Activities (PIC 91)	\$1,037,421	2.78%	\$216	\$1,292,232	2.84%	\$269	\$1,079,705,932	1.89%	\$197
mt Code (PIC) \$37,286,191 100.00% \$7,749 \$45,467,987 100.00% \$9,449 \$57,013,820,289 100.00% \$ spanditures by tent Code (PIC) \$1,665,304 100.00% \$346 \$42,285,881 12.84% \$1,314 \$9,524,076,242 47.61% \$1.61% spenditures by tent Code (PIC) \$1,665,304 100.00% \$346 \$49,260,594 100.00% \$10.00%	Un-Allocated (PIC 99)	\$8,323,048	22.32%	\$1,730	\$11,547,033	25.40%	\$2,400	\$14,070,819,209	24.68%	\$2,568
\$0 \$0 \$0.00% \$0 \$24,936,046 \$1,314 \$9,524,076,242 47.61% spenditures by tent Code (PIC) \$1,665,304 \$0.00% \$346 \$42,936,046 \$7,16% \$8,923 \$10,481,863,702 52.39% tent Code (PIC) \$1,665,304 \$100.00% \$346 \$49,260,594 \$100.00% \$100.00% \$100.00% \$100.00% \$100.00%	Total Operating Expenditures by Program Intent Code (PIC)	\$37,286,191	100.00%	\$7,749	\$45,467,987	100.00%	\$9,449	\$57,013,820,289	100.00%	\$10,406
sp. 30, 30, 30, 30, 30, 30, 30, 30, 30, 30,	Non-Operating Expenditures by PIC									
specification \$1,665,304 100.00% \$346 \$42,936,046 87.16% \$8,923 \$10,481,863,702 52.39% specification \$1,665,304 100.00% \$346 \$49,260,594 100.00% \$10,237 \$20,005,939,944 100.00% renditures by tent Code (PIC) \$38,951,495 100.00% \$8,095 \$94,728,581 100.00% \$19,686 \$77,019,760,233 100.00% \$	Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$6,324,548	12.84%	\$1,314	\$9,524,076,242	47.61%	\$1,738
y \$1,665,304 100.00% \$346 \$49,260,594 100.00% \$10,237 \$20,005,939,944 100.00% C) \$38,951,495 100.00% \$8,095 \$94,728,581 100.00% \$19,686 \$77,019,760,233 100.00% \$	Non-Operating Expenditures by PIC (1x-9x) (66xx)		100.00%	\$346	\$42,936,046	87.16%	\$8,923	\$10,481,863,702	52.39%	\$1,913
(C) \$38,951,495 100.00% \$8,095 \$94,728,581 100.00% \$19,686 \$77,019,760,233 100.00%	Total Non-Operating Expenditures by Program Intent Code (PIC)		100.00%	\$346	\$49,260,594	100.00%	\$10,237	\$20,005,939,944	100.00%	\$3,651
	Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$38,951,495	100.00%	\$8,095	\$94,728,581	100.00%	\$19,686	\$77,019,760,233	100.00%	\$14,058
	Total Disbursements									

TEA | Office of School Finance | Forecasting & Fiscal Analysis

2019 - 2020 Actual Financial Data Totals for KERRVILLE ISD (133903) Total Enrolled Membership: 4,812

			District	rict			S	State	
	General	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$37,286,191	93.30%	\$7,749	\$45,467,987	47.49%	\$9,449	\$57,013,820,289	70.09%	\$10,406
Recapture	0\$	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$611,097	1.53%	\$127	\$611,097	0.64%	\$127	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$399,037	1.00%	\$83	\$399,037	0.42%	\$83	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	0\$	0.00%	0\$	\$6,324,548	6.61%	\$1,314	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$1,665,304	4.17%	\$346	\$42,936,046	44.85%	\$8,923	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$39,961,629	100.00%	\$8,305	\$95,738,715	100.00%	\$19,896	\$81,343,414,583	100.00%	\$14,847
Tax Rates 2019 - 2020 (current tax year) Tax Rates									911
Maintenance & Operations				0.9700			1.0164		
Interest & Sinking				0.2000			0.2221		
Total Tax Rate				1.1700			1.2384		
Fund Balance** Fund Balance									
Nonspendable Fund Balance	\$201,581		\$45	\$273,852		\$57	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$44,979,658		\$9,347	\$19,313,845,455		\$3,756
Committed Fund Balance	\$1,278,798		\$266	\$1,278,798		\$266	\$3,524,709,206		\$685
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$3,414,948,929		\$664
Unassigned Fund Balance	\$11,441,097		\$2,378	\$11,441,097		\$2,378	\$15,296,929,974		\$2,975
Total Fund Balance**	\$12,921,476		\$2,685	\$57,973,405		\$12,048	\$42,166,833,966		\$8,200
Fund Balance Reconciliation									100
2018-2019 Total Fund Balance (Previous Year)	\$11,458,259		\$2,313	\$59,240,924		\$11,958	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$2,074,314		\$431	\$-39,952,028		\$-8,303	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$-611,097		\$-127	\$38,684,509		\$8,039	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	0\$		\$0	\$0		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$12,921,476		\$2,685	\$57,973,405		\$12,048	\$42,166,833,966		\$8,200

Cover Page

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

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19 0097 1005-1.pdf

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

Data Reports for RDA and SPP/APR:

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

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

2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (districts serving grades 10–12): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas

Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish.

The TAPR and the TPRS include performance on the Spanish STAAR.

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html.

STAAR Performance (2020-21)

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

STAAR:

Grade 3 - reading and mathematics

Grade 4 - reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 - reading and mathematics

Grade 7 - reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A:

Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

Bilingual Education/ESL (2020–21)

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

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

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

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

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

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

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

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

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

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

STAAR Participation (2020-21)

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

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

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

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

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

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

Attendance and Graduation

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

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

total number of days that students in grades 1–12 were present during the 2019–20 school year

total number of days that students in grades 1–12 were in membership during the 2019–20 school year

(Data source: PEIMS 42400)

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

total number of K-12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019-20 school year

total number of K-12 students enrolled for at least 10 days during the 2019-20 school year

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by <u>TEC §39.027(a-1)</u>
- Attends a district exclusively as a function of having been detained at a county detention facility
 and is not otherwise a student of the district in which the facility is located or is being provided
 services by an open-enrollment charter school exclusively as the result of having been detained
 at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

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

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

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

number of dropouts in grades 9-12 during the 2019-20 school year

number of students in grades 9-12 in attendance at any time during the 2019-20 school year

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp index.html.

For detailed information on data sources, see Appendix H in the <u>2021 Accountability Manual</u> (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the 4-Year Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

(1) Graduated: The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

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

August 31, 2020

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

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

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

number of students in the 2020 cohort*

5-Year Extended Longitudinal Rate

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

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

number of students in the 2019 cohort*

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

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

number of students in the 2019 cohort*

(3) Continued High School: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2019 cohort*

(4) Dropped Out: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2019 cohort*

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

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

number of students in the 2019 cohort*

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

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

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

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

number of students in the 2019 cohort*

6-year Extended Longitudinal Rate

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

(3) Continued High School: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2018 cohort*

(4) Dropped Out: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

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

number of students in the 2018 cohort*

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

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

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

number of students in the 2018 cohort*

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

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

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

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

number of students in the 2018 cohort*

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

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

Additional Information about Federal Graduation Rates

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

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

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

number of students in the 2020 cohort **

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

For further information on these rates, see the report Secondary School Completion and Dropouts in Texas Public Schools 2019–20. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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

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

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

number of graduates in the Class of 2020 who complete a 4-year FHSP-E

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

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

number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA

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

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

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

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

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

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

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

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

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

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

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

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

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

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

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

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

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the <u>Texas Education Data Standards</u> for more information. (*Data source: PEIMS 40203*)

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements.

Graduation Profile (2020-21)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

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

(Data source: PEIMS 40203)

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

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

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

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. (Data source: PEIMS 40110)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by <u>TEC §29.081(d) and (d-1).</u> (Data source: PEIMS 40100)

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

total number of students

Postsecondary Readiness

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

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

College Readiness

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

Career/Military Readiness

6) Earn an Industry-Based Certification: A graduate earning an industry-based certification under 19 TAC §74.1003. (Data source: PEIMS 40100)

- 7) Graduate with Completed IEP and Workforce Readiness: A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (Data source: PEIMS 40203)
- 8) Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student: A graduate who graduates under an advanced diploma plan and is identified as a current special education student (Data source: PEIMS 40203 and 40110)
- 9) Graduate with Level I or Level II Certificate: A graduate earning a level I or level II certificate in any workforce education area. (Data source: THECB)
- 10) *Enlist in the Armed Forces: A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. (Data source: PEIMS 40203)

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2019 annual graduates remains included for indicators displaying military readiness from 2018–19.

College, Career, or Military Ready Graduates

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

College Ready Graduates

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

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

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

The percentages are calculated as follows:

English Language Arts.

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

number of 2019-20 annual graduates

Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA <u>and</u> mathematics

number of 2019-20 annual graduates

Either Subject.

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

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

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

number of 2019-20 annual graduates

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the 2021 Accountability Manual. (Data source: PEIMS 48011)

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

number of 2019-20 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2021 Accountability Manual. (Data source: PEIMS 40203)

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

CCMR-related Indicators (2020-21)

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

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

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

number of 2019-20 annual graduates

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

English Language Arts.

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

number of 2019-20 annual graduates

Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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

number of 2019-20 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. (Data source: College Board and IB)

All Subjects

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

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

All Subjects

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

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

English Language Arts

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

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

Mathematics

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

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

Science

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

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

Social Studies

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

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

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

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) Tested: The percentage of graduates who took either college admissions assessment:

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

number of 2019-20 graduates reported

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

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

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

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

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

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

number of 2019-20 graduates who took the ACT

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

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

number of 2019-20 graduates who took the ACT

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

sum of ACT mathematics scores of all 2019-20 graduates who took the ACT number of 2019-20 graduates who took the ACT (4) Average ACT Score (Science): The average score for the science ACT. The maximum score is 36. sum of ACT science scores of all 2019-20 graduates who took the ACT number of 2019-20 graduates who took the ACT Other Postsecondary Indicators (2020–21) Advanced/Dual-Credit Course Completion (Grades 9-12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25. Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus. Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9-12, are calculated as follows: (Data source: PEIMS 43415) Any Subject number of students in grades 9-12 in 2019-20 who received credit for at least one advanced/dual-credit course number of students in grades 9-12 who received credit for at least one course in 2019-20 **English Language Arts** number of students in grades 9-12 in 2019-20 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 2019-20 **Mathematics** number of students in grades 9-12 in 2019-20 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 2019-20

Science

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

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

Social Studies

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

number of students in grades 9-12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

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

number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

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

number of in 2019-20 annual graduates

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

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

number of graduates during the 2018-19 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. (Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:

The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

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

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

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

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

Profile

Student Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

total number of students

(Data source: PEIMS 40100)

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

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

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

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/ELs receive bilingual or English as a second language instruction. (Data source: TELPAS file)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under <u>Chapter 37 of the Texas Education Code</u>. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

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

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Data source: PEIMS 44425)

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

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

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

- (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
- (B) includes
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

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

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). (Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (Data source: PEIMS 40100)

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

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. (Data source: PEIMS 41461)

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

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

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

total number of students

(Data source: PEIMS 40110)

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

• 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2019-20

number of students who were in membership at any time during the 2019–20 school year

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. (Data source: PEIMS 42400)

Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

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

number of students enrolled in fall 2019

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

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

the number of students enrolled from one school year who return the next year or who graduate

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

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

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

Percent of Underreported Students. Underreported students are 7th-12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)

number of underreported students

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

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

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 selfcontained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- · Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (Data source: PEIMS 30040, 30050, and 30090)

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (Data source: PEIMS 30050)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (Data source: PEIMS 30060)

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

total number of hours worked by all district employees

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (Data source: PEIMS 30040, 30050, and 30090)

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Data source: PEIMS 30040 and 30090)

Staff Exclusions (not on campus profile): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Data source: PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (Data source: PEIMS 30055)

Teachers by Program (population served): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (Data source: PEIMS 30040, 30050, and 30090)

Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

13220500	IB LNG A: LANG & LIT STD LEVEL
13220600	IB LNG A: LANG & LIT HIGH LEVL
13220700	IB LNG A: LITERATURE STD LEVEL
13220800	IB LNG A: LITERATURE HIGH LEVL
13220900	IB LITERATURE & PERF STD LEVEL
13366020	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

10500440	T	
A3580110	AP COMPUTER SCIENCE A - MATH	
A3580120	AP COMPUTER SCIENCE A - LOTE	
13580310	IB COMP SCI A - HIGHR LVL MATH	
13580320	IB COMP SCI A - HIGHR LVL LOTE	
03101100	PRECALCULUS (PRE CALC)	
03102500	INDEP STUDY IN MATH (1ST TIME)	
03102501	INDEP STUDY IN MATH (2ND TIME)	
03580370	DISCRETE MATH FOR COMP SCIENCE	

03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
13100100	IB MATHEMATICAL STUDIES STAN.
13100200	IB MATHEMATICS STANDARD LEVEL
13100300	IB MATHEMATICS HIGHER LEVEL
13100400	IB FURTHER MTHEMATICS HIGH LVL
13100500	IB MATH ANALYS & APRCH STD LVL
13100600	IB MATH ANALYS & APRCH HGH LVL
13100700	IB MATH APS & INTERPT STD LVL
13100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I	
03580300	COMPUTER SCIENCE II (TACS2)	
A3580300	AP COMPUTER SCIENCE PRINCIPLES	
13580200	IB COMPUTER SCIENCE STD LEVEL	
13580400	IB INFO TECH-GLOBL SOC STD LVL	
13580500	IB INFO TECH-GLOBL SOC HIGH LVL	

Fine Arts

03150400	MUSIC IV, BAND IV	
03150800	MUSIC IV, ORCHESTRA IV	
03151200	MUSIC IV, CHOIR IV	
03151600	MUSIC IV, JAZZ ENSEMBLE IV	
03152000	MUSIC IV, INSTRUMENTL ENSEM IV	
03152400	MUSIC IV, VOCAL ENSEMBLE IV	
03250400	THEATRE IV, THEATRE ARTS IV	
03251000	THEATRE IV, THEATRE PROD IV	
03251200	TECHNICAL THEATRE IV (TH4TECH)	
03502300	ART IV, DRAWING III	
03502400	ART IV, PAINTING III	

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
13250200	MUSIC STUDIES, IB MUSIC SL
13250300	MUSIC STUDIES, IB MUSIC HL
13600100	ART, IB VISUAL ARTS HL
13600200	ART, IB VISUAL ARTS SL
13750200	THEATRE, IB THEATRE SL
13750300	THEATRE, IB THEATRE HL
13830100	DANCE, LEVEL III, IB DANCE I
13830200	DANCE, LEVEL IV, IB DANCE II
13830300	IB FILM STANDARD LEVEL
13830400	IB FILM HIGHER LEVEL

Science

13060001	IB SPRTS EXERS&HLTH SCI ST LVL	
13060002	IB SPRTS EXERS&HLTH SCI HGH LV	
13000700	ADVANCED ANIMAL SCIENCE	
13002100	ADV PLANT & SOIL SCIENCE	
13020600	ANATOMY & PHYSIOLOGY	
13020700	MEDICAL MICROBIOLOGY	
13020800	PATHOPHYSIOLOGY	
13023000	FOOD SCIENCE	
13029500	FORENSIC SCIENCE	
13036400	BIOTECHNOLOGY I	
13036450	BIOTECHNOLOGY II	
13037100	PRINCIPLES OF TECHNOLOGY	
13037200	SCIENTIFIC RESEARCH & DESIGN	
13037210	SCIENTIFIC RESEARCH & DESGN II	
13037220	SCIEN RESEARCH & DESIGN III	
13037300	ENG DESIGN & PROB SOLVING	
13037500	ENGINEERING SCIENCE	
A3010200	AP BIOLOGY	
A3020000	AP ENVIRONMENTAL SCIENCE	

A3040000	AP CHEMISTRY
7130-10000	
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
13010201	IB BIOLOGY STANDARD LEVEL
13010202	IB BIOLOGY HIGHER LEVEL
13020000	IB ENVIRN SYS & SOC STND LEVL
13030001	IB DESIGN TECHNOLOGY STD LEVEL
13030002	IB DESIGN TECHNOLOGY HIGHR LVL
13040002	IB CHEMISTRY STANDARD LEVEL
13040003	IB CHEMISTRY HIGHER LEVEL
13050002	IB PHYSICS STANDARD LEVEL
13050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE	
13302300	IB SOC & CULTRL ANTHRO STD LVL	
13302400	IB SOC & CULTRL ANTHRO HGH LVL	
13302500	IB GLOBAL POLITICS STAND LEVEL	
13302600	IB GLOBAL POLITICS HIGHER LVL	
N1290325	IB BUSINESS & MGT STANDARD LVL	
N1290326	IB BUSINESS & MGT HIGHER LEVEL	
03310301	ECONOMICS ADV STUDIES (1ST)	
03380001	SOCIAL STD ADV STDYS (1ST TME)	
A3310100	AP MICROECONOMICS	
A3310200	AP MACROECONOMICS	
A3330100	AP U.S. GOVERNMENT & POLITICS	
A3330200	AP COMPARATIVE GOVT & POLITICS	
A3340100	AP UNITED STATES HISTORY	
A3340200	AP EUROPEAN HISTORY	
A3350100	AP PSYCHOLOGY	
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)	
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)	
A3370100	AP WORLD HISTORY	
13301100	IB HISTORY STANDARD LEVEL	
13301200	IB HIST AFRICA&MIDEAST HGHR LV	
13301300	IB HIST OF AMERICAS HIGHER LVL	
13301400	IB HIST ASIA&OCEANIA HIGHR LVL	
13301500	IB HIST OF EUROPE HIGHER LEVEL	
13302100	IB GEOGRAPHY STANDARD LEVEL	
13302200	IB GEOGRAPHY HIGHER LEVEL	
13303100	IB ECONOMICS STANDARD LEVEL	

13303200	IB ECONOMICS HIGHER LEVEL	
13304100	IB PSYCHOLOGY STANDARD LEVEL	
13304200	IB PSYCHOLOGY HIGHER LEVEL	
13366010	IB PHILOSOPHY STANDARD LEVEL	

Foreign Language

13110300	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		

0000000	
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
13110400	IB LNG B MODRN LANG SL- ARABIC
13110500	IB LNG B MODRN LANG HL- ARABIC
13120400	IB LNG B MODRN LNG SL-JAPANESE
13120500	IB LNG B MODRN LNG HL-JAPANESE

I3410400	IB LNG B MODERN LANG SL-FRENCH
13410500	IB LNG B MODERN LANG HL-FRENCH
13420400	IB LNG B MODERN LANG SL-GERMAN
13420500	IB LNG B MODERN LANG HL-GERMAN
13430400	IB LNG B CLASSIC LANG SL-LATIN
13430500	IB LNG B CLASSIC LANG HL-LATIN
13440400	IB LNG B MODRN LANG SL-SPANISH
13440500	IB LNG B MODRN LANG HL-SPANISH
13450400	IB LNG B MODRN LANG SL-RUSSIAN
13450500	IB LNG B MODRN LANG HL-RUSSIAN
13480400	IB LNG B MODERN LANG SL-HEBREW
13480500	IB LNG B MODERN LANG HL-HEBREW
13490400	IB LNG B MODRN LANG SL-CHINESE
13490500	IB LNG B MODRN LANG HL-CHINESE
13520400	IB LANG B MODERN LANG SL-HINDI
13520500	IB LANG B MODERN LANG HL-HINDI
13996000	IB LANG B, MODRN LANG SL OTHER
13996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE	
13305100	IB WORLD RELIGIONS STANDARD LVL	
N1290317 GIFD & TAL IND STUD MENTOR III		
N1290318	GIFD & TAL IND STUD MENTOR IV	

Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTE	AL ADMINISTRATORS	200 July 18 450 1000 460 1000 00 00 00 00 00
		Assistant/Associate/Deputy Superintendent
		Superintendent/CAO/CEO/President
		Asst/Assoc/Deputy Exec Director
		Component/Department Director
	063	Coordinator/Manager/Supervisor
CAMP	US ADMINISTRATORS	
	003	Assistant Principal
	020	Principal
EITHE	R CENTRAL OR CAMPUS ADMINISTRATORS*	
	012	
	028	Teacher Supervisor
	040	Athletic Director
	043	
	044	Tax Assessor and/or Collector
	045	Director - Personnel/Human Resources
	055	Registrar
	060	Executive Director
PROF	SSIONAL 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
		Visiting Teacher/Truant Officer
		Work-Based Learning Site Coordinator
	041	[20] [1] [2] [2] [2] [2] [2] [2] [2] [2] [2] [2
	042	
	054	Department Head
	056	
		Other Campus Professional Personnel
	064	

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	

Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Employment record, but no responsibility records.

2020-21 Texas Academic Performance Report (TAPR)

STATE

TEA | Governance and Accountability | Performance Reporting

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

	School		African State American	Hispanic White	White	American Indian A	Sian	Pacific Islander	Two or More	Special Ed (Current)	Special Ed (Former)	Two Special Special Continu- or Special Special Continu- Pacific More Ed Ed ously Asian Islander Races (Current) (Former) Enrolled	Non- Continu- ously Enrolled		Eb/EL (Current Econ & Disady Monitored)
The same of the sa		STAAF	Performa	ince Rate	s by T	i i	Sub	ject, and	Perfor	mance Le	vel				ALTERNATION OF THE PERSON OF T
Grade 3 Reading															
At Approaches Grade Level or Above		%29	26%	%09	85%	%89	87%	63%	%9/	43%	%99	%89	65 %	27%	22%
	2019	%92	%59	73%	85%	74%	91%	77%	81%	46%	75%	77%	73%	%69	72%
At Meets Grade Level or Above	2021	39%	27%	29%	22%	36%	63%	34%	48%	23%	34%	39%	36%		27%
	2019	45%	33%	39%	26%	45%	72%	47%	21%	27%	39%	46%	42%		39%
At Masters Grade Level	2021	19%	11%	12%	31%	16%	38%	15%	25%	7%	16%	20%	17%		12%
	2019	27%	18%	22%	37%	23%	24%	28%	34%	10%	23%	28%	25%	19%	22%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2021	62%	45%	54%	79%	62%	%98	29%	%02	41%	65%	63%	28%		24%
		%62	%/9	77%	86%	%9/	94%	85%	85%	23%	81%	80%	75%	73%	78%
At Meets Grade Level or Above	2021	31%	17%	22%	46%	31%	%09	27%	37%	21%	31%	32%	27%	20%	23%
	2019	46%	33%	43%	%09	44%	%6/	23%	54%	30%	47%	20%	44%	40%	45%
At Masters Grade Level	2021	14%	%9	%6	24%	13%	38%	11%	18%	%/	15%		12%		10%
	2019	25%	14%	20%	33%	22%	%95	24%	30%	12%	23%		21%	17%	21%
Grade 4 Reading															
At Approaches Grade Level or Above	2021	63%	51%	22%	77%	62%	85%	61%	%02	35%	%29	64%	%09	25%	23%
	2019	75%	62%	71%	84%	72%	95%	73%	80%	44%	74%	%9/	72%	%29	20%
At Meets Grade Level or Above	2021	36%	76%	28%	51%	34%	63%	33%	45%	20%	34%	38%	34%	25%	76%
	2019	44%	31%	38%	22%	40%	72%	41%	51%	24%	40%	46%	41%	34%	37%
At Masters Grade Level	2021	17%	10%	11%	28%	16%	38%	13%	23%	%9	15%	18%	16%	10%	11%
	2019	25%	13%	17%	31%	17%	48%	17%	28%	8%	19%	23%	20%	14%	16%
Grade 4 Mathematics															
At Approaches Grade Level or Above	2021	28%	45%	51%	%9/	26%	%98	62%	%29	35%	64%	61%	22%	48%	21%
	2019	75%	61%	73%	83%	74%	94%	74%	78%	46%	78%	77%	71%	%69	74%
At Meets Grade Level or Above	2021	36%	20%	27%	53%	35%	68%	32%	43%	22%	38%	37%	32%	24%	27%
	2019	48%	32%	43%	28%	45%	%08	46%	53%	28%	48%	46%	43%	39%	45%
At Masters Grade Level	2021	21%	10%	14%	34%	20%	51%	19%	27%	%6	23%	22%	18%	12%	14%
	2019	28%	15%	23%	38%	24%	64%	24%	34%	13%	29%	30%	25%	20%	72%
Grade 4 Writing															
At Approaches Grade Level or Above	2021	23%	41%	44%	%89	25%	82%	24%	62%	26%	21%	54%	20%	41%	45%
	2019	%29	24%	63%	75%	62%	88%	65%	73%	34%	61%	%89	63%	29%	64%
At Meets Grade Level or Above	2021	27%	18%	19%	39%	25%	21%	30%	34%	15%	23%	28%	52%	17%	18%
	2019	35%	24%	30%	44%	78%	%99	35%	42%	19%	28%	36%	32%	76%	31%

									Two	Special	Special	Non- Special Continu-Continu-	Non- Continu-		(Current
	School	State	African State American		White	American Hispanic White Indian	Asian	Pacific Islander	More	Ed Current)	Ed (Former)	ously Enrolled	ously Enrolled	Econ	Pacific More Ed Ed ously ously Econ & Asian Islander Races (Current) (Former) Enrolled Enrolled Disady Monitored)
At Masters Grade Level	2021	8%	4%		13%		26%	7%	11%	4%	%9	8%	7%	4%	2%
	2019	11%	%9	8%			32%		14%	%9	7%	-	%6	7%	%6
Grade 5 Reading+															
At Approaches Grade Level or Above	2021	73%	61%	68%	84%	71%	%06	71%	%6/	41%	74%	74%	20%	64%	%99
	2019	%98	78%	84%	93%	86%	%96	88%	%06	26%	87%	87%	84%	82%	83%
At Meets Grade Level or Above	2021	46%	33%	38%	61%	44%	73%	45%	54%	22%	44%	47%	43%	35%	37%
	2019	54%	42%	47%	%29	23%	81%	22%	62%	27%	51%	25%	20%	43%	45%
At Masters Grade Level	2021	30%	19%	22%	43%	28%	28%	31%	38%	8%	28%	31%	27%	19%	21%
	2019	29%	20%	22%	41%	28%	%09	79%	37%	%6	27%	30%	76%	20%	21%
Grade 5 Mathematics+															
At Approaches Grade Level or Above	2021	%02	54%	64%	84%	20%	95%	75%	77%	47%	75%	72%	%59	61%	64%
	2019	%06	81%	89%	94%	%06	98%	95%	91%	%89	91%	91%	87%	87%	%06
At Meets Grade Level or Above	2021	44%	27%	36%	%09	44%	78%	46%	51%	25%	47%	46%	39%	32%	36%
	2019	58%	45%	24%	68%	%09	88%	61%	62%	32%	28%	%09	23%	49%	22%
At Masters Grade Level	2021	25%	12%	18%	37%	23%	29%	76%	31%	10%	27%	76%	21%	15%	19%
	2019	36%	22%	31%	47%	36%	74%	38%	41%	14%	37%	38%	32%	27%	33%
Grade 5 Science															
At Approaches Grade Level or Above	2021	62%	46%	23%	80%	62%	86%	%99	72%	37%	% 29	63%	28%	20%	20%
	2019	75%	61%	71%	85%	75%	95%	%9/	81%	46%	2	%9 /	71%	%29	%69
At Meets Grade Level or Above	2021	31%	18%	21%	48%		61%	31%	41%	20%	33%	32%	28%	19%	50%
	2019	46%	32%	43%	63%	47%	77%	46%	21%	28%	48%	21%	45%	36%	41%
At Masters Grade Level	2021	13%	%9	7%	22%	12%	33%	13%	18%	%9	13%	13%	11%	%9	7%
	2019	24%	12%	19%	35%	24%	20%	25%	31%	11%	23%	72%	21%	16%	18%
Grade 6 Reading															
At Approaches Grade Level or Above	2021	62%	52%	55%	76%	63%	87%	61%	72%	73%	63%	64%	26%	52%	20%
	2019	%89	28%	62%	%6/	65%	%06	71%	77%	33%	%99	%69	65 %	28%	22%
At Meets Grade Level or Above	2021	32%	23%	24%	46%		64%	33%	41%	16%	33%	34%	73%	21%	20%
	2019	37%	28%	78%	20%		%69	41%	48%	19%	34%	38%	34%	26%	25%
At Masters Grade Level	2021	15%	%6	%6	23%	13%	40%	14%	20%	%9	15%	15%	12%	%8	%/
	2019	18%	12%	12%	79%	16%	44%	19%	25%	%9	16%	18%	16%	10%	10%
Grade 6 Mathematics															
At Approaches Grade Level or Above	2021	%89	24%	%09			91%	%69	%9/	41%	72%		64%	27%	28%
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rr Above 2021 36% 22% 26% 54% 34% 17% 33% 40% 60% 45% 13% 2019 47% 33% 40% 60% 60% 45% 13% 2019 21% 12% 15% 30% 19% 19% 2019 21% 12% 15% 30% 19% 19% 2021 45% 34% 37% 59% 63% 81% 70% 46% 17% 18% 36% 25% 17% 18% 36% 25% 17% 18% 36% 25% 17% 18% 36% 25% 109% 109% 2021 25% 17% 18% 36% 25% 109% 109% 2021 2021 27% 15% 19% 42% 20% 12% 2021 12% 58% 17% 56% 43% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10	Hispanic White		Asian Islander Races	Ed Ed Cd (Current)	Ed :ormer) I	ously Enrolled	ously Enrolled	Econ Disadv P	ously ously Econ & Enrolled Enrolled Enrolled Enrolled
evel or Above 2021 15% 7% 9% 26% 13% 2019 21% 12% 15% 30% 19% 2019 21% 12% 15% 30% 19% 2019 21% 12% 15% 30% 19% 2019 76% 66% 71% 85% 59% 46% 2019 49% 37% 42% 62% 47% 2019 20% 19% 22% 41% 28% 2019 75% 62% 72% 85% 76% 43% 2019 75% 62% 72% 85% 76% 43% 2019 75% 62% 72% 85% 76% 43% 2019 75% 62% 72% 85% 76% 43% 2019 75% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 63% 68% 84% 77% 56% 77% 2019 18% 11% 12% 26% 17% 2019 86% 34% 38% 60% 44% 2019 55% 42% 47% 59% 54% 2019 55% 42% 47% 69% 54% 50% 50% 50% 50% 50% 50% 50% 50% 50% 50	26% 54%	34% 74%	37% 45%		41%	38%	32%	24%	25%
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evel or Above 2021 69% 59% 63% 81% 70% 2019 76% 66% 71% 85% 75% 75% 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	15% 30%	%29 %61	26% 28%	%6	22%	25%	18%	13%	15%
evel or Above 2021 69% 59% 63% 81% 70% 2019 76% 66% 71% 85% 75% 75% 74% 2019 49% 37% 42% 62% 47% 50% 46% 2021 25% 17% 18% 36% 25% 2019 29% 19% 22% 41% 28% 2021 25% 40% 48% 72% 85% 76% 2019 75% 62% 72% 85% 76% 2019 75% 62% 72% 85% 76% 2019 70% 61% 65% 80% 69% 74% 2021 12% 53% 54% 47% 35% 2021 12% 53% 54% 47% 35% 2021 10% 61% 65% 86% 84% 74% 74% 2019 18% 11% 12% 26% 17% evel or Above 2021 73% 63% 68% 84% 74% 2019 18% 11% 12% 26% 17% 2019 18% 11% 12% 26% 17% 2019 18% 78% 83% 92% 86% 2019 86% 78% 83% 92% 86% 2019 86% 78% 83% 92% 86% 2019 55% 42% 47% 59% 54% 2019 86% 78% 83% 92% 86% 2019 86% 78% 83% 92% 86% 2019 55% 42% 47% 59% 54% 2019 55% 42% 42% 54% 2019 86% 78% 83% 92% 86% 2019 55% 42% 47% 69% 54% 2019 55% 42% 42% 54% 2019 55% 42% 42% 54% 2019 55% 42% 42% 50% 54% 50% 50% 50% 50% 50% 50% 50% 50% 50% 50									
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evel or Above 2021 12% 5% 7% 19% 12% 2019 17% 8% 12% 23% 15% 2019 70% 61% 65% 80% 69% 2021 33% 23% 24% 47% 35% 2019 42% 31% 35% 54% 42% 2019 18% 11% 12% 26% 17% evel or Above 2021 73% 63% 68% 84% 74% 74% 2019 86% 78% 83% 60% 44% 2019 86% 78% 83% 60% 44% 2019 86% 78% 83% 60% 44% 2019 55% 42% 42% 13% 5007 10% 13% 15% 15% 20% 54%	37% 56%	13% 81%	45% 50%	25%	45%	44%	39%	33%	34%
evel or Above 2021 63% 53% 12% 23% 15% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 70% 61% 65% 80% 69% 2019 42% 31% 35% 54% 42% 2021 10% 6% 5% 15% 8% 2019 18% 11% 12% 26% 17% evel or Above 2021 73% 63% 68% 84% 74% 2019 86% 78% 83% 60% 44% 2001 86% 34% 34% 38% 60% 54% 50% 10% 10% 10% 10% 10% 10% 10% 10% 10% 1	7% 19%	2% 47%	9% 16%	%9	12%	13%	10%	%9	%9
evel or Above 2021 63% 53% 54% 77% 65% 2019 70% 61% 65% 80% 69% r Above 2021 33% 23% 24% 47% 35% 2019 42% 31% 35% 54% 42% 2021 10% 6% 5% 15% 8% 2019 18% 11% 12% 26% 17% evel or Above 2021 73% 63% 68% 84% 74% r Above 2021 73% 63% 68% 84% 74% 2019 86% 78% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2001	12% 23%	2% 22%	15% 21%	%8	16%	18%	14%	10%	12%
evel or Above 2021 63% 53% 54% 77% 65% 2019 70% 61% 65% 80% 69% 2019 42% 31% 35% 54% 42% 2019 42% 31% 35% 54% 42% 2019 18% 11% 12% 26% 17% evel or Above 2021 73% 63% 68% 84% 74% 74% 7001 2019 86% 78% 83% 60% 44% 2019 55% 42% 42% 50% 1000 5001 55% 42% 42% 50% 50% 50% 50% 5001 50% 13% 15% 26% 50% 54%									
r Above 2021 33% 23% 24% 47% 69% 2019 42% 31% 35% 54% 42% 35% 2019 42% 31% 35% 54% 42% 2019 18% 11% 12% 26% 17% 2019 18% 11% 12% 26% 17% 2019 86% 78% 83% 60% 44% 2019 86% 34% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2019 55% 42% 47% 69% 54% 2019 55% 42% 47% 69% 54% 2019 55% 42% 47% 69% 54% 2019 55% 42% 42% 47% 69% 54%	54% 77%	%68 %59	66% 72%	726%	%09	64%	28%	21%	47%
r Above 2021 33% 23% 24% 47% 35% 2019 42% 31% 35% 54% 42% 2021 10% 6% 5% 15% 8% 2019 18% 11% 12% 26% 17% evel or Above 2021 73% 63% 68% 84% 74% 74% 2019 86% 78% 83% 60% 44% 2019 55% 42% 47% 69% 54% 2021 2019 55% 42% 47% 69% 54% 2021 2019 55% 42% 47% 69% 54% 2021 2019 55% 2000 12% 2000 2000 2000 2000 2000 2000	%08 %59	%26 %69	73% 78%	30%	%59	72%	%29	61%	%09
2019 42% 31% 35% 54% 42% 2021 10% 6% 5% 15% 8% 2019 18% 11% 12% 26% 17% evel or Above 2021 73% 63% 68% 84% 74% 74% 2019 86% 78% 83% 92% 86% 2019 86% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2021 2019 55% 42% 47% 69% 54% 2021 2019 55% 2002 2019 55% 2019	24% 47%	%02 %5	34% 43%		30%	34%	73%	21%	18%
evel or Above 2021 10% 6% 5% 15% 8% 2019 18% 11% 12% 26% 17% 2001 73% 63% 68% 84% 74% 2019 86% 78% 83% 92% 86% 2019 86% 34% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2001 21% 13% 15% 20%	35% 54%	12% 77%	44% 52%	18%	34%	43%	38%	31%	78%
evel or Above 2021 73% 63% 68% 84% 74% 2019 86% 78% 83% 92% 86% 78% 2019 86% 78% 83% 92% 86% 2019 86% 34% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2021 21% 13% 15% 21% 20%	5% 15%	•			%	10%	8%	4%	4%
evel or Above 2021 73% 63% 68% 84% 74% 2019 86% 78% 83% 92% 86% r Above 2021 46% 34% 34% 60% 44% 2019 55% 42% 47% 69% 54% 2003	12% 26%	7% 51%	19% 25%	%4	14%	19%	15%	10%	10%
evel or Above 2021 73% 63% 68% 84% 74% 2019 86% 78% 83% 92% 86% r Above 2021 46% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2003									
2019 86% 78% 83% 92% 86% r Above 2021 46% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2021 21% 13% 15% 31% 20%	68% 84%	4% 92%	78% 80%	38%	71%	75%	%69	% 59	61%
r Above 2021 46% 34% 38% 60% 44% 2019 55% 42% 47% 69% 54% 2001 010% 13% 15% 21% 010%	83% 92%		85% 91%	48%	83%	87%	82%	80%	77%
2019 55% 42% 47% 69% 54% 5001 210% 13% 15% 21% 20%	38% 60%		47% 55%		45%	48%	41%	35%	30%
300 316 15% 15% 31% 30%	47% 69%				48%	21%	20%	43%	37%
2021 21% 13% 13% 31% 20%	15% 31%	20% 50%	20% 27%	%9	18%	22%	17%	13%	10%
2019 28% 18% 21% 40% 26% 6	21% 40%	%19 %9	25% 38%	8%	23%	30%	24%	18%	14%
Grade 8 Mathematics+									

TEA | Governance and Accountability | Performance Reporting

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

At Approaches Grade Level or Above									or or	Special	Special	Special Continu- Continu-	Continu-		(Current
At Approaches Grade Level or Above	School	State /	African State American I	Hispanic White	White	American	Asian	Pacific Islander I	More Races (Ed (Current)	Ed (Former)	Pacific More Ed Ed ously Asian Islander Races (Current) (Former) Enrolled	ously Enrolled	Econ Disadv	ously Econ & Enrolled Disadv Monitored)
:		92%		54%	78%	62%	%68	63%	20%	35%	64%	63%	28%	25%	20%
	2019	88%	81%	87%	93%	87%	%86	89%	91%	26%	87%	%68	85%	84%	86%
At Meets Grade Level or Above	2021	36%	23%	28%	53%	37%	73%	39%	45%	20%	38%	38%	33%	79%	24%
	2019	22%	43%	52%	68%	26%	87%	63%	64%	28%	25%	29%	25%	48%	49%
At Masters Grade Level	2021	11%	2%	4%	17%	10%	42%	10%	14%	7%	10%	11%	%6	%9	%9
	2019	17%	%6	13%	24%	16%	54%	17%	25%	%6	15%	18%	15%	11%	11%
Grade 8 Science															
At Approaches Grade Level or Above	2021	%89	55%	%09	84%	%69	95%	%89	78%	37%	20%	%02	63%	21%	25%
:	2019	81%	71%	77%	%06	82%	%96	85%	88%	47%	462	85%	77%	74%	71%
At Meets Grade Level or Above	2021	43%	73%	33%	62%	44%	%62	43%	54%	22%	45%	46%	37%	30%	72%
	2019	51%	35%	43%	%29	21%	83%	49%	62%	24%	46%	23%	45%	39%	35%
At Masters Grade Level	2021	24%	12%	15%	38%	25%	26%	23%	33%	10%	25%	25%	19%	13%	11%
	2019	25%	13%	18%	39%	23%	61%	23%	34%	10%	72%	27%	21%	15%	13%
Grade 8 Social Studies															
At Approaches Grade Level or Above	2021	21%	46%	47%	75%	29%	%98	%19	%69	32%	61%		25%	44%	38%
	2019	%69	28%	63%	80%	%89	95%	72%	78%	37%	%69	20%	64%	29%	25%
At Meets Grade Level or Above	2021	28%	18%	19%	44%	30%	%29	%97	38%	18%	33%		24%	17%	13%
	2019	37%	76%	29%	46%	36%	73%	37%	47%	20%	37%		33%	79%	23%
At Masters Grade Level	2021	14%	7%	8%	23%	15%	36%	13%	20%	7%	17%	14%	11%	%9	2%
	2019	21%	13%	15%	30%	20%	22%	70%	78%	%6	22%	22%	18%	13%	11%
End of Course English I															
At Approaches Grade Level or Above	2021	%29	26%	61%	82%	%99	%06	71%	78%	31%	61%		62%	21%	47%
	2019	%89	28%	63%	80%	%29	%68	%99	78%	28%	29%		62%	%65	
At Meets Grade Level or Above	2021	20%	37%	42%	68%	20%	85%	25%	63%	19%	41%		44%	38%	
	2019	20%	37%	43%	%29	20%	81%	47%	64%	15%	38%		44%	39%	28%
At Masters Grade Level	2021	12%	7%	7%	21%	12%	43%	11%	19%	4%	%6	•	10%	%9	3%
	2019	11%	2%	7%	18%	%6	39%	10%	17%	3%	2%	12%	8%	2%	3%
End of Course English II															
At Approaches Grade Level or Above	2021	71%	%09	%59	84%	72%	91%	%69	82%	32%	64%	73%	65%	62%	47%
	2019	%89	%65	63%	81%	%29	87%	%89	%62	28%	21%		62%	%09	45%
At Meets Grade Level or Above	2021	21%	45%	20%	73%	29%	85%	26%	20%	25%	47%	%09	20%	45%	75%
	2019	49%	38%	45%	%99	47%	77%	49%	63%	16%	35%		45%	38%	22%

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

	School					American		Pacific	Two Or More	Special Ed	Special Ed	Special Continu- Continu- Ed ously	Non- Continu- ously	Econ	(Current
At Masters Grade Level	7ear 2021	11%	11% 6%	7% 18%	18%	10%	40%	10%	17%	5%	5%	12%	8%	5%	Asian Islander Races (Current, Promiet) Emolied Disauv monitored, 40% 10% 17% 5% 5% 12% 8% 5% 2%
	2019	8%	4%	2%	14%	9%	29%	%9	13%	4%					1%
End of Course Algebra 1															
At Approaches Grade Level or Above	2021	73%	61%	%29	85%	73%	94%	74%	80%	45%	71%	75%	%29	64%	63%
	2019	85%	77%	83%	89%	83%	97%	78%	87%	23%	82%	87%	80%	81%	82%
At Meets Grade Level or Above	2021	41%	27%	33%	27%	41%	79%	40%	20%	20%	41%	44%	34%	30%	28%
	2019	61%	46%	28%	%69	%95	%06	22%	%99	25%	22%	64%	25%	23%	24%
At Masters Grade Level	2021	23%	13%	16%	35%	23%	63%	23%	31%	8%	24%	25%	18%	14%	14%
	2019	37%	24%	34%	44%	34%	%9/	32%	45%	10%	32%		30%	78%	31%
End of Course Biology															
At Approaches Grade Level or Above	2021	82%	73%	77%	95%	83%	95%	83%	89%	23%	%62	83%	77%	74%	%29
	2019	88%	83%	86%	94%	%68	%26	85%	93%	%09	85%	%06	85%	84%	%6/
At Meets Grade Level or Above	2021	25%	41%	45%	74%	26%	86%	28%	%29	25%	25%	22%	48%	42%	33%
	2019	62%	49%	54%	77%	62%	88%	%09	74%	25%	22%	%59		51%	40%
At Masters Grade Level	2021	25%	12%	14%	35%	22%	29%	20%	31%	2%	21%	24%	17%	12%	8%
	2019	25%	14%	18%	39%	24%	63%	23%	36%	%9	19%	27%	20%	15%	10%
End of Course U.S. History															
At Approaches Grade Level or Above	2021	88%	82%	85%	95%	91%	%96	88%	93%	63%	87%	%06	84%	83%	71%
	2019	93%	88%	91%	%96	93%	97%	%68	%96	%99	%68	94%	89%	%06	82%
At Meets Grade Level or Above	2021	%69	26%	62%	84%	73%	%06	71%	79%	36%	92%	71%	62%	28%	40%
	2019	73%	63%	68%	85%	74%	%06	%02	83%	36%	% 59	26%	%99	64%	46%
At Masters Grade Level	2021	43%	79%	33%	%09	46%	72%	45%	26%	17%	40%	•	37%	30%	17%
	2019	45%	32%	37%	61%	46%	72%	41%	28%	15%	37%	48%	38%	34%	18%
SAT/ACT All Subjects															
At Approaches Grade Level or Above	2021	%56	%06	91%	%86	%96	%66	%96	%86	80%		95%	89%	%06	81%
At Meets Grade Level or Above	2021	%69	53%	53%	82%	%9 ′	94%	%09	80%	20%	62%	•	23%	20%	32%
At Masters Grade Level	2021	14%	2%	4%	17%	14%	49%	4%	70%	11%	20%	15%	%9	4%	3%
All Grades All Subjects															
At Approaches Grade Level or Above	2021	%29	25%	61%	81%	%89	%06	%89	%9/	38%	%29	%69	63%	21%	54%
	2019	78%	%89	74%	%98	77%	93%	78%	83%	46%			74%	71%	%02
At Meets Grade Level or Above	2021	41%	73%	33%	57%	41%	73%	41%	20%	21%			36%	78%	76%
	2019	20%	37%	44%	63%	48%	%08	20%	28%	24%			45%	39%	38%

	School							Pacific	Two More	Special	Special	Special Continu- Continu- Ed ously ously	Non- Continu- ously	Econ	Current &
THE REAL PROPERTY AND ADDRESS OF THE PARTY AND	m	State /		Hispanic White	White		Asian	Islander	Races	(Current)	(Former)	Enrolled	Enrolled	Disadv	Asian Islander Races (Current) (Former) Enrolled Enrolled Disady Monitored)
At Masters Grade Level	2021	18%	10%	12%	29%	18%	47%		25%	% ?	%8L		75%		%OL
	2019	24%	14%	18%	33%	21%	22%	22%	31%	% 6	21%	75%	70%	75% 15%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2021	%89	21%	62%	81%	68%	89%	%89	77%	35%	%29		64%	29%	25%
	2019	75%	%59	71%	85%	73%	95%	75%	82%	39%	72%	76%	71%	%29	%59
At Meets Grade Level or Above	2021	45%	33%	36%	%09	43%	73%	44%	54%	70%	40%	46%	40%	33%	28%
	2019	48%	36%	41%	62%	46%	77%	48%	28%	21%	41%		43%	37%	34%
At Masters Grade Level	2021	18%	11%	12%	28%	17%	45%	17%	25%	%9	17%		16%	11%	10%
	2019	21%	13%	15%	30%	18%	49%	19%	78%	7%	18%	22%	18%	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2021	%99	21%	28%	81%	%99	%06	%99	73%	40%	68%	%89	%09	25%	22%
	2019	85%	71%	80%	88%	81%	%96	82%	85%	23%	82%	83%	78%	77%	%6/
At Meets Grade Level or Above	2021	37%	23%	28%	54%	37%	74%	36%	45%	21%	39%	36%	32%		76%
	2019	52%	37%	47%	63%	49%	85%	23%	28%	27%	20%	24%	47%	43%	46%
At Masters Grade Level	2021	18%	%8	11%	27%	17%	20%	16%	23%	8%	19%		15%	•	11%
	2019	76%	15%	22%	35%	24%	64%	76%	32%	11%	52%	28%	23%	19%	22%
All Grades Writing															
At Approaches Grade Level or Above	2021	28%	47%	20%	73%	58%	86%	%09	%29	76%	22%		54%	46%	45%
	2019	%89	21%	64%	78%	65%	%06	%69	75%	32%	63%	20%	92%	%09	97
At Meets Grade Level or Above	2021	30%	70%	21%	43%	30%	63%	32%	38%	15%	76%		27%	19%	18%
	2019	38%	78%	32%	49%	35%	72%	39%	47%	19%	31%	40%	32%	29%	30%
At Masters Grade Level	2021	%6	2%	2%	14%	8%	30%	8%	12%	4%	7%	%6	7%	4%	4%
	2019	14%	%6	10%	20%	12%	45%	14%	19%	7%	10%	15%	12%	8%	%6
All Grades Science															
At Approaches Grade Level or Above	2021	71%	29%	64%	86%	72%	91%	74%	80%	45%	71%	73%	%29	61%	26%
	2019	81%	72%	78%	%06	85%	92%	81%	87%	21%	4	83%	78%	75%	73%
At Meets Grade Level or Above	2021	44%	30%	34%	62%	44%	%9/	45%	54%	22%	45%	46%	38%	31%	76%
	2019	54%	39%	47%	%69	54%	83%	23%	64%	25%	20%		48%	43%	39%
At Masters Grade Level	2021	20%	10%	12%	32%	70%	20%	18%	27%	8%	19%	21%	16%	10%	%
	2019	25%	13%	18%	37%	24%	28%	23%	33%	%6	23%	76%	21%	15%	14%
All Grades Social Studies															
At Approaches Grade Level or Above	2021	73%	64%	%29	82%	75%	95%	75%	81%	47%	71%		%89	64%	25%
	2019	81%	73%	77%	%88	81%	%70	82%	70Y8	21%	76%	82%	76%	7/10/	CE0/

									1000		The state of the s		The Contract	100	EB/EL
									Two				Non-		(Current
									٥	Special	Special	Continu	Continu-		
	School		African			American		Pacific	More	B	B	usly	onsly	Econ	শ্ব
	Year S	State A	· State American I	Hispanic 1	White	Indian A	Sian	slander	Races	Current	(Former)	rolle	Enrolled	Disadv	lonite
At Meets Grade Level or Above	2021	49%	38%	41%	64%	52%	77%	20%	28%	28%	45%	52	43% 3	37%	
	2019	25%	45%	48%	%29	25%	81%	26%	63%	28%	47%	57	48%	44%	
At Masters Grade Level	2021	78%	18%	21%	45%	30%	21%	28%	38%	12%	56%	30,	23%	18%	
	2019	33%	23%	79%	45%	33%		31%		12%	28%	32	27%	23%	

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

Indicates there are no students in the group.

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

Texas Education Agency 2018-19 Progress (TAPR) State

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

	School		African			American		Pacific	Twoor	Special	Special	Continu-	Continu-	Econ	(Current
	Year State	State	9	Hispanic	White	Indian	Asian	Islander	Races	Races (Current) (Former)	(Former)	Enrolled	Enrolled		Disadv Monitored)
			School	Progress	Domair	School Progress Domain - Academic Growth Score by Grade and Subject	nic Gro	with Scor	e by G	ade and	Subject				
Grade 4 ELA/Reading	2019	19	26	61	63	61	92	23	62	24	62	62	09	28	61
	2018	63	9	61	99	64	77	62	99	63	64	64	63	61	62
Grade 4 Mathematics	2019	65	28	63	69	64	83	62	99	61	99	99	63	62	65
	2018	92	09	64	89	99	82	99	29	61	64	99	64	62	65
Grade 5 ELA/Reading	2019	81	80	80	8	81	88	80	81	75	81	81	8	80	82
	2018	80	80	80	79	79	86	79	80	77	81	80	80	79	81
Grade 5 Mathematics	2019	83	10	82	8	83	93	85	84	82	83	84	83	82	83
	2018	21	81	81	80	80	83	84	82	84	80	81	81	80	8
Grade 6 ELA/Reading	2019	47	40	38	47	42	63	43	47	34	40	45	42	38	38
	2018	47	41	44	52	47	67	46	51	37	45	47	47	42	4
Grade 6 Mathematics	2019	54	51	48	61	55	8	61	9	45	26	ß	24	48	48
	2018	26	S	25	62	55	78	28	61	22	22	26	22	25	23
Grade 7 ELA/Reading	2019	11	74	9/	80	77	83	79	80	67	77	78	9/	75	26
	2018	26	70	75	77	74	88	78	77	67	75	9/	75	73	26
Grade 7 Mathematics	2019	62	26	61	99	63	8	9	64	48	62	63	61	29	9
	2018	29	61	99	20	99	8	73	89	29	99	89	99	92	29
Grade 8 ELA/Reading	2019	77	75	77	79	77	82	9/	80	69	77	78	77	9/	77
	2018	79	79	79	79	78	83	79	80	72	78	79	79	79	79
Grade 8 Mathematics	2019	82	82	83	20	81	8	83	82	74	81	82	82	83	83
	2018	81	81	82	78	81	8	83	78	74	81	81	81	82	83
End of Course English II	1 2019	69	69	68	.71	89	72	99	71	61	99	69	89	29	65
	2018	67	63	99	69	65	74	29	69	25	61	29	99	65	62
End of Course Algebra I	2019	75	29	74	77	72	93	71	9/	46	73	9/	70	7	73
	2018	72	63	20	9/	70	92	9/	75	42	20	73	29	29	29
All Grades Both Subjects	s 2019	69	99	29	72	69	83	69	71	9	89	69	89	99	67
	2018	69	99	68	71	89	82	7	71	62	89	70	69	29	69
All Grades ELA/Reading	1 2019	89	65	29	2	89	79	29	70	90	29	89	29	99	29
	2018	69	99	99	20	89	79	89	70	62	89	69	89	29	68
All Grades Mathematics	2019	70	99	89	73	69	86	20	72	9	70	71	69	67	89
	2018	70	99	69	72	69	82	73	72	63	69	71	69	89	69

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

⁻ Indicates there are no students in the group.

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

STAAR Performance Rate by Subject and Performance Level A44% 53% 46% 50% 72% 71% 70% 73% 74% 66% 65% 50% 72% 71% 20% 73% 74% 26% 65% 50% 72% 16% 22% 27% 25% 20% 19% 45% 50% 72% 15% 12% 41% 25% 20% 19% 45% 50% 73% 15% 15% 41% 26% 50% 45% 80% 21% 48% 25% 25% 20% 19% 25% 45% 73% 73% 19% 25% 25% 25% 44% 55% 80% 73% 73% 10% 73% 73% 10% 73% 73% 10% 73% 10% 73% 73% 10% 73% 10% 73% 73% 10% 73% 10% <		School	State	Total School Bilingual Vear State Education	BE-Trans Early Exit		BE-Trans BE-Dual BE-Dual Late Exit Two-Way One-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total	ESL Total Content- ESL Based	ALP ESL ESL Pull-Out (Waiver)	ALP ESL (Waiver)	with with Parental Denial	Never EB/EL	Total EB/EL (Current)	& Former EB/EL
Nove 2021 67% 57% 53% 48% 46% 53% 43% 46% 50% 72% 2019 78% 73% 74% 73% 25% 20% 53% 43% 46% 50% 72% 2012 44% 22% 74% 74% 74% 74% 74% 74% 74% 74% 75% <th></th> <th></th> <th></th> <th></th> <th>STAAR</th> <th>erformanc</th> <th>e Rate by</th> <th>Subject an</th> <th>d Performa</th> <th>nce Le</th> <th></th> <th></th> <th>10/01/10/10</th> <th>3636</th> <th></th> <th></th> <th>100000</th>					STAAR	erformanc	e Rate by	Subject an	d Performa	nce Le			10/01/10/10	3636			100000
Above 2021 67% 50% 44% 50% 57% 53% 48% 46% 53% 46% 50% 72% 2019 78% 71% 71% 24% 58% 56% 68% 56% 68% 56% 68% 56% 68% 56% 68% 56% 62% 46% 50% 72% 68% 56% 50% 72% 68% 56% 68% 56% 68% 50% 72% 68% 56% 68% 50% 72% 68% 72% 72% 68% 72% </td <td>All Grades All Subjects</td> <td></td>	All Grades All Subjects																
D019 78% 72% 74% 74% 56% 56% 56% 65% 75% <td>At Approaches Grade Level or Above</td> <td></td> <td>%29</td> <td>20%</td> <td>44%</td> <td></td> <td>22%</td> <td>53%</td> <td>48%</td> <td></td> <td>53%</td> <td>43%</td> <td>46%</td> <td>20%</td> <td></td> <td>47%</td> <td>85%</td>	At Approaches Grade Level or Above		%29	20%	44%		22%	53%	48%		53%	43%	46%	20%		47%	85%
2021 41% 22% 16% 22% 16% 22% 25% 16% 25% 16% 25% 16% 25% 16% 25% 16% 26% 37% 46% 57% 36% 36% 36% 37% 46% 58% 46% 51% 46% 51% 46% 51% 46% 51% 46% 51% 46% 51% 41% 51% 46% 51% 41% 51% 46% 50% 51% 41% 51% 41% 51% 41% 51% 41% 51% 41% 51% 51% 41% 51% 51% 41% 51% 41% 51% 41% 51% 41% 51% 41% 42% 51% 41% <td></td> <td></td> <td>%87</td> <td>72%</td> <td>71%</td> <td></td> <td>73%</td> <td>74%</td> <td></td> <td>28%</td> <td>%59</td> <td>26%</td> <td></td> <td>62%</td> <td></td> <td>63%</td> <td></td>			%87	72%	71%		73%	74%		28%	%59	26%		62%		63%	
2019 50% 38% 35% 35% 39% 41% 24% 31% 22% 39% 41% 24% 31% 31% 39% 41% 31%	At Meets Grade Level or Above	2021	41%	22%	16%		27%	25%	20%		25%	17%	18%	23%	-	19%	28%
2021 18% 9% 6% 9% 12% 11% 8% 5% 9% 4% 5% 8% 21% 2019 24% 17% 15% 17% 19% 8% 5% 4% 5% 8% 21% Above 2021 68% 54% 62% 57% 51% 44% 5% 9% 48% 50% 73% 14% 9% 50% 74% 50% 26% 20% 73% 14% 9% 5% 46% 50% 73% 14% 9% 5% 46% 50% 75% 50% 20% 75% 50% 50% 74% 50% 75% 50% 76% 70% <td></td> <td>2019</td> <td>%05</td> <td>38%</td> <td>35%</td> <td></td> <td>39%</td> <td>41%</td> <td></td> <td>24%</td> <td>31%</td> <td>22%</td> <td></td> <td>30%</td> <td></td> <td>78%</td> <td></td>		2019	%05	38%	35%		39%	41%		24%	31%	22%		30%		78%	
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2021 45% 25% 19% 25% 19% 25% 17% 20% 24% 50% 26% 17% 20% 24% 50% 25% 20% <td></td> <td></td> <td>75%</td> <td>71%</td> <td></td> <td>_</td> <td>73%</td> <td>73%</td> <td></td> <td>20%</td> <td>29%</td> <td>46%</td> <td></td> <td>26%</td> <td></td> <td>26%</td> <td></td>			75%	71%		_	73%	73%		20%	29%	46%		26%		26%	
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2021 18% 11% 7% 11% 15% 14% 9% 5% 9% 4% 5% 8% 21% 2019 21% 16% 13% 14% 17% 18% 18% 19% 4% 5% 8% 21% 2019 82% 79% 79% 78% 78% 80% 72% 72% 75% 70% 73% 73% 2013 37% 23% 18% 24% 24% 27% 27% 22% 20% 28% 17% 18% 23% 41% 24% 2014 25% 44% 43% 42% 24% 27% 27% 22% 20% 28% 17% 18% 23% 41% 24% 2015 26% 21% 20% 20% 21% 23% 41% 32% 44% 43% 44% 45% 45% 23% 44% 45% 45% 23% 44% 45% 24% 24% 45% 24% 24% 45% 45% 24% 45% 44% 45% 45% 45% 44% 45% 45% 45% 44% 45% 45% 44% 45% 45% 45% 44% 45% 45% 44% 45% 45% 44% 45% 45% 44% 45% 45% 44% 45% 45% 44% 45% 44% 45% 45% 44% 45% 45% 44% 45% 44% 45% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44% 45% 44%		2019	48%	35%	31%		38%	39%		19%	27%	16%		76%		24%	
2019 21% 16% 52% 45% 53% 57% 56% 49% 57% 46% 47% 51% 69% 2019 82% 79% 79% 78% 78% 58% 50% 49% 57% 46% 70% 77% 76% 70% 73% 73% 78% 2019 82% 2019 82% 21% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20	At Masters Grade Level	2021	18%	11%	7%		15%	14%	%6		%6	4%	2%	8%	-	4%	24%
Above 2021 66% 52% 45% 53% 57% 56% 50% 49% 57% 46% 47% 51% 69% 2021 82% 2021 82% 79% 79% 79% 78% 80% 22% 2022 82% 17% 18% 24% 22% 27% 27% 20% 28% 17% 18% 23% 41% 2019 52% 44% 32% 21% 22% 20% 72% 11% 12% 12% 6% 6% 6% 9% 20% 2011 18% 21% 21% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20		2019	21%	16%	13%		17%	18%		2%	10%	4%		8%		%6	
Above 2021 66% 52% 45% 57% 46% 57% 46% 47% 51% 69% 2019 82% 79% 79% 78% 78% 80% 72% 76% 70% 73% 73% 2019 82% 79% 78% 78% 78% 27% 76% 70% 73% 73% 2019 52% 44% 78% 78% 27% 76% 70% 73% 41% 73% 2019 52% 44% 43% 42% 43% 46% 9% 17% 18% 10% 17% 18% 18% 10% 18% 10% 18% 10%	All Grades Mathematics																
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201 52% 44% 43% 42% 43% 46% 35% 41% 32% 38% 38% 20% 201 18% 10% 7% 111% 12% 12% 9% 7% 12% 6% 6% 9% 20% 20% 201 18% 10% 7% 111% 12% 12% 23% 13% 18% 11% 16% 20% 20% 21% 20% 20% 21% 20% 21% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20	At Meets Grade Level or Above	2021	37%	23%	18%		27%	27%	22%		28%	17%	18%	23%	-	21%	21%
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2019 26% 21% 20% 20% 21% 23% 13% 18% 11% 16% 16% Above 2021 58% 37% 31% 37% 46% 39% 36% 36% 43% 34% 38% 40% 63% 2021 30% 14% 10% 13% 19% 15% 11% 17% 21% 14% 209 24% 26% 31% 37% 44% 26% 2% 2% 44% 53% 44% 53% 44% 53% 24% 26% 31% 37% 17% 21% 11% 16% 20% 2019 38% 29% 24% 26% 31% 37% 44% 2% 2% 44% 10% 10% 13% 44% 5% 2% 44% 5% 3% 6% 10% 13% 44% 5% 3% 6% 3% 6% 2019 14% 9% 5% 6% 10% 13% 46% 43% 50% 55% 63% 64% 58% 67% 65% 63% 65% 63% 64% 58% 2019 81% 64% 58% 67% 65% 65% 63% 65% 63% 64% 50% 2019 54% 34% 33% 7% 55% 44% 5% 6% 10% 13% 14% 50% 2019 54% 34% 34% 39% 36% 36% 36% 24% 5% 6% 5% 6% 20% 21% 2019 54% 34% 33% 7% 55% 44% 5% 6% 5% 6% 5% 6% 33% 65% 65% 65% 63% 65% 63% 65% 63% 64% 50% 2019 54% 34% 33% 7% 55% 44% 5% 6% 5% 6% 5% 6% 5% 6% 5% 5% 6% 5% 5% 6% 5% 5% 6% 5% 5% 6% 6% 5% 6% 5% 6% 5% 6% 5% 6% 5% 6% 6% 5% 6% 5% 6% 5% 6% 5% 6% 6% 6% 6% 5% 6% 5% 6% 5% 6% 5% 6% 5% 6% 5% 6% 6% 5% 6% 5% 6% 6% 5% 6% 6% 5% 6% 6% 5% 6% 6% 5% 6% 6% 5% 6% 6% 5% 6% 6% 5% 6% 6% 5% 6% 6% 6% 6% 6% 6% 6% 6% 6% 6% 6% 6% 6%	At Masters Grade Level	2021	18%	10%	7%	•	12%	12%	%6		12%	%9	%9	%6		8%	25%
Above 2021 58% 37% 31% 37% 46% 39% 36% 36% 43% 34% 38% 40% 63% 2019 68% 62% 58% 61% 64% 67% 47% 53% 44% 53% 2021 30% 14% 10% 13% 19% 15% 11% 17% 9% 11% 16% 34% 2021 30% 24% 26% 31% 37% 4% 2% 4% 17% 9% 11% 16% 34% 2021 9% 36 34% 4% 4% 2% 4% 10% 10% 2019 14% 9% 5% 6% 10% 13% 4% 5% 4% 10% Above 2021 7% 4% 5% 4% 5% 4% 10% Above 5021 4% 5% 6% 4% 5% 6%		2019	%97	21%	20%		21%	23%		13%	18%	11%		16%		16%	
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2021 9% 3% 2% 3% 4% 4% 2% 2% 2% 4% 1% 2% 5% 4 10% 10% 13% 4 4% 5% 3% 6% 10% 13% 4 10% 5 10		2019	38%	73%	24%		31%	37%		17%	21%	14%		25%		25%	
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2021 44% 15% 10% 12% 21% 16% 14% 19% 21% 18% 20% 21% 49% 2019 54% 34% 29% 36% 36% 36% 24% 30% 22% 30% 2021 20% 4% 3% 3% 7% 5% 4% 5% 6% 4% 5% 6% 23% 2019 25% 13% 12% 10% 13% 14% 6% 9% 5% 9% 5%		2019	81%	64%	64%		%29	%59		63%	%59	63%		64%		64%	
2019 54% 34% 29% 36% 36% 24% 30% 22% 30% 2021 20% 4% 3% 3% 7% 5% 4% 5% 6% 4% 5% 6% 23% 2019 25% 13% 12% 10% 13% 14% 6% 9% 5% 9%	At Meets Grade Level or Above	2021	44%	15%	10%	•	21%	16%	14%		21%	18%	50%	21%	•	17%	29%
2021 20% 4% 3% 7% 5% 4% 5% 6% 4% 5% 6% 23% 23% 2019 25% 13% 12% 10% 13% 14% 6% 9% 5% 9%		2019	54%	34%	34%		36%	36%		24%	30%	25%		30%		27%	
25% 13% 12% 10% 13% 14% 6% 9% 5% 9%	At Masters Grade Level	2021	20%	4%	3%		7%	2%	4%		%9	4%	2%	%9		4%	25%
		2019	25%	13%	12%		13%	14%		%9	%6	2%		%6		8%	

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

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

													i, di		2	Aonitored
			Total	BE-Trans				ALP		ESL		ALP	with		Total	ઝ
	School	State	_ 6	Early E	BE-Trans Late Exit 1	BE-Dual Two-Way	BE-Dual One-Way	I Bilingual T	otal	Content- ES Based Pull-	ESL Pull-Out (ESL (Waiver)	Parental Denial	Never EB/EL	EB/EL F (Current) F	Former EB/EL
At Approaches Grade Level or Above 2021		73%	23%	31%	40%	53%	%09	25%	43%	48%	42%	45%	20%	78%	43%	82%
	2019	81%	23%	61%			26%		54%	62%	53%		28%		22%	
At Meets Grade Level or Above	2021	49%	24%	8%	40%	24%	28%	22%	17%	20%	17%	16%	24%	22%	18%	24%
	2019	25%	17%	22%			21%		20%	76%	19%		27%		21%	
At Masters Grade Level	2021	29%	10%	4%			24%	10%	%9	7%	%9	2%	10%	33%	%9	28%
	2019	33%	7%	%6			16%		2%	% 6	7%		11%		7%	

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

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

⁻ Indicates there are no students in the group.

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

	State	African State American	Hispanic White	White	American Indian	Asian	Two or Pacific More Asian Islander Races	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuo ously Enrolled	Non- Special Continu- Continu- Ed ously ously Former) Enrolled Enrolled	- Econ Disadv	Special Special Continu- Continu- Ed Ed ously Econ & (Current)
			7	.021 ST	2021 STAAR Participation (All Grades)	ticipations:	uc							
All Tests														
Assessment Participant	88%	85%	86%	95%	86%	88%	85%	88%	86%	88%	%68	87%	, 87%	88%
Included in Accountability	83%	80%	82%	%68	84%	85%	78%	83%	81%	86%	87%	, 76%	85%	82%
Not Included in Accountability: Mobile	3%	2%	3%	4%	4%	, 2%	2%	2%	3%	2%	1%	%6 %	3%	2%
Not Included in Accountability: Other Exclusions	1%	%0	2%	%	1%	, 2%	1%	%0	7%	1%	1%	2%	, 2%	4%
Not Tested	12%	15%	14%	8%	11%	12%	15%	12%	14%	12%	11%	, 13%	, 13%	12%
Absent	2%	2%	7%	5%	7%	1%	7%	7%	2%	2%	7%	, 2%	, 2%	1%
Other	10%	12%	12%	%9	%6	11%	13%	10%	12%	10%	10%	, 11%	11%	10%
			7	019 ST	2019 STAAR Participation (All Grades)	ticipations:	e.							
All Tests														
Assessment Participant	%66	%66	%66	%66		99% 100%	%66	%66	%66	%66	%66	%66 '	%66 '	100%
Included in Accountability	94%	95%	94%	95%	95%	94%	91%	94%	93%	93%	98%	, 85%	93%	95%
Not Included in Accountability: Mobile	4%	2%	4%	4%	%9	3%	7%	2%	4%	%9	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	7%	%0	7%	3%	7%	%0	1%	1%	%0	3%	, 2%	4%
Not Tested	1%	1%	1%	1%	1%	%0	1%	1%	1%	1%	1%	, 1%	1%	%0
Absent	1%	1%	1%	%0	1%	%0	1%	1%	1%	1%	%0	, 1%		%0
Other	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0 %	%0	%0

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

⁻ Indicates there are no students in the group.

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

		A CONTRACTOR	-					0 P			
	State	African American American American American Hispanic White Indian	Hispanic	White	American Indian	Asian	Pacific More Islander Races	More Races	Special Econ Ed Disado	Econ Disadv	EB/EL
Attendance Rate						33					8
2019-20	98.3%	98.0%	98.2%	98.2% 98.6%	98.2%	98.2% 99.4%	98.2%	98.4%	97.7%		98.0% 98.4%
2018-19	95.4%	95.0%	95.2%	95.2% 95.7%	95.0%	95.0% 97.4%	95.1%	95.1% 95.6%	94.2%	94.9%	95.9%
Chronic Absenteeism											
2019-20	6.7%	8.9%	7.4%	5.2%	7.8%	1.8%	7.2%	6.7%	10.3%	8.2%	5.9%
2018-19	11.4%	14.5%	12.6%	9.5%	13.1%	3.2%	•	12.7% 11.0%	16.9%	13.9%	9.7%
Annual Dropout Rate (Gr 7-8)	(Gr 7-8)										
2019-20	0.5%	0.8%	0.5%	0.3%	0.6%	0.2%	1.4%	0.5%	0.7%	%9.0	0.8%
2018-19	0.4%	0.7%	0.5%	0.3%	0.9%	0.5%	0.8%	0.4%	0.5%	0.5%	0.7%
Annual Dropout Rate (Gr 9-12)	(Gr 9-12)										
2019-20	1.6%	2.5%	1.9%	0.9%	2.3%	0.3%	1.5%	1.5%	2.5%	2.1%	3.3%
2018-19	%6.T	3.0%	2.3%	1.0%	2.5%	0.6%	2.1%	1.7%	2.6%	2.5%	4.0%
4-Year Longitudinal Rate (Gr 9-12)	ate (Gr 9	-12)									
Class of 2020											
Graduated	90.3%	87.0%	88.6%	38.6% 94.0%	86.3%	86.3% 96.7%	89.2%	39.2% 91.1%	78.9%		87.5% 78.2%
Received TxCHSE	0.4%	0.4%	0.3%	0.5%	0.5%	0.1%	0.5%	%9.0	0.3%	0.4%	0.5%
Continued HS	3.9%	4.8%	4.6%	2.4%	2.0%	1.9%	5.2%	3.8%	12.7%	4.8%	7.1%
Dropped Out	5.4%	7.8%	6.5%	3.1%	8.2%	1.4%	5.1%	4.4%	8.2%	7.3%	14.6%
Graduates and TxCHSE	E 90.7%	87.3%	88.9%	88.9% 94.5%	86.8%	86.8% 96.7%	89.7%	89.7% 91.8%	79.2%		87.9% 78.3%
Graduates, TxCHSE, and Continuers	94.6%	92.2%	93.5% 96.9%	%6.96	91.8%	91.8% 98.6%	94.9%	95.6%	91.8%	92.7%	85.4%
Class of 2019											
Graduated	%0.06	86.2%	88.2%	38.2% 93.7%	87.3%	37.3% 96.4%	88.0%	91.4%	77.9%	87.2%	75.9%
Received TxCHSE	0.5%	0.4%	0.4%	0.6%	0.5%	0.1%	1.0%	0.7%	0.3%	0.5%	0.2%
Continued HS	3.7%	4.5%	4.4%	2.4%	3.9%		2.6%	3.1%	12.4%	4.5%	7.6%
Dropped Out	5.9%	8.8%	7.1%	3.3%	8.3%	1.7%	8.4%	4.8%	9.4%	7.9%	16.2%
Graduates and TxCHSE	E 90.4%	86.7%	88.6%	88.6% 94.4%	87.8%	87.8% 96.5%	89.0%	89.0% 92.1%	78.2%	87.6%	76.2%
Graduates, TxCHSE, and Continuers	94.1%	91.2%	92.9% 96.7%	96.7%	91.7%	91.7% 98.3%	91.6%	95.2%	%9.06	92.1%	83.8%
5-Year Extended Longitudinal Rate (Gr 9-12)	jitudinal	Rate (Gr 9	-12)								
Class of 2019											
Graduated	92.0%	88.7%	90.7% 95.0%	95.0%	89.6%	89.6% 97.6%	89.7%	89.7% 93.1%	82.4%		89.8% 81.1%
Received TxCHSE	0.5%	0.6%	0.4%	0.8%	0.6%	0.1%	1.0%	0.8%	0.4%	0.6%	0.3%
Continued HS	1.3%	1.5%	1.6%	0.9%	1.1%	0.7%	1.0%	1.2%	7.4%	1.5%	2.1%
Dropped Out	6.1%	9.5%	7.3%	3.3%	8.7%	1.6%	8.3%	4.9%	9.8%	8.1%	16.6%
Graduates and TxCHSE	E 92.6%	89.2%	91.1% 95.8%	95.8%	90.3%	90.3% 97.7%	90.7%	93.9%	82.8%	90.4%	90.4% 81.4%

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

	State	African American	African American Hispanic White	or or American Pacific More Indian Asian Islander Races	or Pacific More	r re Specia es Ed	Special Econ Ed Disadv	Econ Disady EB/EL
Graduates, TxCHSE,	93.9%	90.8%	92.7% 96.7%	91.3% 98.4%	% 91.7% 95.1%	1% 90.2%		91.9% 83.4%
Class of 2018								
Graduated	92.2%	89.1%	90.8% 95.0%	6 87.6% 97.5%	6 89.8% 93.4%	1% 82.7%	%0.06	80.2%
Received TxCHSE	0.6%	9.0	0.5% 0.8%	6 0.6% 0.1%	1.2%	0.8% 0.3%	%2.0	0.3%
Continued HS	1.1%	1.3%	1.3% 0.8%	6 1.7% 0.8%	0.5%	0.8% 7.1%	1.2%	1.7%
Dropped Out	6.1%	9.1%	7.4% 3.3%	6 10.1% 1.6%	8.5%	5.1% 9.9%	8.1%	17.8%
Graduates and TxCHSE	E 92.8%	89.7%	91.3% 95.9%	88.2% 97.6%	6 91.0% 94.2%	2% 83.0%		90.7% 80.5%
Graduates, TxCHSE, and Continuers	93.9%	%6:06	92.6% 96.7%	89.9% 98.4%	% 91.5% 94.9%	9% 90.1%		91.9% 82.2%
6-Year Extended Longitudinal Rate (Gr 9-12)	jitudinal	Rate (Gr 9	-12)	SECTION STATE OF THE PERSON NAMED IN				
Class of 2018					9		78	700
Graduated	92.6%	89.6%	91.4%	88.5%	89.8%	J.	J1	~
Received TxCHSE	0.7%	0.7%	0.6%	%8.0	%Q.L			
Continued HS	0.6%	0.7%	0.7%	0.6%	0.4%			0.7%
Dropped Out	6.1%	9.0%			8.3%			17.7%
Graduates and TxCHSE	E 93.3%	90.3%	91.9% 96.3%	%6.76 %5.98	% 91.4% 94.6%	5% 85.4%		91.3% 81.6%
Graduates, TxCHSE, and Continuers	93.9%	91.0%	92.6% 96.7%	6 90.0% 98.4%	% 91.7% 95.0%	90.1%	92.0%	82.3%
Class of 2017								
Graduated	92.4%	89.2%	91.0% 95.4%	% 30.0% 97.5%	6 92.0% 94.5%	5% 84.6%		90.3% 79.8%
Received TxCHSE	0.7%	0.8%	%6'0 %9'0	6 0.7% 0.2%	1.0%	1.0% 0.4%	0.8%	
Continued HS	0.6%	%9.0	0.6% 0.4%	6 0.1% 0.5%	0.3%	0.5% 4.7%		0.7%
Dropped Out	6.3%	9.3%	7.8% 3.2%	9.2% 1.8%	9.9%	4.0% 10.3%		8.3% 19.2%
Graduates and TxCHSE	E 93.2%	90.1%	91.6% 96.3%	%2.76 %2.06 %	6 93.1% 95.6%	5% 85.0%		91.1% 80.1%
Graduates, TxCHSE, and Continuers	93.7%	%2'06	92.2% 96.8%	90.8% 98.2%	% 93.4% 96.0%	% 89.7%	91.7%	80.8%
RHSP/DAP Graduates (Longitudinal Rate)	(Longit	udinal Rate	(a					
Class of 2020	83.0%	63.9%	80.4% 88.9%	6 100.0% 82.1%	%0.06 - %	32.0%		75.7% 62.9%
Class of 2019	73.3%	63.8%	73.3% 75.4%	6 71.4% 82.9%	% 100.0% 72.2%	2% 23.4%	69.3%	71.7%
FHSP-E Graduates (Longitudinal Rate)	ongitudi	nal Rate)						
Class of 2020	4.3%	6.4%	4.6% 3.5%	3.3% 1.8%	4.2%	3.3% 11.6%	5.5%	7.1%
Class of 2019	4.2%	5.7%	4.6% 3.1%	5.0% 3.0%	3.4%	3.3% 9.2%	5.4%	7.0%
FHSP-DLA Graduates (Longitudinal Rate)	(Longitu	idinal Rate	a					
Class of 2020	83.5%	77.1%	83.2% 85.3%	81.2% 90.7%	% 82.9% 84.2%	2% 39.4%		79.9% 72.8%
Class of 2019	83.5%	77.4%	82.4% 86.2%	6 79.0% 92.6%	% 79.6% 84.4%	1% 36.3%		79.3% 72.9%
	V 10 000	Conditions	onibusinan "	Dates				

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

	State	African American	Two Two or Or American Pacific More State American Hispanic White Indian Asian Islander Races	American e Indian	Asian	Pacific Islander	or or More Races		pecial Econ Ed Disadv EB/EL	EB/EL
Class of 2020	87.8%	83.5%	87.8% 88.7%		92.6%	84.6% 92.6% 87.1% 87.5% 51.0% 85.3% 79.9%	87.5%	51.0%	85.3%	79.9%
Class of 2019	87.6%	83.1%	87.0% 89.2%		84.0% 95.6%		83.0% 87.6%		45.4% 84.6% 79.8%	79.8%
RHSP/DAP Graduates (Annual Rate)	s (Annua	I Rate)								
2019-20	38.6%	23.9%	36.6% 48.0%		10.0% 38.7%		50.0% 64.7%		4.3% 36.4% 59.4%	59.4%
2018-19	32.7%	17.4%	37.1% 29.8%		38.5% 47.8%		50.0% 33.3%		2.8% 32.4% 54.5%	54.5%
FHSP-E Graduates (Annual Rate)	Innual Ra	ate)								
2019-20	4.4%	6.5%	4.7% 3.5%		3.2% 1.8%		3.5%	3.4% 3.5% 11.1% 5.6% 7.2%	2.6%	7.2%
2018-19	4.4%	6.0%	4.8% 3.1%		5.5% 3.1%	4.8%	3.3%	8.8%	2.6%	7.2%
FHSP-DLA Graduates (Annual Rate)	s (Annua	Rate)								
2019-20	81.8%	74.9%	81.3% 84.1%		78.7% 89.9%		82.8% 82.6%	36.5%	36.5% 78.1% 71.4%	71.4%
2018-19	82.1%	75.7%	80.9% 85.2%		77.3% 91.9%		83.2%	78.2% 83.2% 34.1% 77.8% 71.4%	77.8%	71.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	HSP-DL/	\ Graduate	s (Annual Rate							
2019-20	85.8%	81.0%	85.7% 87.3%		81.3% 91.5%		86.0% 86.0%		46.4% 83.4% 78.5%	78.5%
2018-19	85.9%	81.0%	85.2% 87.8%		82.4% 94.7%		86.1%	82.6% 86.1% 40.9% 82.9% 78.3%	82.9%	78.3%

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

	State Count	State Percent
Graduates (2019-20 Annual Graduates)		
Total Graduates	360,220	100.0%
By Ethnicity:		
African American	44,729	12.4%
Hispanic	184,060	51.1%
White	105,215	29.2%
American Indian	1,226	0.3%
Asian	17,126	4.8%
Pacific Islander	557	0.2%
Two or More Races	7,307	2.0%
By Graduation Type:		
Minimum H.S. Program	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	952	0.3%
Foundation H.S. Program (No Endorsement)	49,535	13.8%
Foundation H.S. Program (Endorsement)	15,689	4.4%
Foundation H.S. Program (DLA)	292,532	81.2%
Special Education Graduates	29.018	8.1%
Economically Disadvantaged Graduates	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	29,639	8.2%
At-Risk Graduates	148,836	41.3%

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

Academic Year	State	African American Hispanic	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Special Ed	Econ	EB/EL
				College	College, Career, and Military Ready Graduates (Student Achievement)	d Military	Ready ement)				
College, Career, or M	reer, or M		ilitary Ready (Annual Graduates)	Graduates	(i						
2019-20	63.0%	47.8%	60.3%	70.6%	26.0%	85.5%	51.0%	65.6%	71.5%	56.3%	44.8%
2018-19	72.9%	%5'09	20.6%	79.4%	68.2%	89.6%	%9.99	75.2%	71.7%	67.5%	26.7%
					College Ready Graduates	Ready ates					
College Ready (Annual Graduates)	dy (Annu	tal Graduat	es)								
2019-20	53.4%	36.4%	49.5%	62.5%	45.2%	82.8%	42.7%	58.3%	11.0%	44.4%	30.3%
2018-19	53.0%		48.5%	62.8%	47.1%	83.5%	43.0%	58.8%	9.6%	43.1%	28.9%
TSI Criteria Graduates	Graduate	.5		Arts (An	Language Arts (Annual Graduates)	tes)					
2019-20	59.7%	47.7%	53.8%	70.5%	53.5%	84.5%	54.4%	%9'29	15.5%	49.9%	24.9%
2018-19	60.7%	49.4%	54.6%	71.5%	54.8%	85.7%	51.6%	69.1%	15.3%	50.3%	23.9%
TSI Criteria Graduates	Graduate		in Mathematics (Annual Graduates)	nual Grade	rates)						
2019-20	47.9%	34.6%	42.2%	22.6%	39.8%	82.4%	42.2%	54.3%	11.8%	38.7%	24.5%
2018-19	48.6%	34.7%	42.5%	58.8%	43.6%	84.7%	43.6%	55.3%	10.5%	38.6%	23.6%
'SI Criteria	Graduate	s in Both 5	TSI Criteria Graduates in Both Subjects (Annual Graduates)	nnual Grad	duates)						
2019-20	43.2%	29.3%	36.6%	54.5%	35.3%	78.7%	36.6%	20.9%	8.0%	32.8%	15.6%
2018-19	44.2%	29.9%	37.2%	56.1%	39.7%	80.4%	39.5%	52.3%	7.0%	33.0%	14.5%
AP / IB Met Criteria in	Criteria it		Any Subject (Annual	Graduates)	S)						
2019-20	21.1%	8.2%	18.6%	24.8%	15.2%	57.8%	16.9%	25.5%	1.8%	15.0%	15.3%
2018-19	21.1%	7.9%	18.7%	25.1%	17.4%	56.2%	14.7%	25.4%	1.7%	15.1%	16.1%
Associate Degree (An	egree (A	nnual Graduates)	uates)								
2019-20	2.1%	1.8%	2.9%	1.1%	1.9%	2.0%	1.8%	1.3%	0.1%	7.6%	0.7%
2018-19	1.9%	1.5%	2.6%	0.9%	1.1%	2.0%	2.4%	1.2%	0.1%	2.2%	0.4%
Dual Course Credits in	Credits	in Any Sub	Any Subject (Annual	Graduates	es)						
2019-20	24.6%	15.8%	22.9%	30.5%	21.2%	29.6%	19.4%	24.1%	3.1%	20.1%	%6.9
2018-19	23.1%	14.2%	21.2%	29.2%	19.2%	28.6%	16.2%	23.5%	2.9%	18,4%	2.6%
Onramps Course Credits (Annual	ourse Cre	dits (Annu	al Graduates)	(S)							
2019-20	4.0%	2.1%	3.8%	4.9%	3.2%	5.7%	4.1%	5.2%	0.3%	3.0%	1.1%
2018-19	2.3%	1.1%	2.0%	3.0%	1.5%	3.2%	1.3%	3.3%	0.2%	1.5%	9.0
				0	Career / Military Ready Graduates	ary Ready ates	Į,				
Career or Military Rea	ilitary Re	ady (Annua	dy (Annual Graduates)	· ·							
2019-20	18.7%	16.4%	20.5%	17.3%	16.1%	15.1%	13.8%	15.2%	70.4%	20.5%	19.8%
2018-19	40.4%	37.8%	42.7%	39.2%	38.0%	31.6%	37.2%	35.5%	70.5%	42.8%	38.2%
Approved Industry-Ba	dustry-B.	ased Certif	sed Certification (Annual Graduates)	nual Grad	uates)						
2010.20	13.2%	8.5%	14.9%	12.5%	11.2%	13.2%	10.2%	10.6%	8.3%	13.9%	11.1%

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

Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special	Econ Disadv	EB/EL
2018-19	10.7%		6.5% 12.3%		9.7% 10.1%	11.7%	4.7%	8.0%	6.3%	11.2%	8.9%
Graduates with Level	with Leve		I or Level II Certificate (Annual Graduates)	(Annual (Sraduates)						
2019-20	0.7%		1.0%	0.3%	0.1%	0.2%	0.5%	0.3%		%6:0	0.8%
2018-19	0.6%	0.3%		0.4%	0.5%	0.1%	0.2%	0.2%	0.4%	0.8%	0.5%
Graduate with Comple	ith Comp	leted IEP a	eted IEP and Workforce Readiness (Annual (e Readine	ss (Annua	Graduates)	s)				
2019-20	2.4%	3.8%	3.8% 2.3%	2.2%	2.3%	0.9%	1.3%	2.0%	28.7%	2.9%	3.8%
2018-19			3.7% 2.2%		2.2% 2.6% 0.7%	0.7%	2.0%	2.2%	29.0%	2.8%	3.9%
Graduates Under an	Under an	₹	Diploma Pla	in and Ider	itified as a	Current Sp	secial Educ	ation Stud	lent (Annua	ō	S)
2019-20	3.7%		5.0% 3.9% 3.4% 3.8% 1.2% 3.1% 3.2% 46.4%	3.4%	3.8%	1.2%	3.1%	3.2%	46.4%	4.4%	6.4%
2018-19	2.7%		2.8%	2.7%	2.9%	1.0%	1.9%	2.8%	35.0%		4.1%

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

	Academic		African		American		Pacific		-	Econ	
	Year	State	American	State American Hispanic White Indian Asian Islander Races	Indian	Sian	Slander	Races		Disady EB/EL	EB/EL
suits (Graduates >= C	riterion) (Annual Graduates)	al Gradu	lates)								
Reading	2019-20	30.1%	22.1%	29.7% 34.7%	27.3% 2	27.1%	28.4%	30.9%	5.5%	27.0%	8.1%
	2018-19	33.4%	24.9%	33.8% 36.8%	27.5% 2	29.5%	25.5%	33.9%	7.3%	30.3%	11.3%
Mathematics	2019-20	21.2%	14.8%	21.4% 23.0%	17.6% 2	23.8%	22.6%	21.3%	3.1%	19.1%	9.4%
	2018-19	24.7%	17.6%	25.4% 25.8%	21.0% 2	28.4%	23.6%	24.9%	4.1%	22.6%	12.3%
Both Subjects	2019-20	16.4%	10.2%	16.6% 18.5%	12.9% 1	17.4%	16.7%	16.5%	1.7%	14.3%	4.5%
	2018-19	18.8%	11.9%	19.3% 20.7%	15.9% 2	20.1%	16.9%	19.2%	2.5%	16.6%	2.9%
Completed and Received Credit for College Prep Courses (Ann	r College F	rep Cou	ırses (Anr	inal Graduates)							
English Language Arts	2019-20	7.3%	7.7%	9.4% 4.6%	4.4%	2.0%	5.7%	4.8%	7.4%	%6.6	12.9%
	2018-19	5.1%	4.9%	6.6% 3.2%	3.8%	1.6%	4.8%	3.0%	5.2%	6.8%	9.5%
Mathematics	2019-20	9.7%	10.6%	11.8% 7.1%	6.4%	2.5%	6.3%	7.5%	7.4%	12.3%	13.2%
	2018-19	7.3%	7.9%	8.9% 5.3%	4.9%	2.1%	6.1%	5.1%	5.2%	9.1%	10.1%
Both Subjects	2019-20	4.2%	4.1%	5.5% 2.5%	2.0%	0.8%	2.2%	2.5%	3.9%	5.8%	7.1%
	2018-19	2.6%	2.3%	3.6% 1.6%	2.0%	0.5%	2.0%	1.5%	2.3%	3.7%	4.6%
AP/IB Results (Participation) (Grad	Grades 11-12)										
All Subjects	2020	22.0%	13.3%	18.6% 25.4%	17.2% 59.1%	9.1%	19.5%	19.5% 25.8%	2.2%	15.4%	9.5%
	2019	25.2%	16.2%	23.0% 27.0%	19.4% 60.5%	0.5%	21.2%	21.2% 28.4%	2.3%	19.7%	12.5%
English Language Arts	2020	12.7%	8.2%	10.2% 14.6%	9.7% 38.1%	8.1%	12.0%	12.0% 16.0%	1.0%	8.5%	2.9%
	2019	14.5%	9.8%	12.5% 15.9%	10.9% 38.7%	8.7%	12.3%	17.7%	1.0%	10.7%	3.2%
Mathematics	2020	6.4%	2.7%	4.1% 8.0%	4.5% 29.9%	%6.6	5.2%	8.7%	0.5%	3.4%	1.4%
	2019	7.4%	3.2%	5.2% 8.8%	5.8% 31.7%	1.7%	9.9%	9.8%	0.4%	4.3%	1.5%
Science	2020	9.4%	4.8%	6.7% 11.6%	7.4% 35.5%	5.5%	6.2%	12.2%	0.7%	5.5%	2.2%
	2019	10.4%	5.8%	8.2% 12.0%	6.7% 36.2%	6.2%	9.0%	13.4%	0.7%	7.0%	2.7%
Social Studies	2020	12.4%	7.2%	9.6% 14.5%	9.3% 41.4%	1.4%	10.8%	15.9%	1.0%	8.0%	3.2%
	2019	13.9%	8.9%	11.5% 15.5%	10.1% 42.6%	7.6%	11.8%	17.3%	1.0%	9.8%	3.4%
AP/IB Results (Examinees >= Crite	Criterion) (Grades 11-12)	des 11-1	3								
All Subjects	2020	29.0%	40.4%	47.4% 69.0%	57.6% 81.2%	1.2%	58.9%	69.1%	44.7%	44.4%	20.9%
	2019	51.0%	29.2%	39.2% 64.5%	53.5% 75.1%	5.1%	48.6%	64.3%	34.2%	35.9%	50.5%
English Language Arts	2020	50.1%	35.2%	34.3% 62.6%	56.4% 72.4%	2.4%	55.8%	61.2%	26.5%	31.0%	12.7%
	2019	41.2%	23.5%	22.3% 59.7%	45.3% 68.1%	8.1%	46.8%	29.5%	20.1%	19.0%	4.5%
Mathematics	2020	26.5%	42.9%	38.0% 62.4%	58.3% 76.1%	6.1%	46.7%	65.5%	45.5%	37.7%	31.0%
	2019	52.2%	33.8%	31.6% 63.1%	56.6% 72.9%	2.9%	26.6%	65.4%	38.1%	30.1%	22.9%
Science	2020	47.6%	30.2%	28.9% 58.1%	41.6% 68.7%	8.7%	38.0%	58.3%	32.6%	27.3%	14.2%
	2019	40.6%	21.0%	21.0% 55.7%	42.9% 63.2%	3.2%	39.8%	56.5%	28.6%	18.9%	10.4%

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

Social Studies	Academic Year		African State American Hispanic White	Hispanic	White	American Indian	Asian	or Pacific More Asian Islander Races	or More	Special Econ Ed Disado	Econ Disadv EB/EL	EB/EL
	2020	52.3%	35.9%	33.4%	33.4% 64.7%		56.1% 77.3%		52.4% 66.0%	32.3%	30.8% 13.0%	13.0%
	2019	46.3%	29.5%		27.0% 62.7%	20.8%	50.8% 71.9%	44.4%	, 63.5%	27.9%	23.9%	8.9%
SAT/ACT Results (Annual Graduates)	es)											
Tested	2019-20	76.7%	76.9%		75.2% 76.0%	72.9%	72.9% 95.6%	69.5%	77.3%	41.6%	72.4%	68.3%
	2018-19	75.0%	76.8%	•	72.8% 74.3%	72.3%	72.3% 95.9%	67.0%	67.0% 76.0%	36.7%	%9.8% 65.6%	65.6%
At/Above Criterion for All Examinees	2019-20	35.7%	19.5%	•	23.4% 54.6%	33.3%	33.3% 76.1%	37.7%	37.7% 49.2%	4.7%	20.0%	4.2%
	2018-19	36.1%	19.7%	23.2%	56.3%		36.6% 74.6%	35.6%	50.1%	5.4%	20.0%	4.3%
Average SAT Score (Annual Graduates)	ates)											
All Subjects	2019-20	1019	937	958	1109	1011	1229	1024	1094	792	940	818
	2018-19	1027	944	961	1124	1020	1228	1018	3 1102	800	945	818
English Language Arts and Writing	2019-20	513	476	483	561	511	602	515	553	399	474	404
	2018-19	517	479	483	568	513	900	511	557	402	475	403
Mathematics	2019-20	506	461	475	548	501	628	209	540	393	466	414
	2018-19	510	465	477	556	207	629	207	545	398	470	416
Average ACT Score (Annual Graduates)	ates)											
All Subjects	2019-20	20.2	17.3	17.9	23.0	20.1	26.4			14.2	17.5	14.0
	2018-19	20.6	17.8	18.4		20.6		21.1	22.5	14.8	17.9	14.3
English Language Arts	2019-20	19.9	16.8	•						13.1	16.8	12.6
	2018-19	20.3	17.4	•		20.3	25.8			13.8	17.3	12.8
Mathematics	2019-20	20.1	17.4	18.1	22.4					15.0	17.7	15.4
	2018-19	20.4	17.7			20.4		•		Ì	18.1	15.7
Science	2019-20	20.5	17.7	18.4	-	20.3	26.0	20.3	22.4	•	18.0	14.9
	2018-19	20.8	18.1	18.9	• •	20.8				15.6	18.4	15.3

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

	Academic		African			American		Pacific	Two or More	Special	Econ	Į.
	Year	State	American	State American Hispanic	Wnre	Indian	ASIAN	Asian Islander	Kaces		DISadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12	Course Co	mpletion	(Grades	9-12)								
Any Subject	2019-20	46.3%	37.4%	44.9%	48.7%	41.6%	72.3%	42.1%	45.8%	18.4%	41.5%	30.9%
	2018-19	44.6%	35.4%	43.0%	47.6%	39.9%	70.5%	39.6%	45.4%	16.9%	39.6%	27.8%
English Language Arts	2019-20	18.2%	14.2%	16.9%	19.9%	15.0%	32.5%	16.3%	18.6%	4.4%	15.1%	8.6%
	2018-19	17.8%	13.7%	16.6%	19.7%	15.3%	31.6%	14.3%	18.9%	4.1%	14.7%	8.1%
Mathematics	2019-20	20.7%	15.2%	18.6%	23.6%	17.9%	40.6%	20.2%	21.1%	5.2%	16.8%	8.5%
	2018-19	20.4%	14.7%	18.2%	23.5%	18.0%	39.8%	18.9%	21.2%	4.8%	16.4%	8.4%
Science	2019-20	22.4%	18.2%	20.7%	24.9%	21.1%	38.1%	19.9%	22.4%	9.0%	19.3%	10.6%
	2018-19	21.7%	17.1%	20.1%	24.1%	19.5%	36.9%	18.2%	22.0%	8.4%	18.6%	9.7%
Social Studies	2019-20	24.6%	17.2%	21.3%	28.4%	19.6%	26.7%	21.5%	27.1%	2.9%	18.5%	7.9%
	2018-19	23.6%	16.4%	20.2%	27.7%	20.2%	54.4%	19.8%	27.2%	2.3%	17.5%	6.1%
CTE Coherent Sequence (Annual	ice (Annual	Graduates	(sa)									
	2019-20	58.5%	52.9%	61.1%	58.2%	26.8%	49.6%			52.6%	%2'09	20.9%
	2018-19	29.0%	54.0%	61.9%	58.6%	55.1%	47.8%	49.9%		54.3%	61.4%	53.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)	Texas Inst	itution o	f Higher E	ducation (TX IHE)							
	2018-19	52.6%	50.3%	50.3% 49.4% 55.5%	55.5%	44.9%			54.1%			31.7%
	2017-18	53.4%	51.9%	49.6%	49.6% 56.7%	45.9%	77.3%	41.5%	54.4%	25.6%	46.6%	31.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course	Completing	One Yea	r Without	Enrollmer	nt in a D	evelopmen	tal Educ	ation Co	ırse			
	2018-19	42.2%	36.6%		42.8% 40.8%	38.1%	54.8%		53.2% 44.7%	19.0%	39.1%	25.6%
	2017-18	%2'09	42.5%		53.5% 72.4%	57.8%	86.4%	57.8% 86.4% 62.1% 68.5%	68.5%	13.4%	49.5%	22.8%

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

	Membership	ership	Enrollment	ment
	Sta	State	State	
Student Information	Count	Percent	Count	Percent
Total Students	5 359 040	100 0%	5 371 586	100 0%
Students by Grade:				11000
Early Childhood Education	13,855	0.3%	20,991	0.4%
Pre-Kindergarten	196,560	3.7%	197,093	3.7%
Kindergarten	360,865	6.7%	361,349	6.7%
Grade 1	380,973	7.1%	381,403	7.1%
Grade 2	379,725	7.1%	380,122	7.1%
Grade 3	380,802	7.1%	381,135	7.1%
Grade 4	385,090	7.2%	385,364	7.2%
Grade 5	395,436	7.4%	395,649	7.4%
Grade 6	414,197	7.7%	414,357	7.7%
Grade 7	421,222	7.9%	421,347	7.8%
Grade 8	422,386	7.9%	422,505	7.9%
Grade 9	436,396	8.1%	436,523	8.1%
Grade 10	420,502	7.8%	420,705	7.8%
Grade 11	388,143	7.2%	388,443	7.2%
Grade 12	362,888	6.8%	364,600	6.8%
Ethnic Distribution:				
African American	680,285	12.7%	681,401	12.7%
Hispanic	2,835,771	52.9%	2,840,982	52.9%
White	1,418,789	26.5%	1,424,251	26.5%
American Indian	18,712	0.3%	18,755	0.3%
Asian	253,856	4.7%	254,163	4.7%
Pacific Islander	8,259	0.2%	8,271	0.5%
Two or More Races	143,368	2.7%	143,763	2.7%
Sex:				
Female	2,620,239	48.9%	2,624,722	48.9%
Male	2,738,801	51.1%	2,746,864	51.1%
Economically Disadvantaged	3,229,178	60.3%	3,233,417	60.2%
Non-Educationally Disadvantaged	2,129,862	39.7%	2,138,169	39.8%
Section 504 Students	387,490	7.2%	387,622	7.2%
EB Students/EL	1,108,207	20.7%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	66,833	1.2%		
Students w/ Dyslexia	241,070	4.5%	241,197	4.5%
Foster Care	17,033	0.3%	17,090	0.3%

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

The state of the s	Membership	The dilicit		
	State	e	State	te
Student Information	Count	Percent	Count	Percent
Homeless	57,709	1.1%	57,811	1.1%
Immigrant	108,025	2.0%	108,092	2.0%
Migrant	16,657	0.3%	16,733	0.3%
Title I	3,457,855	64.5%	3,464,887	64.5%
Military Connected	144,596	2.7%	144,683	2.7%
At-Risk	2,634,284	49.2%	2,636,849	49.1%
Students by Instructional Program:				
Bilingual/ESL Education	1,123,936	21.0%	1,124,413	20.9%
Gifted and Talented Education	443,781	8.3%	443,849	8.3%
Special Education	595,885	11.1%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	595,885			
By Type of Primary Disability Students with Intellectual Disabilities	253,352	42.5%		
Students with Physical Disabilities	127,106	21.3%		
Students with Autism	83,737	14.1%		
Students with Behavioral Disabilities	122,624	20.6%		
Students with Non-Categorical Early Childhood	990'6	1.5%		
Mobility (2019-20):				
Total Mobile Students	726,083	13.8%		
By Ethnicity:				
African American	148,832	2.8%		
Hispanic	372,491	7.1%		
White	160,748	3.1%		
American Indian	2,944	0.1%		
Asian	18,370	0.4%		
Pacific Islander	1,484	0.0%		
Two or More Races	21,214	0.4%		
Count and Percent of Special Ed Students who are Mobile	102,036	16.5%		
Count and Percent of EB Students/EL who are Mobile	137,410	13.6%		
Count and Percent of Econ Dis Students who are Mobile	508,900	16.0%		
Student Attrition (2019-20):				
Total Student Attrition	700,130	16.6%		

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

	Non-Special Special	Special
Student	Education Education	Education
Information	Rates	Rates
Retention Ra	Retention Rates by Grade:	2.5
Kindergarten	1.4%	4.8%
Grade 1	1.9%	3.2%
Grade 2	1.0%	1.4%
Grade 3	0.5%	0.6%
Grade 4	0.3%	0.4%
Grade 5	0.2%	0.3%
Grade 6	0.2%	0.3%
Grade 7	0.3%	0.3%
Grade 8	0.2%	0.4%
Grade 9	4.7%	7.8%

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

Underreported Students 6,039 0.2%

Data Quality:

--- State ---- Count Percent

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

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

	State	-
Staff Information	Count	Percent
Total Staff	745,316.3	100.0%
Professional Staff:	479,219.1	64.3%
Teachers	369,395.4	49.6%
Professional Support	78,787.8	10.6%
Campus Administration (School Leadership)	22,378.5	3.0%
Central Administration	8,657.4	1.2%
Educational Aides:	79,348.7	10.6%
Auxiliary Staff:	186,748.5	25.1%
Librarians and Counselors (Headcount):		
Full-time Librarians	4,290.0	n/a
Part-time Librarians	582.0	n/a
Full-time Counselors	13,211.0	n/a
Part-time Counselors	1,126.0	n/a
Total Minority Staff:	384,122.4	51.5%
Teachers by Ethnicity:		
African American	41,186.3	11.1%
Hispanic	104,985.0	28.4%
White	210,367.3	26.9%
American Indian	1,261.0	0.3%
Asian	6,656.1	1.8%
Pacific Islander	618.8	0.2%
Two or More Races	4,320.9	1.2%
Teachers by Sex:		
Males	88,006.1	23.8%
Females	281,389.3	76.2%
Teachers by Highest Degree Held:		
No Degree .	4,422.7	1.2%
Bachelors	269,818.0	73.0%
Masters	92,432.5	25.0%
Doctorate	2,722.3	0.7%
Teachers by Years of Experience:		
Beginning Teachers	24,880.4	6.7%
1-5 Years Experience	102,753.7	27.8%
6-10 Years Experience	74,854.8	20.3%
11.20 Vears Experience	107 653 1	9

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

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

11.2
\$50,849
\$53,288
\$56,282
\$59,900
\$64,637
\$69.974
\$57,641
\$68,030
\$83,424
\$109,662
64.6%
14.3%
1,136.9
194.8
397.5
21
5,731.4

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

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

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

REGION 20: SAN ANTONIO

Texas Education Agency 2020-21 STAAR Performance (TAPR) REGION 20: SAN ANTONIO

	School	State	tegion 20	Region African 20 American F	Hispanic White	White	American Indian	CONTRACTOR OF THE PARTY OF THE	Two or Pacific More Asian Islander Races	Two or More	Special Ed (Current)	THE RESERVE AND ADDRESS OF THE PERSON NAMED IN	Special Continu- Continu- Ed ously ously Former) Enrolled	Non- Continu- ously Enrolled		ED/EL (Current Econ & Disadv Monitored)
		ST	AAR P	STAAR Performance Rates by Tested Grade, Subject, and Performance Level	Rates b	y Teste	d Grade,	Subjec	t, and Pe	rforma	nce Level					
Grade 3 Reading																
At Approaches Grade Level or Above	2021	%29	64%	22%	22%	85%	62%	79%	73%	78%	39%	62%	64%	63%	23%	23%
	2019	%9/	73%	%29	. 70%	84%	74%	87%	80%	83%	44%	73%	74%	20%	_	20%
At Meets Grade Level or Above	2021	36%	36%	28%	767	58%	34%	26%	40%	20%	21%	31%	36%	36%		72%
	2019	45%	45%	34%	37%	21%	36%	62%	28%	23%	24%		42%	39%	32%	37%
At Masters Grade Level	2021	19%	17%	11%	12%	33%	17%	33%	13%	28%	%9	15%	18%	17%		12%
	2019	27%	25%	18%	20%	39%	16%	45%	31%	34%	%6	21%	25%	23%	17%	19%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2021	62%	26%	43%	48%	78%	25%	78%	25%	%69	37%	21%	26%	25%		47%
	2019	%62	%9 ′	%29	72%	87%	75%	95%		84%	47%	78%	77%	72%	%89	74%
At Meets Grade Level or Above	2021	31%	26%	17%	19%	47%	24%	25%		39%	19%	24%	27%	72%	16%	19%
	2019	49%	45%	34%	39%		45%			22%	27%	45%	46%	41%		40%
At Masters Grade Level	2021	14%	15%	2%	7%		%6	33%		19%	%9	13%	12%	11%	%9	8%
	2019	25%	21%	15%	17%	35%	23%	44%	78%	78%	10%	23%	22%	19%	14%	17%
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	29%	51%	23%	78%	22%	80%	68%	72%	32%	21%	%09	29%	48%	49%
	2019	75%	71%	64%	%89	84%	74%	89%	74%	82%	39%	71%	72%	%69	63%	%99
At Meets Grade Level or Above	2021	36%	34%	76%	27%	54%	31%	25%	36%	46%	18%	75%	34%	33%	23%	72%
	2019	44%	40%	31%	35%	58%	32%	%59			25%	37%	41%	39%		33%
At Masters Grade Level	2021	17%	16%	10%	11%	30%	16%	30%	72%	23%	2%	14%	16%	15%	%6	10%
	2019	22%	19%	12%	15%	32%	14%	40%	13%	30%	7%	17%	20%	18%	12%	14%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	28%	25%	39%	44%		49%				30%	22%	23%	51%		44%
	2019	75%	71%	%29	%29	83%	73%		%9 ′	80%	41%	73%	72%	%89	_	%89
At Meets Grade Level or Above	2021	36%	76 %	17%	- 22%	53%	30%	22%	43%	40%	19%	78%	30%	29%	18%	21%
	2019	48%	42%	32%	37%	29%	40%	72%	43%	22%	24%	43%	43%	40%	33%	38%
At Masters Grade Level	2021	21%	16 %	8%	10%	34%	15%	38%		23%	2%	16%	17%	16%	8%	10%
	2019	28%	24%	16%	19%	37%	21%	23%	17%	34%	10%	24%	24%	22%	16%	20%
Grade 4 Writing																
At Approaches Grade Level or Above	2021	53%	46%	41%	45%	%69	45%	%9/		63%	23%	47%	20%	48%		39%
	2019	%29	63%	22%	29%		%29				30%	%09	64%	61%		62%
At Meets Grade Level or Above	2021	27%	24%	18%	18%		75%	21%	37%		14%	20%	24%	24%	15%	17%
	2	2007	210%	7000	270%	75°	7690			110%	17%	26%	%C2	%UE		7010

TEA | Governance and Accountability | Performance Reporting

Texas Education Agency 2020-21 STAAR Performance (TAPR) REGION 20: SAN ANTONIO

	School	to to	Region	Region African	Lienanic White	White	American		Pacific Acion Islander		Two Non- or Special Special Continu-Continu- More Ed Ed ously ously	Special Continu- Continu- Ed ously ously	Continu- ously	Non- Continu- ously		ED/EL (Current Econ &
At Masters Grade Level	2021	8%	7%	4%	4%	14%	%6		% 20%		3%	%9	7%	7%		4%
	2019	11%	8%	%9	%9						4%	%9	%6	8%	2%	%6
Grade 5 Reading+																
At Approaches Grade Level or Above	e 2021	73%	%02	61%	65%	84%	%09	83%	%92 9	80%	37%	72%	20%	%89	%09	%59
	2019	86%	85%	80%	83%	94%	%9/	94%	6 84%	95%	53%	87%	85%	84%	%08	83%
At Meets Grade Level or Above	2021	46%	43%	34%	36%	%79	33%	64%	%85 %	22%	19%	41%	44%	41%	31%	32%
	2019	54%	20%	43%	45%			74%	6 44%	63%	25%	48%	51%	49%	40%	44%
At Masters Grade Level	2021	30%	27%	21%	21%		16%				7%	25%	28%	25%	17%	19%
	2019	73%	76%	21%	21%	43%	18%	21%	% 25%	38%	%8	73%	27%	25%	17%	19%
Grade 5 Mathematics+																
At Approaches Grade Level or Above	e 2021	20%	65%	23%	29%		25%	86%	%83%		41%	72%	%99	62%	54%	29%
	2019	%06	88%	83%	87%	%56	%06	%86	% 87%	95%	%99	%06	86%	86%	84%	88%
At Meets Grade Level or Above	2021	44%	39%	27%	31%		37%	%89			21%	45%	40%	36%	79%	31%
	2019	58%	%95	46%	20%	72%	46%	89%		%49	78%	26%	21%	25%	46%	23%
At Masters Grade Level	2021	25%	21%	11%	15%	39%	11%	48%	%88%	29%	%8	22%	21%	19%	12%	15%
	2019	36%	34%	25%	73%	25%	24%	72%	922%	46%	13%	35%	36%	31%	25%	31%
Grade 5 Science																
At Approaches Grade Level or Above	e 2021	62%	26 %	45%	49%	%6/	46%	77%	91	71%	31%	61%	28%	24%	44%	45%
	2019	75%	71%	63%	%99	87%	%99	%06	%/// 9	84%	41%	74%	72%	68%	63%	%59
At Meets Grade Level or Above	2021	31%	76%	17%	19%	46%	22%	46%	67 1	38%	17%	27%	27%	24%	16%	16%
	2019	49%	44%	33%	38%	%99	37%	%29	34%	61%	25%	44%	46%	42%	34%	36%
At Masters Grade Level	2021	13%	10%	2%	%9 .	23%	11%	21%	%5 9%	14%	%9	10%	10%	%6	2%	2%
	2019	24%	20%	13%	15%	37%	16%	39%	, 16%	32%	%6	19%	21%	19%	13%	14%
Grade 6 Reading																
At Approaches Grade Level or Above	e 2021	62%	29%	26%	23%	78%	20%	85%	, 62%	72%	79%	62%	%09	28%	48%	46%
	2019	%89	%29	61%	62%	81%	29%	86%	%69 °	79%	33%	92%	68%	64%	26%	24%
At Meets Grade Level or Above	2021	32%	30%	23%	23%	48%	25%	54%	, 33%	42%	15%	29%	30%	29%	18%	18%
	2019	37%	36%	28%	30%	53%	32%	65 %		20%	19%	34%	37%	33%	72%	24%
At Masters Grade Level	2021	15%	13%	10%	%6	24%	11%	33%	, 17%	22%	2%	12%	13%	13%	7%	%/
	2019	18%	16%	11%	13%	27%	17%	36%		76%	%9	14%	17%	15%	10%	10%
Grade 6 Mathematics																
At Approaches Grade Level or Above	e 2021	%89	62%	25%	25%	82%	29%				35%	%89	92%	%09	46%	25%
	2019	81%	%62	72%	26%	%06	77%	82%	82%	%06	46%	81%	81%	%9/	72%	75%

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X -	School Year \$	State	Region 20	African American Hispanic White	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Two or Special Special Continu- Pacific More Ed Ed ously Asian Islander Races (Current) (Former) Enrolled	Special Ed (Former)	Special Continu- Continu- Ed ously ously (Former) Enrolled Enrolled	Non- Continu- ously Enrolled		EB/EL (Current Econ & Disady Monitored)
At Meets Grade Level or Above 2	2021	36%	30%	20%	22%	53%	32%	%29	26%	44%	17%	33%	30%	30%	18%	20%
	2019	47%	44%	35%	38%	64%	44%	78%	47%	58%	22%	43%	46%	41%	33%	36%
At Masters Grade Level	2021	15%	11%	%9	7%	24%	11%	39%	7%	18%	%9	15%	12%	11%	2%	%9
2	2019	21%	19%	12%	14%	32%	22%	23%	16%	30%	8%	19%	19%	17%	11%	14%
Grade 7 Reading																
At Approaches Grade Level or Above 2	2021	%69	%29	62%	61%	83%	61%	%68	64%	79%	34%	%69	%89	64%	26%	26%
	2019	%9/	74%	%29	%02	87%	78%	88%	49 /	%98	37%	73%	75%	72%	%59	%59
At Meets Grade Level or Above	2021	45%	45%	36%	35%	62%	36%	72%	23%	26%	19%	40%	43%	40%	30%	30%
2	2019	49%	47%	37%	41%	%99	46%	72%	26%	62%	22%	45%	48%	45%	36%	34%
At Masters Grade Level	2021	25%	23%	17%	17%	39%	20%	48%	31%	32%	%6	21%	24%	21%	14%	14%
2	2019	29%	27%	19%	22%	44%	30%	54%	36%	45%	%8	25%	28%	76%	18%	16%
Grade 7 Mathematics																
At Approaches Grade Level or Above 2	2021	25%	46%	40%	42%	74%	52%	75%	20%	61%	28%	46%	20%	48%	38%	40%
7.0	2019	75%	71%	%09	%29	87%	77%	87%	24%	82%	45%	72%	72%	%69	63%	%99
At Meets Grade Level or Above	2021	27%	25%	14%	16%	45%	24%	49%	73%	30%	15%	20%	23%	21%	13%	13%
V.	2019	43%	39%	25%	33%	61%	39%	%69	47%	52%	21%	38%	40%	36%	28%	32%
At Masters Grade Level	2021	12%	10%	2%	2%	23%	7%	73%	21%	14%	%9	8%	10%	%6	4%	4%
2	2019	17%	14%	%6	11%	27%	14%	40%			7%	14%	15%	13%	8%	10%
Grade 7 Writing																
At Approaches Grade Level or Above 29	2021	63%	28%	54%	20%	77%	48%				23%	54%	28%	25%	44%	45%
Š	2019	%02	%29	61%	62%	82%	%89		-		30%	64%	%89	%99	22%	28%
At Meets Grade Level or Above 2	2021	33%	28%	21%	21%	48%	22%		•	41%	13%	21%	75%	76%	16%	15%
Ñ	2019	45%	38%	30%	32%	27%	43%		•		17%	34%	39%	37%	28%	27%
At Masters Grade Level	2021	10%	%8	4%	2%	16%	8%	25%	13%	14%	2%	2%	8%	2%	3%	3%
2	2019	18%	15%	12%	12%	76%	18%	40%	20%	24%	7%	13%	16%	15%	%6	7%
Grade 8 Reading+																
At Approaches Grade Level or Above 2	2021	73%	%02	63%	%99	84%	72%	86%	88%	83%	38%	%29	72%	%29	61%	26%
	2019	%98	85%	80%	83%	93%	%06	92%	85%	93%	49%	87%	86%	83%	%6/	77%
At Meets Grade Level or Above 2	2021	46%	43%	34%	37%	62%	20%	70%	20%	61%	20%	38%	45%	40%	31%	28%
Ž	2019	22%	24%	45%	48%	71%	54%	81%	62%	20%	22%	46%	22%	20%	45%	38%
At Masters Grade Level 20		21%	19%	15%	15%	32%	79%			30%	%9	16%	20%	17%	11%	%6
Z	2019	28%	27%	19%	22%	43%	24%	24%	33%	40%	8%	22%	78%	24%	17%	14%
Grade 8 Mathematics+																

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State 20 American Hispanic White Indian Asian Islander Races Current) (Former) Erronlied Errolled		School		Region	Region African			American		Pacific	Two or More	Special	Special Ed	Non- Special Continu-Continu- Ed ously ously	Non- Continu- ously	Econ	Current
Above 2021 62% 55\$% 44% 46% 76% 57% 84% 59% 72% 31% 55% 51% 55% 51% 2019 88% 88% 88% 88% 88% 88% 88% 88% 88% 88		Year	State			Hispanic	White	Indian	Asian	Islander		(Current)	(Former)	Enrolled	Enrolled		Disadv Monitored)
2019 88% 88% 88% 88% 88% 88% 88% 88% 88% 88	At Approaches Grade Level or Above		62%	22%	44%	48%		21%				31%	28%	26%	51%	42%	43%
2021 36% 29% 20% 22% 51% 40% 64% 38% 43% 43% 30% 30% 30% 27% 2019 57% 54% 49% 69% 64% 64% 11% 28% 58% 59% 59% 64% 58% 51% 60% 66% 66% 66% 67% 58% 51% 60% 66% 66% 66% 67% 58% 51% 60% 66% <td></td> <td></td> <td>88%</td> <td>88%</td> <td>83%</td> <td>86%</td> <td></td> <td>91%</td> <td></td> <td></td> <td></td> <td>62%</td> <td>91%</td> <td>88%</td> <td>85%</td> <td>83%</td> <td>85%</td>			88%	88%	83%	86%		91%				62%	91%	88%	85%	83%	85%
2019 57% 54% 45% 49% 69% 48% 84% 71% 67% 28% 55% 51% 2011 11% 7% 4% 4% 13% 11% 28% 67% 68% 6%	At Meets Grade Level or Above	2021	36%	%67	20%	22%		40%			43%	18%	30%	30%	27%	18%	70%
2021 11% 7% 4% 4% 13% 11% 28% 6% 11% 6% 6% 6% 7% 6% 4 4% 13% 4 4% 13% 4 14% 13% 6 4% 6 6% 6 6% 6 6% 6 6% 13% 6 4% 6 5% 11% 22% 13% 4 1% 18% 20% 13% 6 5% 8 5% 8 5% 8 5% 8 5% 8 5% 8 5% 8 5		2019	21%	54%	45%	49%		48%		•	%29	28%	28%	22%	51%	44%	46%
2011 68% 64% 55% 57% 85% 67% 87% 69% 99% 13% 14% 13% 44% 13% 44% 14% 18% 20% 99% 90% 90% 13% 14% 13% 44% 76% 91% 80% 93% 87% 90% 46% 83% 81% 77% 2011 43% 40% 30% 31% 65% 42% 70% 34% 61% 20% 35% 41% 35% 2011 43% 40% 30% 31% 65% 42% 70% 34% 61% 20% 35% 41% 35% 2011 24% 12% 14% 42% 12% 14% 42% 29% 36% 10% 24% 25% 24% 11% 18% 44% 76% 60% 69% 69% 36% 10% 24% 25% 24% 11% 18% 44% 76% 60% 80% 69% 10% 24% 25% 24% 11% 18% 44% 30% 15% 50% 36% 10% 24% 25% 24% 10% 24% 2011 25% 24% 11% 11% 11% 11% 11% 11% 11% 11% 11% 1	At Masters Grade Level	2021	11%	7%	4%	4%		11%			11%	%9	%9	7%	%9	4%	4%
Above 2021 68% 64% 55% 57% 85% 67% 87% 69% 82% 35% 66% 66% 66% 60% 50% 50% 31% 55% 57% 85% 67% 39% 87% 90% 46% 83% 81% 77% 2001 43% 40% 30% 41% 65% 44% 67% 20% 35% 41% 77% 201 21% 20% 21% 20% 11% 12% 14% 42% 21% 51% 13% 37% 90% 64% 67% 22% 52% 51% 46% 201 22% 24% 21% 14% 42% 21% 51% 13% 37% 90% 64% 57% 22% 52% 18% 201 22% 24% 21% 16% 18% 43% 15% 53% 29% 36% 10% 24% 201 28% 26% 21% 19% 46% 32% 54% 29% 47% 76% 60% 80% 65% 65% 65% 61% 61% 82% 64% 87% 79% 84% 36% 20% 37% 35% 201 28% 26% 21% 19% 46% 32% 54% 28% 42% 18% 201 28% 26% 21% 19% 46% 32% 54% 28% 42% 18% 201 28% 26% 21% 19% 46% 32% 54% 28% 29% 31% 50% 60% 80% 64% 47% 50% 20% 37% 36% 66% 60% 67% 66% 61% 63% 81% 58% 84% 74% 50% 20% 37% 36% 60% 80% 67% 66% 80% 67% 66% 80% 67% 66% 32% 68% 68% 67% 61% 63% 81% 58% 84% 74% 30% 20% 37% 55% 70% 62% 201 12% 11% 77% 74% 75% 75% 55% 68% 68% 61% 60% 70% 60% 71% 19% 46% 72% 60% 71% 19% 46% 50% 60% 70% 18% 62% 70% 60% 70% 60% 70% 60% 70% 70% 62% 70% 60% 70% 60% 70% 70% 60% 70% 60% 70% 70% 60% 70% 70% 60% 70% 70% 60% 70% 70% 60% 70% 70% 60% 70% 70% 70% 70% 70% 70% 70% 70% 70% 7		2019	17%	14%	8%	11%		13%		·	20%	%6	13%	14%	13%	%6	10%
Above 2021 68% 64% 55% 57% 85% 67% 87% 69% 82% 35% 60% 66% 60% 60% 2019 81% 79% 74% 74% 76% 91% 80% 93% 87% 90% 46% 83% 81% 77% 2019 81% 79% 42% 71% 42% 21% 21% 21% 21% 21% 21% 21% 21% 21% 12% 21% 12% 12	Grade 8 Science																
2019 81% 79% 74% 76% 91% 80% 93% 87% 90% 46% 83% 81% 77% 201 43% 40% 30% 31% 65% 42% 70% 34% 61% 20% 22% 51% 41% 35% 41% 201 51% 50% 11% 12% 14% 42% 21% 51% 61% 20% 22% 51% 46% 201 24% 24% 24% 16% 18% 42% 21% 51% 51% 37% 99% 20% 22% 118% 2019 25% 24% 16% 41% 42% 51% 51% 51% 10% 24% 24% 16% 42% 51% 51% 60% 80% 69% 73% 31% 24% 51% 41% 42% 51% 51% 10% 24% 2019 25% 24% 16% 61% 82% 60% 80% 69% 73% 31% 54% 55% 51% 68% 63% 2019 80% 66% 61% 61% 82% 64% 87% 79% 84% 70% 20% 20% 32% 20% 20% 20% 14% 12% 90% 80% 23% 44% 36% 20% 20% 20% 14% 12% 90% 80% 65% 80% 66% 80% 60% 46% 60% 80% 66% 61% 66% 59% 60% 84% 65% 80% 60% 15% 11% 11% 7% 20% 14% 20% 20% 11% 11% 7% 80% 22% 70% 20% 20% 11% 11% 7% 80% 22% 70% 80% 61% 60% 61% 60% 61% 60% 61% 60% 61% 61% 80% 60% 61% 61% 80% 60% 61% 61% 80% 60% 61% 61% 80% 60% 61% 61% 80% 61% 61% 80% 60% 61% 61% 80% 61% 61% 80% 60% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 80% 61% 61% 61% 80% 61% 61% 61% 61% 61% 61% 61% 61% 61% 61	At Approaches Grade Level or Above		%89	64%	22%	22%	1	%29		Ĭ	82%	35%	%09	%99	%09	21%	47%
2021 43% 40% 30% 31% 65% 42% 79% 64% 61% 20% 35% 41% 35% 41% 20% 201 51% 50% 41% 43% 71% 44% 79% 64% 64% 67% 22% 52% 51% 46% 202 201 24% 21% 12% 14% 42% 21% 51% 51% 44% 79% 64% 64% 67% 20% 20% 20% 22% 21% 201 25% 24% 16% 18% 43% 15% 53% 201 28% 26% 61% 61% 82% 64% 87% 79% 84% 36% 72% 68% 63% 201 28% 26% 21% 19% 46% 32% 54% 79% 84% 36% 72% 68% 63% 201 28% 26% 21% 19% 46% 32% 54% 79% 84% 36% 72% 68% 63% 201 37% 33% 28% 29% 33% 36% 64% 87% 50% 20% 37% 36% 37% 36% 32% 201 14% 12% 9% 89% 23% 14% 31% 99% 20% 20% 201 14% 12% 66% 59% 60% 84% 65% 83% 75% 82% 21% 201 14% 11% 7% 20% 201 14% 12% 64% 84% 65% 84% 74% 30% 20% 11% 11% 7% 20% 20% 20% 20% 20% 20% 20% 20% 201 12% 11% 11% 7% 24% 24% 11% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20			81%	%6/	74%	76%		80%			%06	46%	83%	81%	77%	72%	%69
2019 51% 50% 41% 43% 71% 44% 79% 64% 67% 22% 52% 51% 46% 201 24% 21% 12% 14% 42% 21% 15% 53% 29% 36% 10% 22% 18% 2019 25% 24% 16% 18% 43% 15% 53% 29% 36% 10% 24% 20% 21% 2019 25% 24% 16% 18% 43% 15% 53% 29% 36% 10% 24% 20% 2019 2021 28% 26% 21% 19% 46% 32% 54% 24% 36% 2037 2021 28% 26% 21% 19% 46% 32% 54% 24% 20% 37% 35% 26% 21% 19% 46% 32% 54% 24% 20% 37% 35% 28% 29% 53% 36% 64% 47% 50% 20% 37% 36% 20% 37% 36% 20% 2019 37% 35% 28% 29% 53% 36% 64% 47% 50% 20% 37% 36% 20% 2019 201 14% 12% 99% 84% 23% 14% 31% 9% 21% 70% 65% 60% 2019 50% 49% 202 15% 15% 20% 49% 202 15% 203 16% 64% 41% 72% 65% 65% 62% 2019 11% 11% 77% 24% 11% 34% 11% 77% 24% 11% 34% 11% 34% 11% 34% 11% 34% 11% 34% 11% 34% 11% 34% 20% 11% 11% 77% 84% 22% 77% 86% 20% 2019 11% 11% 77% 84% 22% 77% 86% 20% 2019 2011 28% 11% 11% 77% 84% 22% 77% 81% 20% 2019 2011 28% 11% 11% 77% 84% 22% 77% 81% 20% 2019 2011 28% 64% 82% 64% 84% 84% 84% 84% 84% 84% 84% 84% 84% 8	At Meets Grade Level or Above	2021	43%	40%	30%	31%		45%				20%	35%	41%	35%	25%	21%
2021 24% 21% 12% 14% 42% 21% 51% 13% 37% 9% 20% 22% 18% 21% 209 25% 24% 16% 18% 43% 15% 53% 29% 36% 10% 24% 24% 25% 21% 28% 2019 25% 24% 16% 18% 43% 15% 53% 29% 36% 10% 24% 25% 21% 2019 2021 28% 26% 61% 61% 82% 64% 87% 79% 84% 36% 72% 68% 63% 2019 37% 35% 29% 53% 36% 64% 47% 50% 20% 37% 36% 32% 24% 2021 14% 12% 9% 89% 23% 14% 31% 9% 21% 20% 37% 36% 32% 2019 21% 20% 15% 66% 60% 84% 65% 83% 75% 83% 28% 2019 66% 65% 60% 84% 65% 83% 75% 83% 28% 61% 60% 60% 2011 12% 11% 7% 15% 34% 11% 7% 15% 24% 11% 7% 15% 24% 11% 34% 11% 7% 18% 20% 14% 20% 15% 68% 60% 2011 12% 11% 7% 88% 22% 77% 36% 99% 21% 2019 68% 68% 67% 88% 22% 77% 36% 99% 2019 11% 11% 77% 88% 22% 77% 36% 99% 2019 68% 68% 61% 64% 87% 64% 82% 77% 89% 7		2019	51%	20%	41%	43%		44%			%49	22%	25%	21%	46%	37%	32%
2019 25% 24% 16% 18% 43% 15% 53% 29% 36% 10% 24% 25% 21% 24% 24% 43% 18% 43% 15% 53% 29% 36% 10% 24% 25% 24% 24% 26% 61% 61% 61% 80% 69% 73% 31% 54% 56% 53% 209 2021 28% 26% 21% 19% 46% 32% 54% 28% 28% 23% 14% 31% 54% 50% 20% 37% 36% 32% 2019 37% 35% 28% 23% 14% 31% 54% 50% 20% 37% 36% 32% 2019 21% 20% 15% 15% 34% 19% 46% 21% 20% 31% 50% 49% 60% 84% 65% 84% 74% 83% 28% 28% 23% 14% 31% 54% 20% 15% 15% 34% 19% 46% 21% 20% 19% 61% 66% 84% 42% 14% 20% 11% 11% 7% 42% 46% 72% 60% 71% 19% 46% 72% 60% 71% 19% 46% 72% 60% 71% 19% 41% 51% 44% 20% 11% 7% 7% 24% 11% 75% 53% 66% 15% 20% 20% 15% 11% 77% 24% 11% 34% 14% 20% 24% 35% 68% 68% 68% 61% 64% 82% 72% 89% 77% 81% 29% 61% 68% 68% 61% 64% 82% 64% 82% 77% 86% 77% 86% 77% 86% 77% 86% 77% 86% 77% 86% 77% 86% 77% 86% 77% 66% 77% 74% 21% 50% 59% 51% 74% 77% 70% 65% 70% 70% 65% 70% 70% 65% 70% 65% 70% 70% 65% 70% 65% 70% 65% 70% 65% 70% 70% 65% 70% 65% 70% 70% 65% 70% 7	At Masters Grade Level	2021	24%	21%	12%	14%		21%				%6	20%	22%	18%	10%	%6
Above 2021 57% 55% 49% 47% 76% 60% 80% 69% 73% 31% 54% 56% 53% 63% 2019 69% 66% 61% 61% 82% 64% 87% 79% 84% 36% 72% 68% 63% 2021 28% 26% 21% 19% 46% 32% 54% 28% 42% 18% 25% 27% 24% 2019 37% 35% 28% 29% 53% 14% 31% 9% 21% 70% 37% 36% 32% 2021 14% 12% 9% 8% 29% 53% 14% 31% 9% 21% 7% 13% 13% 10% 2019 21% 20% 15% 15% 34% 19% 46% 21% 30% 9% 21% 20% 37% 36% 60% 2019 51% 20% 49% 65% 84% 74% 74% 83% 28% 62% 70% 62% 2019 50% 49% 42% 72% 46% 72% 60% 71% 19% 44% 51% 44% 5019 50% 49% 42% 72% 46% 72% 60% 71% 19% 44% 51% 44% 5019 11% 11% 7% 8% 8% 72% 77% 89% 24% 77% 81% 29% 65% 73% 66% 5010 68% 68% 61% 64% 82% 64% 82% 77% 81% 29% 61% 70% 65% 2011 57% 55% 48% 61% 64% 82% 64% 82% 77% 81% 29% 61% 70% 65% 2011 57% 55% 40% 73% 66% 72% 64% 82% 72% 74% 58% 80% 77% 81% 29% 61% 70% 65% 2010 40% 48% 51% 74% 58% 80% 77% 46% 72% 68% 67% 74% 58% 74% 51% 74% 50% 59% 51% 70% 65% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 66% 70% 70% 65% 70% 65% 70% 65% 70% 66% 70% 70% 65% 70% 65% 70% 65% 70% 66% 70% 66% 70% 70% 65% 70% 65% 70% 66% 70% 65% 70% 66% 70% 70% 65% 70% 65% 70% 66% 70% 70% 65% 70% 65% 70% 65% 70% 66% 70% 70% 65% 70% 65% 70% 66% 70% 70% 65% 70% 66% 70% 70% 65% 70% 66% 70% 70% 65% 70% 70% 65% 70% 70% 65% 70% 70% 65% 70% 70% 65% 70% 70% 65% 70% 70% 65% 70% 70% 66% 70% 70% 70% 65% 70% 70% 70% 65% 70% 70% 66% 70% 70% 70% 65% 70% 70% 70% 70% 70% 70% 70% 70% 70% 70		2019	25%	24%	16%	18%	43%	15%			36%	10%	24%	72%	21%	14%	12%
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		~	egion	Region African			American		Pacific	Two or More	Special Ed	Special Continu- Continu- Ed ously ously	Continu- ously	Non- Continu- ously	Econ	(Current
	-	State	20	American	Hispanic	White	Hispanic White Indian	-	n Islander	Races	(Current)	(Former)	Enrolled	Enrolled	Disadv	Asian Islander Races (Current) (Former) Enrolled Enrolled Disady Monitored)
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The second secon	School	Ctate	Region	African	Historia White	White	American		Pacific Islander	Two or More	Two Two Current Continu- Course & Asian Islander Baces (Current) (Former) Enrolled Disady Monitored)	Special Ed	Special Continu- Continu- Ed ously ously	Non- Continu- ously	Econ Disady N	Current &
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	2019	24%	22%	15%	i							20%	23%	19%	14%	14%
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	2019	75%	73%	%29	. 70%	86%	71%	%88	% 22%	85%	38%	73%	75%	%02	%59	63%
At Meets Grade Level or Above	2021	45%	42%	34%	36%	%79	40%	%59	% 52%	21%	19%	37%	44%	39%	30%	27%
	2019	48%	46%	38%	40%	64%	45%	71%	%05 %	61%	20%	40%	47%	43%	35%	32%
At Masters Grade Level	2021	18%	17%	12%	12%	30%	15%	37%	% 21%	79%	%9	15%	17%	15%	% 6	%6
	2019	21%	19%	13%	15%	32%	16%	42%	% 20%	31%	%9	17%	20%	17%	12%	12%
All Grades Mathematics																
At Approaches Grade Level or Above	2021	%99	%09	49%	53%	81%	26%	84%	%02 %	73%	35%	61%	%19	26%	47%	49%
	2019	82%	%62	72%	77%	89%	80%	94%	% 84%	87%	52%	81%	81%	%92	73%	77%
At Meets Grade Level or Above	2021	37%	31%	21%	24%	54%	30%	%89	% 37%	45%		31%	33%	78%	19%	21%
	2019	52%	48%	38%	43%	65 %	45%	462	%95 %	61%	25%	48%	20%	44%	38%	45%
At Masters Grade Level	2021	18%	14%	7%	%6	27%	11%	38%	40 19%		7%	14%	14%	13%		8%
	2019	26%	24%	17%	19%	37%	22%	. 55%	% 25%	34%	10%	23%	25%	21%	16%	19%
All Grades Writing																
At Approaches Grade Level or Above	2021	58%	23%	47%	46%	73%	47%	%6/	% 62%	%69	23%	20%	24%	21%	40%	41%
	2019	%89	% 59	29%		%6/	%29	%98		77%	30%	62%	%99	63%	%9 5	%09
At Meets Grade Level or Above	2021	30%	56%	19%	19%	45%	22%	54%	, 35%	38%	13%	21%	27%	25%	15%	16%
	2019	38%	35%	28%	30%	51%	34%	63%	6 42%	20%	17%	30%	36%	33%	25%	79%
At Masters Grade Level	2021	%6	7%	4%	4%	15%	%6	20%	%91 %	12%	4%	2%	7%	7%	3%	4%
	2019	14%	12%	%6	%6	20%	13%	32%	%91 %	19%	%9	%6	12%	11%	%/	8%
All Grades Science																
At Approaches Grade Level or Above	2021	71%	%89	%09	97%	%98	%69	85%	% 82%	82%	39%	65%	%69	64%	26%	25%
	2019	81%	80%	74%	%9 /	91%	78%	93%	% 84%	89%		81%	81%	77%	72%	20%
At Meets Grade Level or Above	2021	44%	40%	31%	. 35%	64%	40%	%59	6 48%	28%	20%	35%	42%	36%	76%	23%
	2019	54%	52%	43%	46%	73%	46%	77%	, 58%	%69	24%	51%	54%	48%	40%	37%
At Masters Grade Level	2021	20%	17%	11%	11%	34%	18%	41%	, 16%	29%	%/	16%	18%	15%	%8	7%
	2019	25%	23%	16%	18%	41%	18%	20%	6 24%	37%	%8	21%	24%	21%	14%	12%
All Grades Social Studies																
At Approaches Grade Level or Above		73%	73%	%69							47%	%89	75%	%69	%29	21%
	2019	81%	80%	77%	49/	%06	80%	95%	%88%	%06		78%	81%	75%	72%	64%

Texas Education Agency 2020-21 STAAR Performance (TAPR) REGION 20: SAN ANTONIO

										Two				Non-		EB/EL (Current
	School		Region	African			American		Pacific	or More	or Special S More Ed	Pecial Ed	Continu- ously	tinu- Isly	Econ	જ
	Year	State	20,	20 American I	Hispanic	ы-1	Indian	Asian I	slander	Races (Current)	ormer)	Enrolled	olled	Disadv M	(onitored)
At Meets Grade Level or Above	2021 49%	49%	49%	43%	- 43%	%29	51%	%69	53%	64%	28%	45%	51%	43%	36%	72%
	2019	22%		51%	20%	71%	%09	77%	64%	%89	78%	49%	21%	49%	44%	31%
At Masters Grade Level	2021	%67	28%	23%	22%	45%	27%	48%	30%	45%	12%	24%	30%	24%	17%	10%
	2019	33%	34%	29%	28%	51%	38%	%09	38%	48%	12%	73%	36%	29%	23%	14%

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

Indicates there are no students in the group.

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

Texas Education Agency 2018-19 Progress (TAPR) REGION 20: SAN ANTONIO

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

	School	State	Region20	School African American Pacific More Ed Ed Year State Region20 American Hispanic White Indian Asian Islander Races (Current) (Former)	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Non- Continu- Continu- ously ously Enrolled Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & & Disadv Monitored)
			Ň	School Progress Domain - Academic	ress Domi	ain - Ac		Growth 9	Score by	Grade a	and Subject	ij				
Grade 4 ELA/Reading	2019	61	29	26	28	63	69	74	20	2	23	9	9	28	26	26
	2018	63	62	29	9	67	62	73	22	65	9	61	62	62	29	62
Grade 4 Mathematics	2019	65	62	28	61	69	09	78	29	65	29	63	63	61	9	61
	2018	65	63	28	62	29	9/	77	73	99	9	63	63	83	90	64
Grade 5 ELA/Reading	2019	8	81	79	80	82	73	82	77	81	9/	82	81	80	80	83
	2018	80	80	80	79	81	83	82	62	83	77	80	80	80	79	81
Grade 5 Mathematics	2019	83	84	84	83	87	78	8	78	85	82	83	84	83	82	84
	2018	81	83	82	83	84	83	9	88	84	84	83	84	83	83	84
Grade 6 ELA/Reading	2019	42	41	39	39	47	39	27	38	46	33	38	41	40	36	38
	2018	47	47	4	4	55	41	62	55	24	36	43	47	47	41	4
Grade 6 Mathematics	2019	54	49	48	46	59	51	71	46	28	43	49	49	49	44	45
	2018	56	25	49	49	9	38	69	23	29	23	49	25	25	48	20
Grade 7 ELA/Reading	2019	77	26	75	74	8	82	88	70	83	67	77	9/	9/	73	9/
	2018	92	75	72	74	78	83	85	80	77	89	74	75	74	71	9/
Grade 7 Mathematics	2019	62	19	55	29	20	69	77	64	99	47	63	62	09	27	28
	2018	29	89	63	99	74	69	82	29	69	26	89	89	29	65	89
Grade 8 ELA/Reading	2019	77	77	9/	9/	80	74	83	78	80	71	77	77	77	9/	77
	2018	79	79	80	79	78	78	80	75	78	73	79	79	78	79	79
Grade 8 Mathematics	2019	85	82	8	82	81	79	82	88	<u>8</u>	78	20	82	82	82	84
	2018	81	80	79	8	80	83	82	84	9/	77	77	80	80	81	83
End of Course English II	2019	69	68	99	89	20	22	74	62	69	61	64	69	29	99	65
	2018	29	99	63	92	69	62	73	69	72	23	61	99	99	63	62
End of Course Algebra I	2019	75	73	69	7	78	69	90	80	81	47	75	74	69	99	7
	2018	72	r	29	89	79	63	68	88	73	43	71	72	29	64	99
All Grades Both Subjects	2019	69	68	99	99	72	67	80	99	71	09	29	89	29	65	29
	2018	69	69	29	29	73	89	79	72	72	62	29	69	89	99	89
All Grades ELA/Reading	2019	89	49	65	99	20	99	77	63	70	9	99	89	99	65	99
	2018	69	68	29	29	72	99	77	69	71	62	29	89	89	99	89
All Grades Mathematics	2019	70	89	99	29	74	29	83	69	72	29	89	69	29	92	29
	2018	70	69	29	89	74	89	82	75	72	63	99	70	89	99	69

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

⁻ Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
REGION 20: SAN ANTONIO

	School	ichool Vear State	Region 20	Total Bilingual Education	BE-Trans Early Exit	ALP BE-Trans BE-Dual Be-Dual Bilingual Total Late Exit Two-Way One-Way (Exception) FSL	E-Dual	BE-Dual	ALP Bilingual Exception)		ESL Content- Based F	ESL ALP Content ESL ESL Based Pull-Out (Waiver)	ALP ESL Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
			85.	ST/	AAR Perfo	STAAR Performance Rate by Subject and Performance Level	by Subje	ct and Pe	rformance	evel							THE WATER
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	%29	64%	48%	40%	45%	51%	25%	43%	45%	20%	41%	44%	46%	%99	44%	83%
	2019	78%	%9 ′	40%	71%	%89	%02	%69		26%	%09	22%		62%		61%	
At Meets Grade Level or Above	2021	41%	38%	21%	14%	20%	23%	79%	18%	17%	23%	16%	16%	22%	40%	18%	53%
	2019	20%	47%	35%	33%	35%	35%	37%		23%	767	21%		30%		28%	
At Masters Grade Level	2021	18%	16%	8%	2%	%6	10%	11%	2%	2%	10%	4%	2%	8%	18%	%9	20%
	2019	24%	22%	14%	13%	15%	15%	16%		7%	11%	%9		12%		10%	
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	%99	53%	45%	49%	22%	%19	45%	45%	23%	40%	43%	46%	%69	46%	%98
	2019	75%	73%	%69	%69	%89	%02	%69		47%	26%	45%		28%		26%	
At Meets Grade Level or Above	2021	45%	45%	26%	18%	23%	30%	32%	21%	18%	79%	17%	18%	24%	45%	21%	63%
	2019	48%	46 %	33%	30%	32%	35%	34%		18%	79%	16%		28%		24%	
At Masters Grade Level	2021	18%	17%	12%	7%	11%	14%	15%	%9	%	11%	4%	2%	8%	18%	7%	50%
	2019	21%	19%	14%	12%	13%	15%	14%		2%	401	4%		11%		8%	
All Grades Mathematics					*	0,4											
At Approaches Grade Level or Above	2021	%99	%09	48%	39%	49%	21%	21%	45%	43%	23%	41%	45%	45%	62%	45%	75%
	2019	82%	%6/	%92	78%	76%	75%	%9/		%02	%02	%69		71%		72%	
At Meets Grade Level or Above	2021	37%	31%	20%	14%	22%	21%	27%	15%	16%	79%	14%	17%	21%	33%	18%	41%
	2019	52%	48%	40%	39%	43%	38%	43%		31%	36%	31%		37%		36%	
At Masters Grade Level	2021	18%	14%	8%	4%	10%	%6	12%	2%	2%	12%	7%	%9	%6	15%	7%	18%
	2019	79%	24%	18%	17%	21%	17%	21%		11%	17%	10%		16%		15%	
All Grades Writing																	
At Approaches Grade Level or Above	2021	28%	23%	36%	31%	31%	40%	45%	25%	33%	40%	30%	38%	36%	26%	34%	82%
	2019	%89	65 %	62%	61%	%19	63%	65%		45%	48%	44%		25%		23%	
At Meets Grade Level or Above	2021	30%	%97	15%	10%	16%	17%	18%	%6	401	17%	8%	13%	14%	28%	12%	45%
	2019	38%	32%	30%	76%	30%	31%	33%		16%	22%	14%		24%		23%	
At Masters Grade Level	2021	%6	7%	3%	7%	4%	4%	4%	1%	7%	2%	1%	3%	3%	%8	2%	10%
	2019	14%	12%	%6	2%	%6 6	11%	11%		3%	2%	3%		8%		%9	
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	%89	42%	36%	36%	44%	47%	48%	47%	44%	47%	48%	20%	71%	45%	85%
	2019	81%	%08	61%	62%	21%	64%	25%		62%	62%	62%		61%		61%	
At Meets Grade Level or Above	2021	44%	40%	15%	10%	11%	17%	14%	20%	17%	18%	17%	15%	22%	43%	16%	24%
	2019	54%	25%	31%	30%	27%	33%	31%		23%	27%	23%		28%		79%	
At Masters Grade Level	2021	20%	17%	4%	2%	3%	2%	4%	4%	4%	%9	4%	3%	%9	19%	4%	22%
	2019	25%	23%	10%	10%	8%	10%	10%		2%	8%	2%		%6		2%	
All Grades Social Studies																	

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) REGION 20: SAN ANTONIO

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

														EB/EL			Monitored
				Total	BE-Trans				ALP		ESL		ALP	with		Total	솽
School Region Bilingual Year State 20 Education	School	State	Region 20	Bilingual	Early	BE-Trans Late Exit	BE-Dual E	SE-Dual	Bilingual (Exception)	Total (Content- ES	ESL Pull-Out (ESL Waiver)	Parental I Denial E	Vever B/EL	. (Current) EB	Former EB/EL
At Approaches Grade Level or Above	2021	73%	73%	45%	%0		36%	*	77%	, 43%	33%	44%	45%	44%	76%	43%	83%
	2019	81%	%08	45%	44%	•	45%	1		54%	25%	24%		54%		53%	
At Meets Grade Level or Above	2021	49%	49%	19%	%0	*	10%	*	47%	. 18%	12%	18%	13%	22%	25%	18%	26%
	2019	22%	22%	7%	11%	٠	7%	•		21%	16%	21%		25%		20%	
At Masters Grade Level	2021	29%	28%	8%	%0	*	4%	*	22%	%9 .	3%	%9	3%	7%	31%	%9	28%
	2019	33%	34%	2%	%0	•	7%	•		%	4%	8%		%6		8%	

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

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 STAAR Participation (TAPR) REGION 20: SAN ANTONIO

	State	Region 20	Region African 20 American	Hispanic White	White	American Indian	Asian	Pacific Asian Islander	Two or More Races	Special Special Ed Ed (Current) (Former)	Special Ed (Former)	Special Continu- Continu- Ed ously ously (Former) Enrolled Enrolled	Non- Continu- Continu- ously ously Enrolled Enrolled		EB/EL (Current Econ & Disady Monitored)
				2021	STAAI	STAAR Participation (All Grades)	ation								
All Tests															
Assessment Participant	%88	85%	80%	84%	%06	85%	%68	85%	85%	83%	84%	86%	85%	84%	88%
Included in Accountability	83%	81%	75%	80%	86%	77%	84%	%62	80%	78%	81%	84%	74%	80%	80%
Not Included in Accountability: Mobile	3%	4%	2%	3%	4%	4%	3%	2%	4%	3%	1%	1%	%6	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	1%	1%	1%	7%	1%	%0	2%	1%	1%	7%	1%	2%
Not Tested	12%	15%	20%	16%	10%	18%	11%	15%	15%	17%	16%	14%	15%	16%	12%
Absent	2%	7%	3%	2%	1%	2%	1%	3%	7%	3%	7%	2%	3%	7%	1%
Other	10%	13%	17%	14%	8%	16%	10%	13%	13%	14%	14%	13%	13%	13%	11%
				2019		STAAR Participation (All Grades)	ition								
All Tests															
Assessment Participant	%66	%66	%66	%66	%66	%66	100%	100%	%66	%66	%66	%66	%66	%66	100%
Included in Accountability	94%	93%	%68	94%	94%	91%	91%	91%	95%	95%	95%	%86	85%	95%	%06
Not Included in Accountability: Mobile	4%	2%	%6	2%	4%	7%	4%	%8	%9	2%	%/	2%	11%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	7%	1%	1%	1%	2%	1%	1%	7%	1%	%0	3%	7%	2%
Not Tested	1%	1%	1%	1%	1%	1%	%0	%0	1%	1%	1%	1%	1%	1%	%0
Absent	1%	1%	1%	1%	%0	1%	%0	%0	1%	1%	1%	%0	1%	1%	%0
Other	%	%0	%0	%0	%0	%0	%0	%0	%	%0	%0	%0	%0	%0	%0

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) REGION 20: SAN ANTONIO

								-				
									7 or or			
	State	Region 20	African American	Hispanic	White	African Arican American Asian Islander Races	Asian	Pacific Islander	More Races	Special Econ Ed Disad	Econ Disadv	EB/EL
Attendance Rate												
2019-20	98.3%	98.0%	97.9%		97.9% 98.5%	92.9%	97.9% 99.2%	98.2%	98.2% 98.4%	97.4%	97.6%	98.3%
2018-19	95.4%	94.5%	94.7%		94.1% 95.6%	92.4%	92.4% 97.1%	95.2%	95.2% 95.6%	93.2%	93.6%	95.1%
Chronic Absenteeism												
2019-20	6.7%	8.7%	9.6%	9.6%	5.6%	12.9%	2.2%	8.6%	6.4%	12.7%	11.2%	%6.9
2018-19	11.4%	15.4%	16.5%	·	17.3% 10.5%	24.8%	4.8%	13.4%	13.4% 10.9%	21.2%	19.6%	12.6%
Annual Dropout Rate (Rate (Gr 7-8)											
2019-20	0.5%	0.5%	0.7%	0.6%	0.3%	1.7%	0.1%	%0.0	0.3%	0.7%	0.7%	0.7%
2018-19	0.4%	0.5%	0.8%	0.6%	0.3%	2.1%	0.3%	0.8%	0.5%	0.7%	0.7%	0.6%
Annual Dropout Rate (Rate (Gr 9-12)											
2019-20	1.6%	2.0%	3.2%	2.1%	1.2%	5.2%	0.5%	0.4%	1.4%	2.7%	2.7%	3.1%
2018-19	1.9%	2.3%	4.0%	2.5%	1.6%	4.6%	%6.0	1.5%	1.2%	3.2%	3.3%	3.4%
4-Year Longitudinal Rate (Gr 9-12)	ate (Gr	9-12)										
Class of 2020												
Graduated	90.3%	88.8%	83.3%	-	88.1% 91.8%	74.5%	74.5% 95.8%	88.7%	88.7% 91.9%	77.8%	84.5%	79.7%
Received TxCHSE	0.4%	0.4%	0.6%	0.3%	%9.0	0.0%	0.0%	0.0%	0.4%	0.2%	0.4%	0.1%
Continued HS	3.9%	3.9%	5.8%	4.2%	2.7%	8.2%	2.2%	8.1%	3.1%	11.2%	4.9%	6.5%
Dropped Out	5.4%	7.0%	10.3%	7.5%	4.9%	17.3%	2.0%	3.2%	4.6%	10.8%	10.1%	13.7%
Graduates and TXCHSE	. 30.7%	89.1%	83.9%		88.4% 92.5%	74.5%	74.5% 95.8%	88.7%	92.3%	78.0%	84.9%	79.8%
Graduates, TxCHSE, and Continuers	94.6%	93.0%	89.7%	92.5%	95.1%	82.7%	98.0%	96.8%	95.4%	89.2%	89.9%	86.3%
Class of 2019												
Graduated	%0.06	88.2%	82.2%		87.3% 92.1%	70.1%	70.1% 95.4%	89.7%	92.1%	77.6%	83.7%	79.7%
Received TxCHSE	0.5%	0.5%	0.5%	0.4%	0.7%	2.6%	%0.0	0.0%	0.6%	0.3%	0.6%	0.2%
Continued HS	3.7%	3.8%	5.4%	4.0%	2.7%	6.5%	2.8%	1.7%	2.9%	9.7%	5.0%	6.7%
Dropped Out	5.9%	7.5%	11.9%	8.2%	4.6%	20.8%	1.8%	8.6%	4.4%	12.4%	10.7%	13.4%
Graduates and TxCHSE	90.4%	88.7%	82.7%		87.7% 92.8%	72.7%	72.7% 95.4%	89.7%	92.7%	77.9%	84.3%	79.9%
Graduates, TxCHSE, and Continuers	94.1%	92.5%	88.1%		91.8% 95.4%	79.2%	98.2%	91.4%	95.6%	87.6%	89.3%	86.6%
5-Year Extended Longitudinal Rate (Gr 9-12)	itudinal	Rate (G	r 9-12)									
Class of 2019												
Graduated	92.0%	90.3%	84.9%		89.5% 93.7%	74.0%	74.0% 97.7%	91.4%	91.4% 93.2%	81.0%		84.0%
Received TxCHSE	0.5%	0.5%	0.5%	0.5%	0.7%	2.6%	%0.0	0.0%	0.6%		0.6%	0.3%
Continued HS	1.3%	1.4%	1.9%	1.5%	1.1%	2.6%	0.7%	0.0%	1.7%	2.9%	1.7%	2.3%
Dropped Out	6.1%	7.8%	12.7%	8.5%	4.5%	20.8%	1.6%	8.6%	4.5%	12.8%	11.1%	13.3%
Graduates and TxCHSE	92.6%	90.8%	85.5%	-	90.0% 94.4%	76.6%	76.6% 97.7%	91.4%	93.8%	81.3%	87.2%	84.3%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
REGION 20: SAN ANTONIO

CCHSE, 93.9% 92.2% 87.3% 91.5% 95.5% 79.2% 98.4% 91.4% 95.5% 87.2% 15°5 15°5 15°5 15°5 15°5 15°5 15°5 15°		State	Region 20	African American	African American Hispanic White	American te Indian		or or Pacific More Asian Islander Races		Special	Econ Disadv	EB/EL
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14.1% 9.7% 4.8% 15.6% 2.7% 9.7% 5.7% 14.3% 84.6% 89.2% 94.2% 80.5% 96.7% 90.3% 93.9% 80.2% 85.9% 90.3% 94.2% 80.5% 96.4% 88.9% 93.9% 80.2% 84.2% 90.3% 96.4% 88.9% 93.5% 81.5% 10% 0.6% 0.9% 0.0% 0.2% 2.8% 0.7% 0.4% 0.7% 0.6% 0.5% 2.6% 0.8% 0.0% 0.1% 3.7% 14.2% 96.4% 88.9% 96.4% 81.9% 93.5% 81.5% 85.1% 90.4% 80.8% 96.5% 91.7% 94.4% 85.5% 85.8% 90.4% 96.7% 91.7% 94.4% 85.5% 85.8% 90.4% 96.7% 91.8% 94.5% 81.3% 85.1% 87.8% 96.7% 91.8% 94.5% 81.3% 85.1% 87.8% 94.5% 81.3% 81.6% 85.9% 93.2% 95.2% 82.	Continued HS	1.1%		1.4%				0.0%		5.5%		1.3%
84.6% 89.2% 94.2% 80.5% 96.3% 93.9% 80.2% 85.9% 90.3% 95.2% 84.4% 97.3% 90.3% 94.3% 85.7% 12) 84.2% 96.3% 96.4% 88.9% 93.5% 81.5% 1.0% 0.6% 0.9% 0.0% 0.2% 2.8% 0.7% 0.4% 1.0% 0.6% 0.9% 0.0% 0.2% 2.8% 0.7% 0.4% 1.10% 0.6% 0.5% 2.6% 0.8% 0.0% 0.1% 0.4% 85.1% 89.8% 4.8% 16.7% 2.7% 0.4% 81.5% 85.1% 89.8% 94.7% 80.8% 96.5% 91.7% 94.2% 81.5% 85.8% 90.4% 95.2% 83.3% 97.3% 91.7% 94.5% 81.3% 85.8% 90.4% 95.2% 83.3% 96.5% 91.7% 94.5% 81.5% 85.1% 86.9% 93.7% 79.6% 96.5% 91.7% 94.5% 81.6% 85.9% 93.8% 95.1% </td <td>Dropped Out</td> <td>6.1%</td> <td></td> <td>14.1%</td> <td></td> <td></td> <td></td> <td>9.7%</td> <td></td> <td>14.3%</td> <td></td> <td>20.0%</td>	Dropped Out	6.1%		14.1%				9.7%		14.3%		20.0%
85.9% 90.3% 95.2% 84.4% 97.3% 90.3% 94.3% 85.7% 12) 84.2% 89.1% 93.8% 80.8% 96.4% 88.9% 93.5% 81.5% 14.2% 0.6% 0.9% 0.0% 0.2% 2.8% 0.7% 0.4% 0.7% 0.6% 0.9% 14.7% 2.7% 8.3% 5.6% 14.5% 85.1% 90.4% 95.2% 83.3% 97.3% 91.7% 94.4% 85.5% 14.5% 90.4% 95.2% 83.3% 97.3% 91.7% 94.4% 85.5% 14.5% 1.0% 0.7% 0.8% 2.0% 0.0% 1.4% 0.6% 0.3% 0.5% 0.5% 0.5% 0.0% 0.0% 1.4% 0.6% 0.3% 1.41% 11.0% 4.9% 81.6% 96.7% 93.2% 93.2% 95.2% 81.6% 85.1% 88.6% 94.6% 81.6% 96.7% 93.2% 95.2% 81.6% 85.1% 88.6% 94.6% 81.6% 96.7% 93.2% 95.2% 81.6% 95.1% 1.9% 1.2% 2.9% 55.8% 85.1% 2.9% 1.5% 1.9% 1.2% 7.7% 2.9% 83.6% 85.9% 81.6% 83.6% 85.9% 81.6% 83.6% 85.9% 81.6% 83.6% 85.9% 81.6% 83.6% 85.9% 81.6% 85.9% 81.6% 85.9% 81.6% 83.6% 85.9% 81.6% 85.9% 81.6% 83.6% 85.9% 81.6% 83.6% 83.6% 85.9% 81.6% 83.6% 83.6% 83.9	Sraduates and TxCHSE	92.8%		84.6%	89.2% 94.2		%2.96	90.3%	93.9%	80.2%	86.3%	78.7%
12) 84.2% 89.1% 93.8% 80.8% 96.4% 88.9% 93.5% 81.5% 1.0% 0.6% 0.9% 0.0% 0.2% 2.8% 0.7% 0.4% 1.0% 0.6% 0.9% 0.0% 0.2% 2.8% 0.7% 0.4% 1.0% 0.6% 0.5% 2.6% 0.8% 0.0% 0.1% 3.7% 14.2% 9.6% 4.8% 16.7% 2.7% 8.3% 5.6% 14.5% 85.1% 89.8% 94.7% 80.8% 96.7% 91.7% 94.4% 85.5% 85.1% 89.8% 93.7% 79.6% 96.7% 91.8% 94.5% 81.3% 84.1% 87.8% 93.2% 95.2% 91.8% 94.5% 81.3% 85.1% 88.6% 94.6% 81.6% 95.2% 81.6% 85.1% 85.1% 88.6% 94.6% 81.6% 93.2% 95.8% 85.1% 85.1% 88.6% 94.6% 81.6% 95.8% 85.1% 85.9% 89.0% 95.1% 81.6% 85.8%		93.9%	91.3%	85.9%	90.3% 95.2		97.3%	90.3%	94.3%	85.7%	87.6%	80.0%
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0.7% 0.6% 0.5% 2.6% 0.8% 0.0% 0.1% 3.7% 14.2% 9.6% 4.8% 16.7% 2.7% 8.3% 5.6% 14.5% 85.1% 89.8% 94.7% 80.8% 96.5% 91.7% 94.2% 81.9% 85.8% 90.4% 95.2% 83.3% 97.3% 91.7% 94.4% 85.5% 10.0% 0.5% 0.0% 0.6% 0.3% 0.5% 0.5% 0.0% 0.6% 0.3% 0.5% 0.5% 0.0% 0.6% 0.3% 0.5% 0.5% 0.0% 0.5% 0.0% 0.6% 0.3% 0.5% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.5% 0.0% 0.6% 0.5% 0.0% 0.6% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.5% 0.0% 0.0	Received TXCHSE	0.7%		1.0%				2.8%		0.4%		0.1%
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85.8% 90.4% 95.2% 83.3% 97.3% 91.7% 94.4% 85.5% 84.1% 87.8% 93.7% 79.6% 96.7% 91.8% 94.5% 81.3% 1.0% 0.7% 0.8% 2.0% 0.0% 1.4% 0.6% 0.3% 0.8% 11.0% 4.9% 18.4% 2.7% 6.8% 4.2% 14.9% 85.1% 88.6% 94.6% 81.6% 96.7% 93.2% 95.2% 81.6% 85.1% 89.0% 95.1% 81.6% 97.3% 93.2% 95.8% 85.1% 2.7% 70.4% 46.2% - * * 12.5% - * * 12.5% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 55.8% 85.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 76.9% 85.6% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 76.9% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	Sraduates and TxCHSE	93.3%	90.8%	85.1%	89.8% 94.7		%5'96'	91.7%	94.2%	81.9%		79.5%
84.1% 87.8% 93.7% 79.6% 96.7% 91.8% 94.5% 81.3% 1.0% 0.7% 0.8% 2.0% 0.0% 1.4% 0.6% 0.3% 0.8% 0.5% 0.0% 0.5% 0.0% 0.6% 3.5% 14.1% 11.0% 4.9% 18.4% 2.7% 6.8% 4.2% 14.9% 85.9% 89.0% 95.1% 81.6% 97.3% 93.2% 95.2% 81.6% 85.9% 89.0% 95.1% 81.6% 97.3% 93.2% 95.8% 85.1% 2.9% 3.0% 1.9% 1.2% 7.7% 2.9% 5.8% 5.8% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 7.9.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9% 75.8%	sraduates, TxCHSE, and Continuers	93.9%	-	85.8%	90.4% 95.2		97.3%	91.7%	94.4%	85.5%		80.1%
84.1% 87.8% 93.7% 79.6% 96.7% 91.8% 94.5% 81.3% 1.0% 0.7% 0.8% 2.0% 0.0% 1.4% 0.6% 0.3% 0.8% 0.5% 0.5% 0.0% 0.5% 0.0% 0.6% 3.5% 14.1% 11.0% 4.9% 18.4% 2.7% 6.8% 4.2% 14.9% 85.9% 89.0% 95.1% 81.6% 95.7% 93.2% 95.8% 85.1% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5%	Class of 2017											
1.0% 0.7% 0.8% 2.0% 0.0% 1.4% 0.6% 0.3% 0.8% 0.5% 0.5% 0.0% 0.6% 3.5% 14.1% 11.0% 4.9% 18.4% 2.7% 6.8% 4.2% 14.9% 85.1% 88.6% 94.6% 81.6% 96.7% 93.2% 95.2% 81.6% 85.9% 89.0% 95.1% 81.6% 97.3% 93.2% 95.8% 85.1% 57.1% 70.4% 46.2% - - - * 12.5% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 84.6% 35.9% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	sraduated	92.4%		84.1%	87.8% 93.7		%2.96	91.8%	94.5%	81.3%		83.2%
0.8% 0.5% 0.5% 0.0% 0.5% 0.0% 0.6% 3.5% 14.1% 11.0% 4.9% 18.4% 2.7% 6.8% 4.2% 14.9% 85.1% 81.6% 96.7% 93.2% 95.2% 81.6% 85.1% 81.6% 97.3% 93.2% 95.8% 85.1% 17.1% 70.4% 46.2% - * * 12.5% 2.9% 3.0% 1.9% 1.2% 7.7% 2.9% 5.8% 85.9% 87.3% 93.6% 85.9% 87.3% 93.6% 85.9% 1.5% 7.4% 2.9% 2.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9% 75.8%	Received TxCHSE	0.7%		1.0%				1.4%		0.3%		0.2%
14.1% 11.0% 4.9% 18.4% 2.7% 6.8% 4.2% 14.9% 85.1% 88.6% 94.6% 81.6% 96.7% 93.2% 95.2% 81.6% 85.9% 89.0% 95.1% 81.6% 97.3% 93.2% 95.2% 81.6% 57.1% 70.4% 46.2% - - - - * 12.5% 2.9% 3.0% 1.9% 1.2% 0.6% 5.5% 1.5% 7.4% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	Continued HS	0.6%	0.5%	0.8%				0.0%		3.5%		0.5%
85.1% 88.6% 94.6% 81.6% 95.7% 93.2% 95.2% 81.6% 85.9% 89.0% 95.1% 81.6% 97.3% 93.2% 95.8% 85.1% - 67.4% * - * * 12.5% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9% 75.8%	Propped Out	6.3%	9.6%	14.1%				6.8%	4.2%	14.9%		16.1%
85.9% 89.0% 95.1% 81.6% 97.3% 93.2% 95.8% 85.1% - 67.4% * * 12.5% 57.1% 70.4% 46.2% - * 12.5% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	sraduates and TxCHSE	93.2%	89.9%	85.1%	88.6% 94.6		%2'96	93.2%	95.2%	81.6%		83.4%
57.1% 70.4% 46.2% - * * 12.5% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 2.8% 3.8% 1.5% 1.2% 7.7% 2.9% 5.8% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9% 75.8%	Braduates, TXCHSE, and Continuers	93.7%	90.4%	85.9%	89.0% 95.1		97.3%	93.2%	95.8%	85.1%	88.2%	83.9%
83.0% 67.4 % - 67.4% * * 12.5% 73.3% 63.0 % 57.1% 70.4% 46.2% - * - * 12.5% 12.5% (Longitudinal Rate) 4.3% 2.7% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 4.2% 3.2% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% uates (Longitudinal Rate) 83.5% 83.9% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	RHSP/DAP Graduates (Longit	udinal R	ate)								
73.3% 63.0% 57.1% 70.4% 46.2% - * - * 12.5% les (Longitudinal Rate) 4.3% 2.7% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 4.2% 3.2% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% uates (Longitudinal Rate) 83.5% 83.9% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	Jass of 2020	83.0%		•	67.4%	*		,	1	*	65.1%	65.1% 100.0%
les (Longitudinal Rate) 4.3% 2.7% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 4.2% 3.2% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% uates (Longitudinal Rate) 83.5% 83.9% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	Class of 2019	73.3%		57.1%	70.4% 46.2			•	*	12.5%		75.0%
4.3% 2.7% 2.9% 3.0% 1.9% 5.5% 0.6% 5.5% 1.5% 7.4% 4.2% 3.2% 2.8% 3.8% 1.5% 1.5% 1.2% 7.7% 2.9% 5.8% uates (Longitudinal Rate) 83.5% 83.9% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	E	gitudii	nal Rate)									
4.2% 3.2% 2.8% 3.8% 1.5% 1.9% 1.2% 7.7% 2.9% 5.8% uates (Longitudinal Rate) 83.5% 83.9% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	class of 2020	4.3%		2.9%				5.5%		7.4%		2.7%
uates (Longitudinal Rate) 83.5% 83.9% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	class of 2019	4.2%		2.8%				7.7%	2.9%	5.8%	4.7%	6.2%
83.5% 83.9% 80.2% 82.9% 87.3% 65.8% 91.6% 83.6% 85.9% 41.6% 83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%		_ongitu	dinal R	ite)								
83.5% 81.1% 75.8% 79.8% 85.6% 68.5% 90.9% 76.9% 84.6% 35.9%	Class of 2020	83.5%		80.2%	82.9% 87.3		91.6%	83.6%	85.9%	41.6%		71.5%
	Class of 2019	83.5%	81.1%	75.8%	79.8% 85.6		%6.06	%6.9%	84.6%	35.9%	75.3%	90.99

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
REGION 20: SAN ANTONIO

	State	Region 20	Region African 20 American	Hispanic	White	Two or African American Pacific More Special American Hispanic White Indian Asian Islander Races Ed	Asian	Pacific Islander	or More Races	Two or Pacific More Special Econ slander Races Ed Disad	Econ Disadv	EB/EL
Class of 2020	87.8%	86.6%	83.0%		85.9% 89.3%		92.2%	71.2% 92.2% 89.1% 87.5% 48.9% 82.5% 74.3%	87.5%	48.9%	82.5%	74.3%
Class of 2019	87.6%	84.3%	78.6%		83.6% 87.0%	70.4%	70.4% 92.1%		87.2%	84.6% 87.2% 41.6% 79.9%	79.9%	72.3%
RHSP/DAP Graduates (Annual Rate)	(Annua	I Rate)										
2019-20	38.6%	38.6% 27.4%	0.0%		34.4% 9.4%	*		'	*	2.0%	33.7%	57.1%
2018-19	32.7%	32.7% 16.7%	4.0%		18.9% 15.4%		*	*	*	3.2%	16.1%	28.6%
FHSP-E Graduates (Annual Rate)	nnual Ra	ate)										
2019-20	4.4%	4.4% 2.7%	3.3%		3.0% 1.9%	4.1%	4.1% 0.6%		5.4% 1.5%	6.8%	3.6%	2.3%
2018-19	4.4%	4.4% 3.4%	2.8%		4.2% 1.5%	3.6%	0.9%		7.5% 2.7%	2.9%	5.1%	6.6%
FHSP-DLA Graduates (Annual Rate)	(Annua	I Rate)										
2019-20	81.8%	81.8% 82.1%	76.8%		81.0% 86.1%	66.2%	66.2% 91.2%		84.9%	82.1% 84.9% 38.6% 76.7%	76.7%	%5'69
2018-19	82.1%	82.1% 79.9%	74.9%		78.4% 84.7%	67.3%	67.3% 89.9%		83.6%	79.2% 83.6% 34.3%	73.9%	65.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	ISP-DL	A Gradu	ates (Annu	al Rate)								
2019-20	85.8%	85.8% 84.5%	79.7%		83.7% 87.7%	69.3%	69.3% 91.8%		87.5% 86.3%	44.7%	80.0%	71.8%
2018-19	85.9%	82.9%	76.7%		82.2% 85.7%	70.9%	70.9% 90.5%	85.2%	85.2% 86.1%	39.2%	78.7%	71.7%

Texas Education Agency 2020-21 Graduation Profile (TAPR) REGION 20: SAN ANTONIO

	Region	Region Region Count Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)	tes)			
Total Graduates	32,028	32,028 100.0% 360,220 100.0%	360,220	100.0%
By Ethnicity:				
African American	2,065		6.4% 44,729	12.4%
Hispanic	21,384		66.8% 184,060	51.1%
White	7,111		22.2% 105,215	29.5%
American Indian	75		0.2% 1,226	0.3%
Asian	674	2.1%	17,126	4.8%
Pacific Islander	56	0.2%	557	0.5%
Two or More Races	663	2.1%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	122	0.4%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	46	0.1%	952	0.3%
Foundation H.S. Program (No Endorsement)	4,841	15.1%	49,535	13.8%
Foundation H.S. Program (Endorsement)	854	2.7%	15,689	4.4%
Foundation H.S. Program (DLA)	26,165		81.7% 292,532	81.2%
Special Education Graduates	2,826		8.8% 29,018	8.1%
Economically Disadvantaged Graduates	16,022	50.0%	50.0% 187,187	u 1
Emergent Bilingual (EB)/English Learner (EL) Graduates	1,814		5.7% 29,639	8.2%
At-Risk Graduates	14,689		45.9% 148,836	41.3%

Texas Education Agency 2020-21 College, Career, and Military Readiness (CCMR) (TAPR) REGION 20: SAN ANTONIO

Academic Year	State	Region 20	African American Hispanic White	Hispanic	White	American	Asian	Pacific Islander	Two or More Races	Special Ed	Econ	EB/EL
				100 g	lege, Carr	College, Career, and Military Ready Graduates (Student Achievement)	itary Rea	र्के क				
College, Ca	reer, or h	Military Re	College, Career, or Military Ready (Annual Graduates)	I Graduat	(sa							
2019-20	63.0%	57.1%	45.6%	53.4%	68.8%	44.0%	76.3%	64.3%	68.5%	65.4%	48.7%	38.5%
2018-19	72.9%	68.9%	60.4%	66.4%	77.4%	69.1%	82.7%	68.2%	73.2%	67.8%	62.8%	52.6%
					ຮ້	College Ready Graduates						
College Ready (Annual (adv (Annı	ual Graduates)	ates)									
2019-20	53.4%		35.4%	44.3%	62.6%	36.0%	73.7%	55.4%	62.3%	7.5%	38.2%	26.8%
2018-19	53.0%	48.7%		44.1%	62.5%		75.6%		58.4%		38.0%	26.3%
TSI Criteria Graduates ir	Graduat	es in Engl	ish	ge Arts (A	nnual Gr	aduates)						
2019-20	59.7%	57.3%	48.9%	52.1%	72.2%	44.0%	76.4%	%6'.29	73.5%	12.2%	45.4%	17.1%
2018-19	60.7%	58.5%	53.0%	53.1%	73.2%	60.0%	79.3%	49.1%	71.9%	12.7%	47.1%	18.2%
TSI Criteria Graduates ir	Graduate	es in Math	Mathematics (Annual Graduates)	nnual Gra	duates)							
2019-20	47.9%	1	33.8%	38.3%	58.8%	33.3%	72.6%	46.4%	56.3%	8.9%	33.3%	19.4%
2018-19	48.6%	45.1%	36.5%	39.7%	59.8%	20.9%	76.6%	32.7%	55.5%	9.5%	34.5%	22.4%
TSI Criteria Graduates ir	Graduat	es in Both	Both Subjects (Annual Graduates)	Annual Gr	aduates)							
2019-20	43.2%	39.1%	29.2%	33.1%	56.2%	26.7%	67.8%	46.4%	54.4%	5.1%	27.3%	9.5%
2018-19	44.2%	40.9%	32.3%	35.0%	57.4%	20.9%	71.7%	32.7%	52.9%	2.6%	29.1%	11.3%
AP / IB Met Criteria in A	Criteria i	n Any Sul	ny Subject (Annual Graduates)	al Gradua	tes)							
2019-20	21.1%	20.4%	10.4%	16.4%	31.3%	12.0%	20.0%	32.1%	31.5%	1.8%	12.3%	17.6%
2018-19	21.1%	19.5%	9.5%	15.7%	30.3%	27.3%	47.9%	9.1%	27.8%	1.2%	11.6%	15.2%
Associate Degree (Annu	A) egree (A	nnual Gra	al Graduates)									
2019-20	2.1%	1.9%	0.8%	2.2%	1.3%	2.7%	0.7%	0.0%	1.2%	0.0%	2.2%	0.3%
2018-19	1.9%	2.0%	2.2%	2.3%	1.1%	3.6%	1.6%	1.8%	0.8%	0.1%	2.3%	0.3%
Jual Cours	e Credits	in Any St	Dual Course Credits in Any Subject (Annual Graduates)	ual Gradua	ates)							
2019-20	24.6%	24.2%	16.1%	22.5%	30.7%	20.0%	32.2%	30.4%	27.0%	2.5%	19.5%	6.4%
2018-19	23.1%	23.0%	15.5%	21.3%	29.5%	23.6%	34.1%	14.5%	24.7%	7.6%	18.2%	5.7%
Onramps C	ourse Cr	edits (Ann	Onramps Course Credits (Annual Graduates)	tes)								
2019-20	4.0%	8.7%	6.4%	6.8%	13.1%	4.0%	22.8%	12.5%	14.5%	0.6%	5.4%	1.9%
2018-19	2.3%	4.1%	2.7%	3.4%	5.8%	3.6%	8.2%	5.5%	7.0%	0.3%	2.6%	0.3%
					Career	Career / Military Ready Graduates	eady					
Career or Military Ready	filitary Re		(Annual Graduates)	(sa)								
2019-20	18.7%	14.3%	15.0%	15.1%	12.2%	9.3%	9.8%	17.9%	13.3%	64.4%	16.1%	14.9%
2018-19	40.4%	37.7%	37.7%	39.3%	34.3%	29.1%	28.7%	40.9%	34.8%	%6.99	40.7%	35.6%
pproved Ir	ndustry-B	sased Cert	Approved Industry-Based Certification (Annual Graduates)	nnual Gra	duates)							
2019-20	13.2%	8.6%	7.3%	9.3%	7.2%	2.7%	7.3%	14.3%	8.1%	5.3%	9.3%	7.6%

2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
REGION 20: SAN ANTONIO

Academic		Region	African	Region African American Pacific More Special Econ		American		Pacific	Two or More	Special	Econ	
Year	State	20	American	Hispanic	White	Indian	Asian	Islander	Races	P	Disadv	EB/EL
2018-19	10.7%	7.5%	7.1%	8.0%	6.1%	7.3%	9.0%	7.3%	6.5%	4.3%	8.2%	5.5%
Graduates 1	with Leve	I or Leve	III Certific	ate (Annua	il Graduai	(sa)						
2019-20 0.7% 0.5% 0.3% 0.6% 0.3% 0.0%	0.7%	0.5%	0.3%	%9.0	0.3%	%0.0	0.4%	0.0%	0.2%	0.1%	0.5%	
2018-19	0.6%	0.4%	0.1%	0.5%	0.3%	0.0%	0.0%	0.0%	0.5%	0.5%	0.5%	0.4%
Graduate with Complete	ith Comp	leted IEP	and Workf	orce Readi	ness (Anı	nual Gradu	ates)					
2019-20	2.4%	2.0%	2.9%	2.0%	1.7%	1.3%	0.7%	3.6%	2.1%	21.1%	2.5%	
2018-19 2.3%	2.3%		3.2%	2.2%	1.7%	1.8%	0.3%	7.3%	1.4%	23.2%	2.8%	3.3%
Graduates Under an Adv	Under an	Advanced	Diploma	Plan and Id	entified a	s a Curren	t Special	Education	Student (Annual G	raduates)	
2019-20	3.7%	3.9%	2.6%	4.0%	3.6%	5.3%	1.3%	5.4%	3.5%	44.7%	4.6%	5.3%
2018-19	2.7%		3.1%	2.9 % 3.1% 3.0% 2.8% 1.8% 0.9% 5.5% 3.3% 33.5% 3.1%	2.8%	1.8%	%6.0	5.5%	3.3%	33.5%	3.1%	

2020-21 CCMR-Related Indicators (TAPR) REGION 20: SAN ANTONIO

	Academic		Region	African		American	Two or Or Pacific More	Special	E.00	
	Year	State		American F	American Hispanic White					EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)	on) (Annua	al Grade	rates)							
Reading	2019-20	30.1%	30.0%	25.2%	28.6% 34.9%	21.3% 33.4%	39.3% 32.7%	5.2%	26.3%	6.5%
	2018-19	33.4%	32.9%	28.1%	31.6% 37.0%	30.9% 39.5%	25.5% 36.9%	6.5%	28.8%	%9.6
Mathematics	2019-20	21.2%	21.8%	16.9%	19.9% 27.4%	14.7% 33.7%	28.6% 27.0%	2.9%	17.4%	7.9%
	2018-19	24.7%	25.8%	22.4%	23.8% 30.9%	27.3% 43.0%	25.5% 30.7%		20.9%	10.9%
Both Subjects	2019-20	16.4%	18.2%	13.3%	16.2% 24.1%	13.3% 27.6%	28.6% 22.6%	1.7%	14.2%	3.9%
	2018-19	18.8%	21.0%	17.3%	19.0% 26.4%	23.6% 34.3%	18.2% 25.3%	2.3%	16.4%	5.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)	r College F	rep Co	urses (A	nnual Grad	uates)					
English Language Arts	2019-20	7.3%	3.6%	1.6%	4.6% 1.6%	0.0% 1.2%	0.0% 1.1%	2.9%	5.3%	6.4%
	2018-19	5.1%	3.1%	2.1%	4.0% 1.2%	1.8% 0.6%	0.0% 0.8%	2.7%	4.8%	2.0%
Mathematics	2019-20	9.7%	7.4%	6.5%	8.8% 4.2%	4.0% 1.9%	0.0% 3.2%	4.8%	10.3%	10.0%
	2018-19	7.3%	5.8%	4.6%	7.2% 2.9%	3.6% 1.2%	1.8% 2.5%	4.2%	8.4%	11.0%
Both Subjects	2019-20	4.2%	1.6%	0.6%	2.0% 0.8%	%9.0 %0.0	0.0% 0.6%	1.3%	2.4%	2.1%
	2018-19	2.6%	1.6%	0.6%	2.1% 0.6%	1.8% 0.3%	0.0% 0.5%	1.2%	2.5%	2.6%
AP/IB Results (Participation) (Grades	les 11-12)		,							
All Subjects	2020	22.0%	23.1%	16.6%	19.0% 33.2%	13.9% 55.0%	29.8% 31.2%	2.3%	14.4%	8.5%
	2019	25.2%	25.7%	19.3%	22.6% 33.2%	19.3% 53.4%	25.2% 35.0%	2.2%	18.2%	11.7%
English Language Arts	2020	12.7%	14.3%	11.3%	11.5% 20.3%	%0'68 %0'6	21.4% 19.7%	1.2%	8.6%	2.2%
	2019	14.5%	15.9%	12.8%	13.5% 21.1%	14.1% 36.9%	16.0% 23.2%	0.9%	10.7%	2.2%
Mathematics	2020	6.4%	2.9%	3.0%	4.0% 10.1%	5.4% 26.2%	6.9% 9.3%	0.4%	2.6%	0.7%
	2019	7.4%	6.5%	3.4%	4.8% 10.4%	7.4% 23.8%	10.1% 10.6%	0.3%	3.5%	%6.0
Science	2020	9.4%	8.8%	2.0%	6.0% 15.4%	6.0% 33.3%	13.0% 13.6%	9.0	3.8%	%6.0
	2019	10.4%	9.3%	6.2%	6.9% 14.7%	8.1% 30.1%	14.3% 15.2%	0.6%	2.0%	1.5%
Social Studies	2020	12.4%	13.8%	9.8%	10.6% 21.2%	6.0% 40.1%	18.3% 19.9%	1.1%	7.4%	2.2%
	2019	13.9%	15.1%	11.1%	12.4% 21.4%	12.6% 37.8%	10.9% 22.3%	1.0%	9.3%	2.2%
AP/IB Results (Examinees >= Criterio	rion) (Grades 11-12)	les 11-1	2)							
All Subjects	2020	29.0%	56.1%	42.3%	47.9% 67.4%	56.5% 77.9%	76.9% 67.6%	40.6%	40.9%	51.2%
	2019	51.0%	47.4%	32.2%	38.0% 64.2%	69.2% 68.6%	53.3% 62.4%	35.7%	31.8%	59.1%
English Language Arts	2020	50.1%	46.4%	35.9%	37.4% 57.7%	46.7% 66.7%	67.9% 62.5%	28.9%	30.0%	%6.6
	2019	41.2%	38.7%	26.3%	26.4% 59.8%	52.6% 56.2%	57.9% 55.1%	22.0%	18.9%	2.0%
Mathematics	2020	26.5%	50.1%	44.1%	38.3% 57.8%	66.7% 72.4%	66.7% 60.2%	46.2%	33.9%	22.2%
	2019	52.2%	45.0%	29.7%	31.4% 57.8%	%8.69 %0.08	75.0% 62.6%	35.0%	22.7%	23.5%
Science	2020	47.6%	46.9%	33.2%	38.6% 53.6%	70.0% 64.0%	52.9% 51.5%	33.3%	33.1%	25.7%
	2019	40.6%	42.5%	26.8%	29.5% 56.3%	63.6% 64.2%	47.1% 62.8%	37.8%	22.0%	14.3%

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) REGION 20: SAN ANTONIO

	Academic Year	State	Region 20	African American	African Americal	Ame te Ind		Sian I	iwo or Pacific More Asian Islander Races		Special Econ Ed Disad	Econ Disadv EB/EL	EB/EL
Social Studies	2020	52.3%	48.5%	36.0%	37.8% 60.8%		50.0% 70.4%	0.4%	66.7% 62.2%	62.2%	33.8%	29.1% 10.1%	10.1%
	2019	46.3%	42.9%	33.4%	31.5% 59.3%		70.6% 63.5%	3.5%	38.5%	26.5%	37.3%	22.7% 10.1%	10.1%
SAT/ACT Results (Annual Graduates)	tes)												
Tested	2019-20	76.7%	81.2%	83.9%	78.9% 85.0%		70.7% 96.3%	6.3%	87.5% 88.2%	88.2%	49.7%	74.9% 69.9%	%6.69
	2018-19	75.0%	82.5%	85.8%	80.3% 85.9%		74.5% 99.7%	9.7%	90.9% 86.2%	86.2%	51.8%	77.0%	75.4%
At/Above Criterion for All Examinees	2019-20	35.7%	33.8%	22.6%	25.1% 55.9%		35.8% 63.6%	3.6%	49.0% 53.0%	53.0%	4.1%	18.3%	4.2%
	2018-19	36.1%	32.8%	22.4%	24.2% 55.4%		39.0% 62.5%	2.5%	24.0% 46.9%	46.9%	4.4%	17.6%	3.3%
Average SAT Score (Annual Graduates)	uates)												
All Subjects	2019-20	1019	997	943	956 1101	71	1036	1144	1080	1094	782	923	814
	2018-19	1027	993	947	952 1100	9	1036	1146	961	1068	786	919	808
English Language Arts and Writing	2019-20	513	504	479	484 557	57	523	295	550	555	393	466	402
	2018-19	517	501	483	480 557	57	520	295	480	541	392	463	398
Mathematics	2019-20	206	493	465	473 544	4	513	582	529	539	389	456	412
	2018-19	510	491	464	471 543	13	515	585	481	528	394	456	411
Average ACT Score (Annual Graduates)	uates)												
All Subjects	2019-20	20.2	20.1	18.3	18.0 24.1	Γ.	26.3	26.0	24.3		13.4	17.0	13.3
	2018-19	20.6	21.1	19.0	19.4 23.8	ω,	22.9	24.9	20.8		15.5	18.4	14.7
English Language Arts	2019-20	19.9	19.9	18.0		7	26.6	25.9	23.9		12.2	16.4	1.8
	2018-19	20.3	21.0	18.9		0.	23.4	24.6	21.1		14.7	18.0	13.1
Mathematics	2019-20	20.1	19.8	18.1	17.9 23.2	7	25.6	25.8	24.5		14.2	17.1	14.7
	2018-19	20.4	20.6	18.5	19.1 23.	0.	21.8	25.2	19.3		15.8	18.2	16.2
Science	2019-20	20.5	20.5	18.5	18.5 24.1	- :	25.7	26.0	24.3	23.4	14.3	17.6	14.6
	2018-19	20.8	21.3	19.3		∞.	22.6	24.6	21.5		16.4	18.9	15.8

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) REGION 20: SAN ANTONIO

	Academic	State	Region 20	Region African Americal Multe Indian	Hispanic	White	American	Asian	Two or Pacific More Asian Islander Races	More Races	Two or Pacific More Special Econ slander Races Ed Disady	Econ	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)	Course Co	mpletio	n (Grad	es 9-12)				THE PERSON	NO. P.				
Any Subject	2019-20	46.3%	44.7%	37.1%	43.0%	50.3%	30.3%	64.4%	48.8%	47.4%	15.6%	38.7%	28.2%
	2018-19	44.6%	42.9%	36.0%	41.1%	48.4%	33.9%	62.8%	43.0%	47.0%	14.2%	37.0%	26.2%
English Language Arts	2019-20	18.2%	16.9%	14.7%	15.5%	20.8%	12.1%	28.6%	20.8%	19.7%	2.7%	13.3%	4.7%
	2018-19	17.8%	16.8%	14.5%	15.4%	20.5%	13.5%	27.6%	13.7%	19.2%	2.7%	13.0%	5.1%
Mathematics	2019-20	20.7%	20.1%	16.5%	18.3%	24.6%	14.4%	37.8%	27.5%	23.1%	4.4%	15.5%	8.0%
	2018-19	20.4%	20.0%	16.4%	18.1%	25.1%	18.0%	36.1%		23.2%	4.0%	15.3%	6.7%
Science	2019-20	22.4%	22.1%	.19.0%	20.7%	26.2%	19.4%	37.1%	22.6%	23.0%	8.1%	18.4%	10.3%
	2018-19	21.7%	21.2%	18.0%	19.8%	25.0%	16.0%	34.0%	21.1%	22.5%	7.3%	17.8%	9.4%
Social Studies	2019-20	24.6%	24.4%	18.7%	21.6%	32.2%	13.9%	49.0%	27.7%	29.6%	3.1%	17.7%	2.7%
	2018-19	23.6%	23.7%	18.7%	21.0%	30.6%	20.7%	45.3%	22.2%	29.6%	2.5%	17.3%	4.4%
CTE Coherent Sequence (Annual	e (Annual	Graduates)	tes)										
	2019-20	58.5% 57.8%	57.8%	52.4%	%0.09	54.6%	48.0%	49.3%	20.0%	49.2%	20.9%	29.9%	53.1%
	2018-19	59.0% 57.5%	57.5%	53.5%	29.6%	54.4%	45.5%	45.7%	20.9%	51.2%	53.9%	%6'09	55.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)	Texas Insti	tution o	f Higher	r Educatio	n (TX IHE)								
	2018-19	52.6% 52.0%	52.0%	49.5%	50.3%	50.3% 55.8%	41.8%	41.8% 70.1%	49.1%	55.2%	23.3%	44.1%	33.9%
	2017-18	53.4% 51.9%	51.9%	47.6%		50.1% 56.1%	49.5%	49.2% 71.9%	53.0%	53.6%	22.3%	43.7%	33.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course	mpleting	One Yea	ar Witho	ut Enrolln	nent in a C	evelopi	nental Edu	cation (Course				
	2018-19	42.2% 62.0%	62.0%	57.9%		53.9% 76.9%	71.4%	71.4% 86.8%	62.5%	72.2%	20.4%	46.2%	22.0%
	2017-18	%2.7% 57.7%	57.7%	46.2%		49.9% 76.0%	54.8%	54.8% 81.5%	73.3%	76.8%	11.7%	43.1%	13.8%

Texas Education Agency 2020-21 Student Information (TAPR) REGION 20: SAN ANTONIO

	Me	Membership	d		En	Enrollment		1
	Region -		State		Region –		State -	9
Student Information	Count	Percent	Count Percent Count Percent Count Percent	Percent	Count	Percent	Count	Percen
Total Students	472,635	100.0%	472,635 100.0% 5,359,040 100.0% 473,945 100.0% 5,371,586 100.0%	100.0%	473,945	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	1,456	0.3%	13,855	0.3%	2,137	0.5%	20,991	0.4%
Pre-Kindergarten	16,499	3.5%	196,560	3.7%	16,757	3.5%	197,093	3.7%
Kindergarten	31,946	6.8%	360,865	6.7%	31,975	6.7%	361,349	6.7%
Grade 1	33,547	7.1%	380,973	7.1%	33,582	7.1%	381,403	7.1%
Grade 2	33,401		379,725	7.1%	33,440	7.1%	380,122	7.1%
Grade 3	33,632	7.1%	380,802	7.1%	33,655	7.1%	381,135	7.1%
Grade 4	34,145	7.2%	385,090	7.2%	34,163	7.2%	385,364	7.2%
Grade 5	35,383	7.5%	395,436	7.4%	35,397	7.5%	395,649	7.4%
Grade 6	36,475	7.7%	414,197	7.7%	36,483	7.7%	414,357	7.7%
Grade 7	36,966	7.8%	421,222	7.9%	36,976	7.8%	421,347	7.8%
Grade 8	36,982	7.8%	422,386	7.9%	36,987	7.8%	422,505	7.9%
Grade 9	38,905	8.2%	436,396	8.1%	38,909	8.2%	436,523	8.1%
Grade 10	37,620	8.0%	420,502	7.8%	37,621	7.9%	420,705	7.8%
Grade 11	34,250	7.2%	388,143	7.2%	34,256	7.2%	388,443	7.2%
Grade 12	31,428	%9:9	362,888	6.8%	31,607	6.7%	364,600	6.8%
Ethnic Distribution:								
African American	29,626	6.3%	680,285	12.7%	29,676	6.3%	681,401	12.7%
Hispanic	323,252	68.4%	68.4% 2.835,771	52.9%	52.9% 324,059	68.4%	68.4% 2,840,982	52.9%
White	94,942		20.1% 1,418,789	26.5%	95,347	20.1%	20.1% 1,424,251	26.5%
American Indian	1,057	0.2%	18,712	0.3%	1,058	0.2%	18,755	0.3%
Asian	11,043	2.3%	253,856	4.7%	11,056	2.3%	254,163	4.7%
Pacific Islander	681	0.1%	8,259	0.2%	683	0.1%	8,271	0.2%
Two or More Races	12,034	2.5%	143,368	2.7%	12,066	2.5%	143,763	2.7%
Sex:								
Female	230,511	48.8%	48.8% 2,620,239	48.9%	48.9% 230,999	48.7%	48.7% 2,624,722	48.9%
Male	242,124	51.2%	51.2% 2,738,801	51.1%	51.1% 242,946	51.3%	51.3% 2,746,864	51.1%
Economically Disadvantaged	275,560	58.3%	58.3% 3,229,178	60.3%	60.3% 275,909	58.2%	58.2% 3,233,417	60.2%
Non-Educationally Disadvantaged	197,075		41.7% 2,129,862	39.7%	39.7% 198,036	41.8%	41.8% 2,138,169	39.8%
Section 504 Students	38,205	8.1%	387,490	7.2%	38,210	8.1%	387,622	7.2%
EB Students/EL	62,919		13.3% 1,108,207	20.7%	62,968	13.3%	13.3% 1,108,883	20.6%
(OC OTOC) - demonstrate of the military of the otocological of the	6 243		66.833	1 7%				

Texas Education Agency 2020-21 Student Information (TAPR) REGION 20: SAN ANTONIO

	Mer	Membership -	P	1	Enr	Enrollment		
		1						
	Region		State	e	Region		State	e
Student Information	Count Percent	Percent	Count	Percent	Count Percent	ercent	Count	Percent
Students w/ Dyslexia	20,225	4.3%	241,070	4.5%	20,233	4.3%	241,197	4.5%
Foster Care	2,505	0.5%	17,033	0.3%	2,512	0.5%	17,090	0.3%
Homeless	4,268	%6.0	57,709	1.1%	4,269	%6.0	57,811	1.1%
Immigrant	7,549	1.6%	108,025	2.0%	7,549	1.6%	108,092	2.0%
Migrant	1,187	0.3%	16,657	0.3%	1,191	0.3%	16,733	0.3%
Title I	260,069	55.0%	55.0% 3,457,855	64.5%	64.5% 260,521	55.0%	55.0% 3,464,887	64.5%
Military Connected	37,421	7.9%	144,596	2.7%	2.7% 37,438	7.9%	144,683	2.7%
At-Risk	247,357	52.3%	52.3% 2,634,284	49.2%	49.2% 247,595	52.2%	52.2% 2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	65,577	13.9%	13.9% 1,123,936	21.0%	909'59	13.8%	13.8% 1,124,413	20.9%
Gifted and Talented Education	34,357	7.3%	443,781	8.3%	34,362	7.3%	443,849	8.3%
Special Education .	59,023	12.5%	595,885	11.1%	59,976	12.7%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59,023		595,885					
By Type of Primary Disability Students with Intellectual Disabilities	25,394	43.0%	253,352	42.5%				
Students with Physical Disabilities	12,660	21.4%	127,106	21.3%				
Students with Autism	7,344	12.4%	83,737	14.1%				
Students with Behavioral Disabilities	12,686	21.5%	122,624	20.6%				
Students with Non-Categorical Early Childhood	939	1.6%	990'6	1.5%				
Mobility (2019-20):								
Total Mobile Students	73,270	15.6%	726,083	13.8%				
By Ethnicity: African American	7,656	1.6%	148,832	2.8%				
Hispanic	49,847	10.6%	372,491	7.1%				
White	12,288	2.6%	160,748	3.1%				
American Indian	162	%0.0	2,944	0.1%				
Asian	1,202	0.3%	18,370	0.4%				
Pacific Islander	137	%0.0	1,484	%0.0				
Two or More Races	1,978	0.4%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	11,390	18.6%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	8,500	14.7%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	53,012	18.8%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	966,936	17.6%	700,130	16.6%				

Texas Education Agency 2020-21 Student Information (TAPR) REGION 20: SAN ANTONIO

	-Non-Special Education Rates-	pecial ation	-Special Education Rates-	cial Ition
Student Information Region State Region State	Region	State	Region	State
Retention Rates by Grade:	stes by G	srade:		
Kindergarten	1.1%	1.4%		3.2% 4.8%
Grade 1	1.4%	1.9%		2.7% 3.2%
Grade 2	0.7%	1.0%		1.3% 1.4%
Grade 3	0.3%	0.5%		0.5% 0.6%
Grade 4	0.2%	0.3%		0.3% 0.4%
Grade 5	0.5%	0.5%		0.2% 0.3%
Grade 6	0.2%	0.2%		0.3% 0.3%
Grade 7	0.3%	0.3%		0.3% 0.3%
Grade 8	0.2%	0.5%		0.4% 0.4%
Grade 9	6.5%	4.7%	11.0% 7.8%	7.8%

ate	Percent		0.2%
- St	Count		0.2% 6,039
Region State	Count Percent Count Percen		0.5%
Reg	Count F		572
		Data Quality:	Inderreported Students
		Data	Cnd

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

Information	Region State	State
Elementary:		
Kindergarten	18.3	17.7
Grade 1	18.8	18.0
Grade 2	19.1	18.0
Grade 3	20.1	18.2
Grade 4	20.3	18.3
Grade 5	22.4	19.8
Grade 6	19.7	19.4
Secondary:		
English/Language Arts	16.4	15.7
Foreign Languages	18.5	17.8
Mathematics	17.4	16.9
Science	18.7	17.9
Social Studies	18.8	18.3

Texas Education Agency 2020-21 Staff Information (TAPR) REGION 20: SAN ANTONIO

	The state of the s			
Staff Information	Count	Percent	Count	Percent
Total Staff	65,425.2	100.0%	100.0% 745,316.3	100.0%
Professional Staff:	41,817.6	63.9%	479,219.1	64.3%
Teachers	31,737.7	48.5%	369,395.4	49.6%
Professional Support	7,641.7	11.7%	78,787.8	10.6%
Campus Administration (School Leadership)	1,827.3	2.8%	22,378.5	3.0%
Central Administration	611.0	0.9%	8,657.4	1.2%
Educational Aides:	6,686.2	10.2%	79,348.7	10.6%
Auxiliary Staff:	16,921.3	25.9%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	422.0	n/a	4,290.0	n/a
Part-time Librarians	32.0	n/a	582.0	n/a
Full-time Counselors	1,166.0	n/a	13,211.0	
Part-time Counselors	68.0	n/a	1,126.0	n/a
Total Minority Staff: Teachers by Ethnicity:	40,630.8	62.1%	62.1% 384,122.4	51.5%
African American	1,480.6	4.7%	41,186.3	11.1%
Hispanic	14,872.9	46.9%	_	28.4%
White	14,685.9	46.3%	210,367.3	56.9%
American Indian	65.0	0.2%	1,261.0	0.3%
Asian	261.8	0.8%	6,656.1	1.8%
Pacific Islander	34.1	0.1%	618.8	0.2%
Two or More Races	337.5	1.1%	4,320.9	1.2%
Feachers by Sex:				
Males	7,732.9	24.4%	88,006.1	23.8%
Females	24,004.8	75.6%	75.6% 281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	343.1	1.1%	4,422.7	1.2%
Bachelors	21,939.7	69.1%	69.1% 269,818.0	73.0%
Masters	9,268.5	29.2%	92,432.5	25.0%
Doctorate	186.5	0.6%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1,913.8	%0.9	24,880.4	6.7%
1-5 Years Experience	8,528.8	26.9%	26.9% 102,753.7	27.8%
6-10 Years Experience	6,469.6	20.4%	74,854.8	20.3%
	0 10 0	700 00	4 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	

Texas Education Agency 2020-21 Staff Information (TAPR) REGION 20: SAN ANTONIO

	Reg	Region	State	ite —
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	4,297.0	13.5%	4,297.0 13.5% 47,975.4 13.0%	13.0%
Over 30 Years Experience	744.4	2.3%	744.4 2.3% 11,278.0 3.1%	3.1%
Number of Students per Teacher	14.9	n/a	14.5	n/a

		i
Staff Information	Region	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.2	6.4
Average Years Experience of Principals with District	5.3	5.5
Average Years Experience of Assistant Principals	5.4	5.5
Average Years Experience of Assistant Principals with District	4.7	4.8
Average Years Experience of Teachers:	11.2	11.2
Average Years Experience of Teachers with District:	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):	only):	
Beginning Teachers	\$51,642	\$50,849
1-5 Years Experience	\$53,252	\$53,288
6-10 Years Experience	\$55,627	\$56,282
11-20 Years Experience	\$58,774	\$59,900
21-30 Years Experience	\$63,315	\$64,637
Over 30 Years Experience	\$68.970	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$57,073	\$57,641
Professional Support	\$65,130	\$68,030
Campus Administration (School Leadership)	\$81,337	\$83,424
Central Administration	\$110,001	\$109,662
Instructional Staff Percent:	63.1%	64.6%
T. montage Data for Tanchage	13.4%	11 3%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	64.3	1,136.9
Educational Aides	15.3	194.8
Auxiliary Staff	15.8	397.5
Contracted Instructional Staff:	94.4	5,731.4

Texas Education Agency 2020-21 Staff Information (TAPR) REGION 20: SAN ANTONIO

	Reg	Region State	St	ate
Program Information	Count	Count Percent Count Percent	Count	Percent
Teachers by Program (population served):	on serve	;		
Bilingual/ESL Education	2,029	6.4%	22,871	6.2%
Career and Technical Education	1,520	4.8%	18,988	5.1%
Compensatory Education	1,011	3.2%	10,227	2.8%
Gifted and Talented Education	415	1.3%	6,558	1.8%
Regular Education	22,119	69.7%	262,447	71.0%
Special Education	3,364	10.6%	34,863	9.4%
Other	1,280	4.0%	13,442	3.6%

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

District Number: 133903

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency 2020-21 STAAR Performance (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	School	State	Region 20	istrict A	African District American Hi	Histoanic White	White	American Indian As	Two or Or Pacific More Asian Islander Races		Special Special Ed Ed Current) (Former)	Special Ed (Former)	Special Continu-Continu- Ed ously ously	Non- Continu- ously	Econ Disady N	Non- (Current Continu- & & & Eurolled Disady Monitored)
				R Perfor	mance Rat	es by T	ested G		ct, and Perfe	rmance	Level					
Grade 3 Reading																
At Approaches Grade Level or Above	2021	%29	64%	81%	*	75%	88%	- 10	. 100%	*	%29	*	81%	81%	77%	402
	2019	%9/	73%	88%	71%	84%	%26	*	*	* 100%	%29	100%	%68	85%	83%	%62
At Meets Grade Level or Above	2021	39%	36%	23%	*	38%	%02		71%	*	45%	*	23%	22%	44%	40%
	2019	45%	45%	25%	78%	39%	62%	#	*	* 80%	30%	43%	46%	63%	43%	45%
At Masters Grade Level	2021	19%	17%	27%	* 6	16%	40%	1 #	43%	* * *	15%	* %00	29%	21%	19%	19%
	6102	07.77	67.07	0/45	0.70	0/77	2			2	27	63/67		200		2
At Approaches Grade Level or	2021	62%	26%	83%	*	78%	%68	- 10	100%	*	28%	*	84%	79%	%62	74%
Above	2019	79%	%9 <i>L</i>	91%	71%	87%	94%	*	*	* 100%	%89	100%	95%	85%	87%	84%
At Meets Grade Level or Above	2021	31%	79%	49%	*	35%		ı	. %98	*	38%					35%
	2019	49%	45%	93%	78%	26%	%69	*	*	* 80%	44%	86%	61%	%89	25%	20%
At Masters Grade Level	2021	14%	12%	23%	*	15%	32%			*	15%	*	23%	24%	17%	%6
	2019	25%	21%	34%	14%	28%	41%	*	*	%0 •	18%	43%	33%	45%	28%	78%
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	29%	72%	*	63%	%08	*	71%	- 86%	49%	64%	73%	71%	%59	63%
	2019	75%	71%	81%	*	78%	88%	*	*	*	40%	*	82%	80%	72%	74%
At Meets Grade Level or Above	2021	36%	34%	43%	*	28%	26%	*	. 29%	22%	32%	36%	45%	38%	31%	73%
	2019	44%	40%	48%	*	40%	%69	*	٠	*	12%	*	47%	25%	37%	32%
At Masters Grade Level	2021	17%	16%	22%	*	11%	31%	*	. %62	. 43%	11%	27%	25%	14%	13%	13%
	2019	22%	19%	76%	*	17%	36%	*	*	*	4%	•	22%	35%	16%	%9
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	29%	52%	74%	*	29%	85%	*	. %98	%98	49%	82%	74%	71%	63%	61%
	2019	75%	71%	83%	*	78%	91%	*	*	*	40%	*	83%	84%	75%	84%
At Meets Grade Level or Above	2021	36%	29%	49%	*	32%	62%	к) *	. 22%	71%	38%	22%	21%	45%	33%	18%
	2019	48%	45%	21%	*	42%	%19	*	*	*	20%	*	48%	28%	39%	39%
At Masters Grade Level	2021	21%	16%	35%	*	15%	25%	*	43%	- 57%	24%	36%	38%	76%	19%	11%
	2019	28%	24%	31%	*	21%	45%	*	*	*	4%	*	30%	33%	17%	10%
Grade 4 Writing																

Texas Education Agency 2020-21 STAAR Performance (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	School	Chate	Region 20 D	istrict	African District American H	Historic White		American	Acian	Two or Pacific More		Special Special Ed Ed Ed	Special Ed Ed	Non- Special Special Continu-Continu- Ed Ed ously ously	Non- Continu- ously	Econ	EB/EL (Current Econ & Disady Monitored)
At Approaches Grade Level or	2021	53%	8	%99	-	52%			71%	•		43%		%89	%65	53%	53%
Above	2019	%29	63%	%02	*	62%	81%	*	*	•	*	28%	*	70%	72%	28%	28%
At Meets Grade Level or Above	2021	27%	24%	33%	*	20%	44%	*	43%	•	21%	30%	27%	35%	28%	20%	21%
	2019	35%	31%	33%	*	27%	45%	*	*	,	*	12%	*	34%	32%	20%	19%
At Masters Grade Level	2021	8%	%/	%6	*	2%	14%	*	29%	•	14%	3%	18%	10%	7%	1%	%0
	2019	11%	%8	10%	*	%9	15%	*	*	•	*	%0	*	10%	12%	4%	%0
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	%02	79%	20%	73%	88%	*	*	*	%09	49%	83%	80%	76%	%89	53%
	2019	86%	85%	94%	*	%26	%26	•	*	*	*	%89	*	94%	94%	%06	88%
At Meets Grade Level or Above	2021	46%	43%	23%	17%	43%	64%	*	*	*	%09	21%	%29	22%	46%	37%	24%
	2019	54%	20%	%95	*	47%	%89	•	*	*	*	16%	*	28%	25%	44%	20%
At Masters Grade Level	2021	30%	27%	34%	%0	25%	47%	*	*	*	40%	%9	20%	36%	78%	21%	15%
	2019	29%	76%	28%	*	17%	43%	•	*	*	*	4%	*	73%	27%	15%	2%
Grade 5 Mathematics+					à-												
At Approaches Grade Level or Above	2021	70%	%59	%06	100%	%98	93%	*	*	*	100%	%02	%29	92%	83%	85%	85%
	2019	%06	88%	%96	*	93%	%86	•	*	*	*	88%	*	%96	93%	95%	%86
At Meets Grade Level or Above	2021	44%	39%	%09	%29	49%	%02	*	*	*	%09	38%	33%	63%	21%	46%	45%
	2019	28%	26%	6 2%	*	23%	74%	•	*	*	*	28%	*	64%	28%	25%	45%
At Masters Grade Level	2021	25%	21%	38%	33%	25%	%05	*	*	*	20%	17%	%0	45%	25%	26%	15%
	2019	36%	34%	41%	*	35%	23%	1	*	*	*	16%	*	44%	32%	31%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	26%	%08	%29	72%	87%	*	*	*	80%	52%	%29	80%	77%	%02	23%
	2019	75%	71%	% 06	*	82%	%96	•	*	*	*	25%		%06	%88 88	82%	73%
At Meets Grade Level or Above	2021	31%	76%	46%	17%	30%	61%	*	*	*	40%	37%	33%	47%	44%	34%	22%
	2019	46%	44%	%69	*	21%	84%	•	*	*	*	40%	*	20%	%99	21%	43%
At Masters Grade Level	2021	13%	10%	18%	%0	10%	27%	*	*	*	%0	15%	17%	18%	17%	%6	3%
	2019	24%	%02	35%	*	19%	23%	٠	*	*	#	4%	*	37%	76%	20%	15%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	%65	72%	*	%59	82%	*	*	•	*	41%	*	72%	74%	63%	20%
	2019	%89	%49	%0 2	63%	%99	75%	*	*	•	63%	22%	*	72%	%99	%09	63%

Texas Education Agency 2020-21 STAAR Performance (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	School	State	Region 20 C	istrict /	African District American P	Hispanic White	White	American Indian A	Pacific Asian Islander		Two or More	Special Special Ed Ed Ed (Current) (Former)	Special Ed Former)	Non- Special Continu- Continu- Ed ously ously Former) Enrolled Enrolled	Non- Continu- ously	Econ	EB/EL (Current & & Disady Monitored)
At Meets Grade Level or Above	2021	32%		46%		34%	%09	*	*			19%	*	46%	45%	36%	35%
	2019	37%	36%	36%	25%	23%	47%	*	*	•	25%	11%	*	37%	33%	22%	13%
At Masters Grade Level	2021	15%	13%	19%	*	12%	28%	*	*	١	*	3%	*	18%	23%	10%	4%
	2019	18%	16%	17%	25%	8%	23%	*	*	٠	25%	8%	*	18%	14%	2%	3%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	%89	%29	74%	*	%59	85%	*	*	•	*	46%	*	75%	72%		%29
	2019	81%	79%	%62	88%	75%	82%	*	*	١	63%	39%	*	85%	71%	73%	%69
At Meets Grade Level or Above	2021	36%	30%	33%	*	21%	46%	*	*	•	*	22%	*	33%	31%	18%	12%
	2019	47%	44%	44%	63%	33%	53%	*	*	•	25%	17%	*	45%	45%	33%	31%
At Masters Grade Level	2021	15%	11%	12%	*	2%	20%	#	*	•	*	8%	*	14%	%6	%9	4%
	2019	21%	19%	16%	13%	11%	20%	*	*	٠	13%	8%	*	17%	13%	8%	%6
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	%69	%29	78%	*	72%	%98	,	*	*	*	39%	*	%08	402	71%	%29
	2019	%9/	74%	%62	21%	73%	84%	*	*	•	83%	45%	*	82%	%69	%02	71%
At Meets Grade Level or Above	2021	45%	45%	22%	**	46%	%99	,	*	*	*	21%	*	26%	51%	45%	31%
	2019	49%	47%	23%	43%	39%	64%	*	*	•	%29	34%	*	54%	51%	39%	42%
At Masters Grade Level	2021	25%	23%	35%	*	79%	45%	•	*	*	*	%8	*	35%	35%	24%	18%
	2019	29%	27%	32%	%62	23%	39%	*	*	١	%/9	17%	*	32%	33%	24%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	22%	49%	65%	*	26%	%92	•	*	*	*	32%	*	%89	55%		53%
	2019	75%	71%	77%	71%	68%	82%	*	*	•	%29	41%	*	79%	%89	%89	76%
At Meets Grade Level or Above	2021	27%	22%	34%	*	22%	48%	,	*	*	*	18%	*	33%	37%	-	10%
	2019	43%	36%	43%	43%	32%	23%	*	*	•	%/9	31%	*	45%	38%	31%	37%
At Masters Grade Level	2021	12%	10%	15%	#	8%	24%	•	*	*	*	3%	*	16%	14%	7%	2%
	2019	17%	14%	15%	%0	10%	18%	*	*	1	33%	28%	*	16%	%6	13%	11%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	28%	%29	*	24%	82%		*	*	*	18%	*	%89	62%	22%	45%
	2019	%02	%29	71%	21%	63%	%6/	*	*	•	%08	41%	*	74%	63%		%89
At Meets Grade Level or Above	2021	33%	28%	38%	*	25%	25%	•	*	*	*	13%	*	38%	36%	72%	15%
	2019	45%	38%	41%	43%	24%	54%	*	*	1	%09	34%	*	45%	37%	28%	16%

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
KERRVILLE ISD (133903) - KERR COUNTY

10% 8% 17% 8 17% 17% 17% 18% 15% 14% 11% 25% - 60% 10% 8 17% 18% 15% 14% 11% 25% - 60% 10% - 20% 17% 86% 85% 81% 81% 81% 81% 81% 87% 88% 87% 46% 85% 62% 63% - - 100% 45% 88% 87% 46% 85% 63% 71% - - 100% 45% 88% 87% 46% 63% 71% - - 100% - - 100% - 23% 71% 28% 25% 66% 64% - - - - - - - - - - - - - - - - - - -		School	St. St.	Region	titie		His manife White	White		Pac Acian Iclan	Pacific M	Two or S	Special Ed	Special Ed	Continu- ously	Non- Special Continu-Continu- Ed ously ously	Econ Disady 8	EB/EL (Current Current & & Con & & Con Current Con Current Con Current
8 Machingstond Carde Level or Above 2019 18% 19% 19% 19% 14% 11% 25% 6 6% 10% 10% 20% 17% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20	At Masters Grade Level	2021	и .	8%	12%		8%	17%		*	*	*	3%	*	12%	13%	2%	%0
8 Reading+ Oadhes Grade Level or Above 2021 38% 81% 81% 81% 81% 81% 81% 81% 81% 81% 8		2019		15%	19%	14%	11%	25%	*	*	•	%09	10%	*	20%		12%	%8
Signate Level or Above 2021 45% 89% 89% 89% 89% 89% 89% 89% 89% 89% 89	Grade 8 Reading+																	
State Level or Above 2021 24% 63	At Approaches Grade Level or Above	2021	73%	70%	81%	83%	81%	81%	*	*		75%	43%	*	83%		74%	70%
tes Grade Level or Above 2021 46% 43% 52% 33% 43% 60% 5 5 5 6 % 5.8% 51% 51% 51% 51% 51% 51% 51% 51% 51% 51		2019	%98	85%	88%	*	84%	93%	•	*	- 1	%00	45%	*	88%	87%	%62	81%
State Carde Cave Cave	At Meets Grade Level or Above	2021	46%	43%	25%	- %28	43%	%09	*	*	ı	38%	21%	*	23%	21%	38%	30%
Rers Grade Level 2021 21% 19% 27% 33% 17% 33% 17% 33% 17% 33% 17% 33% 17% 33% 17% 34% 29%		2019	25%	54%	62%	*	53%	71%	•	*	1	83%	21%	*	63%	%09	21%	45%
8 Mathematics+ 2019 28% 27% 33% - 25% 40% - 66% 64% - 67% 31% - 69% 54% 29% 204 205 204 205 205 205 205 205 205 205 205 205 205	At Masters Grade Level	2021	21%	19%	27%	33%	17%	33%	*	a+ a	1	25%	5%	* *	28%	23%	13%	7%
8 Mathematics+ 2019 88% 88% 88% 82% 93% - 100% 48% 88% 84% 88% 88% 88% 88% 88% 88% 88	:	2019	28%	27%	33%		72%	40%	'	•		%/9	%/	18	34%	%67	%77	72%
Science Grade Level or Above 2021 62% 55% 65% * 66% 64% - * * - 57% 31% - 69% 54% 54% 61% 88% 88% 88% 88% 88% 88% 88% 88% 88% 8	Grade 8 Mathematics+																	
2019 88% 88% 88% 88% 88% 88% 88% 88% 88% 88	At Approaches Grade Level or Above	2021	62%	25%	%59	*	%99	64%	•	*	•	21%	31%	•	%69	54%	61%	64%
ts Grade Level or Above 2021 36% 29% 38% * 36% 40%		2019	88%	88%	88%	*	85%	93%	•	*	-	%00	48%	*	88%	84%	81%	80%
ters Grade Level 2021 11% 7% 64% 61% * 53% 70% - * * 0 80% 24% 24% 5 8% 69% 24% 2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	At Meets Grade Level or Above	2021	36%	767	38%	*	36%	40%	•	*	,	%62	24%	•	40%	34%	32%	36%
S Science 201 17% 7% 6% * 5% 6% - * - 0% 4% - 6% 6% 5% 6% - * - 0% 4% - 6% 6% 5% 6% - 6% - 40% 17% - 6% 6% 5% 5% 5% 6% - * - 40% 17% * 53% 22% oaches Grade Level or Above 2021 43% 50% 58% 67% 51% 64% * - * - 75% 43% 71% 52% ters Grade Level or Above 2021 43% 50% 57% 56% 45% - - - 75% 44% - <td></td> <td>2019</td> <td>27%</td> <td>54%</td> <td>%19</td> <td>*</td> <td>23%</td> <td>%02</td> <td>•</td> <td>*</td> <td>,</td> <td>80%</td> <td>24%</td> <td>*</td> <td>29%</td> <td>%69</td> <td>21%</td> <td>20%</td>		2019	27%	54%	%19	*	23%	%02	•	*	,	80%	24%	*	29%	%69	21%	20%
8 Science - 2019 17% 14% 23% * 16% 30% - * - 40% 17% * 23% 22% 22% 23celece - 2021 68% 64% 80% 83% 74% 84% * * - 75% 43% 74% 84%	At Masters Grade Level	2021	11%	7%	%9	*	2%	%9	•	*	•	%0	4%	•	%9	%9	%9	%0
8 Science 201 68% 64% 83% 74% 84% * * 75% 43% * 83% 71% oaches Grade Level or Above 2021 43% 85% 8 80% 90% - * - 100% 36% * 85% 87% ters Grade Level or Above 2021 43% 50% 59% * 47% 72% - * - 100% 21% * 85% 87% ters Grade Level or Above 2021 24% 34% * 47% 72% - * - 100% 21% * 85% 87% 85%		2019	17%	14%	23%	*	16%	30%	•	*	,	40%	17%	*	23%	22%	15%	27%
oaches Grade Level or 2021 68% 64% 80% 83% 74% 84% * * · 75% 43% * 83% 71% 13% 13% 13% 14% 84% * * · 75% 43% 21% 85% 87% 13% 13% 14% 58% 67% 14% 14% 14% 14% 14% 14% 14% 14% 14% 14	Grade 8 Science																	
2019 81% 79% 85% * 80% - * - 100% 36% * 85% 87% 2021 43% 40% 58% 67% 51% 64% * - 38% * 58% 57% 57% 2019 51% 50% 59% * 47% 72% - * - 100% 21% * 59% 57% 2021 24% 21% 33% 26% 38% * * - 100% 21% * 59% 62% 2019 25% 24% 34% * 20% 46% - * - 67% 14% * 35% 26% 2019 55% 73% 56% 80% * * 75% 44% * 75% 66% 2021 28% 26% 75% 75% 75% 75% 75% 75%	At Approaches Grade Level or Above	2021	%89	64%	80%	83%	74%	84%	*	*	•	75%	43%	*	83%	71%	72%	%29
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2019 51% 50% 59% 47% 72% - + - 100% 21% * 59% 62% 2021 24% 21% 33% 26% 38% * - 13% 2% * 56% 2019 25% 24% 34% * 20% 46% - * - 67% 14% * 35% 26% 2019 55% 73% 50% 65% 80% * * - 75% 44% * 75% 66% 2019 69% 66% 73% * 67% 78% * 75% 47% 43% 2021 28% 26% 46% 50% 47% 47% 45% 2019 37% 35% 36% * * * 75% 47% 45%	At Meets Grade Level or Above	2021	43%	40%	28%	%29	51%	64%	*	*	•	38%	21%	*	28%	22%	46%	33%
2021 24% 33% 26% 38% * * - 13% 2% * 35% 26% 2019 25% 24% 34% * 20% 46% - * - 67% 14% * 33% 36% 2021 55% 73% 50% 65% 80% * * - 75% 44% * 75% 66% 2021 28% 26% 46% 50% 33% 56% * * - 50% 25% * 47% 43% 2019 37% 35% 36% * * - 50% 25% * 47% 45% 2019 37% 35% 36% * * - 50% 25% * 47% 45%		2019	51%	20%	29%	*	47%	72%	•	*	- 1	%00	21%	*	29%	62%	44%	35%
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2021 57% 55% 73% 65% 80% * * - 75% 44% * 75% 66% 2019 69% 66% 73% * 67% 78% - * - 83% 36% * 72% 75% 2021 28% 26% * 28% 47% - * - 67% 25% * 47% 43% 2019 37% 35% 39% * 28% 47% - * - 67% 29% * 37% 45%		2019	25%	24%	34%	*	20%	46%	•	*	•	%29	14%	*	33%	36%	21%	19%
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37% 35% 39% * 28% 47% - * - 67% 29% * 37% 45%	At Meets Grade Level or Above	2021	78%	76%	46%	20%	33%	%95	*	*	1	20%	72%	*	47%	43%	32%	17%
		2019	37%	35%	39%	*	28%	47%	•	*		%/9	78%	*	37%	45%	30%	79%

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KERRVILLE ISD (133903) - KERR COUNTY

14% 12% 21% 33% 16% 25% * 21% 21% * 14% 28% - 67% 66% 75% 100% 66% 81% * 68% 67% 60% 67% 49% 69% * 50% 49% 60% 67% 49% 69% * 50% 49% 60% 50% 69% * 11% 11% 10% 67% 48% 69% * 50% 68% 74% 60% 80% 80% * 49% 74% 50% 68% 80% * * 49% 74% 50% 68% 80% * * 49% 78 100% 6% 16% * 73% 66% 86% 10% 57% * 88% 25% 40% 57% * 81% 26% 86% 86% 86% * 82% 25% 40% <		School	State	Region 20	African District American		ispanic	White	American Hispanic White Indian	Asian Isl	Pacific I	Two or S More Races (Two Special Special Continu- or Special Special Continu- Pacific More Ed Ed ously Asian Islander Races (Current) (Former) Enrolled	Special Ed (Former)	Non- Continu- Continu- ously ously Enrolled Enrolled	Non- Continu- ously Enrolled		EB/EL (Current Econ & Consady Monitored)
Course English I roaches Grade Level or Above 2019 68% 67% 75% 100% 66% 81% - 100% 66% 81% - 50% ts Grade Level or Above 2019 68% 67% 75% 40% 67% 84% - 100% - 56% ters Grade Level or Above 2019 11% 11% 11% 11% 12% 27% - 56% - 100% - 56% course English II roaches Grade Level or Above 2011 71% 72% 79% - 71% 87% - 80% - 100% - 100% Course English II roaches Grade Level or Above 2011 71% 72% 79% - 71% 87% - 80% - 100% Course English II roaches Grade Level or Above 2011 71% 72% 79% - 71% 87% - 80% - 100% Course Algebra I roaches Grade Level or Above 2011 71% 11% 11% 0% 68% 86% 16% - 80% - 80% Course Algebra I roaches Grade Level or Above 2011 71% 33% 66% 86% 100% 86% 86% 80% - 80% - 80% Course Biology Course Biology Course Biology coaches Grade Level or Above 2011 82% 80% 90% - 80% 100% 80% 80% - 80% Course Biology coaches Grade Level or 2011 82% 80% 90% - 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% - 80% Course Biology coaches Grade Level or 2011 82% 80% 90% - 80% 100% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 100% 80% 80% 80% 80% 80% 80% 80% 80% 80%	At Masters Grade Level	2021		12%	21%	33%	16%		*			13%	%9	*	23%	17%	13%	%0
Course English I 68% 75% 100% 66% 81% 8 83% coaches Grade Level or Above 2019 68% 67% 75% 40% 67% 84% - 100% - 56% ters Grade Level or Above 2021 50% 49% 60% 57% 49% 60% - 100% - 56% ters Grade Level 2019 50% 49% 60% 57% 49% 60% - 100% - 56% course English II 2019 11% 12% 11% 10% 57% 56% - 100% - 56% - 11% course English II 2019 11% 12% 11% 9% 55% - 56% - 11% 10% - 56% - 11% coarches Grade Level or Above 2021 11% 12% 50% 68% 86% 86% 86% 10% 67% 88% coarches Grade Level or Above 2021 13% 49% 55% 40% 57% 66% 8		2019			21%	*			•	*	•	20%	14%	*	21%	22%	15%	13%
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ters Grade Level or Above 2021 57% 57% 66% * 53% 79% - * * 86% 13% 2019 49% 48% 55% 33% 45% 65% * 67% - * * 86% 21% 2019 11% 10% 15% * 11% 0% 6% 65% 16% 21% - * * 44% 21% 2019 11% 10% 11% 0% 6% 16% 16% 21% - * * 44% 21% 2019 2011 11% 10% 11% 0% 6% 16% 2021 2011 2011 2011 2011 2011 2011 201		2019	68%	%89	74%	20%	68%		*	%68	•	91%	37%	•	%9 ′	%99	%99	23%
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ters Grade Level 2021 23% 18% 28% 45% 20% 34% 4 5% 20% 34% 4 5% 36% 44% - 56% - 25% Course Biology roaches Grade Level or roaches Grade Level or 2021 82% 80% 93% 100% 86% 98% - 100% 100% 100% ts Grade Level or Above 2021 55% 52% 74% 80% 60% 85% - 83% 90%		2019	61%	26%	% 59	*	58%		•	%68	1	88%	30%	40%	%99	92%	54%	29%
Course Biology * 36% * 36% 44% - 56% - 25% roaches Grade Level or Above 2021 82% 80% 93% 100% 86% 98% - 100% * 100% ts Grade Level or Above 2021 55% 52% 74% 80% 60% 85% - 83% * 90%	At Masters Grade Level	2021	23%	18%	28%	45%	20%		*	*	*	33%	16%	20%	28%	27%	20%	12%
Course Biology roaches Grade Level or 2021 82% 80% 93% 100% 86% 98% - 100% * 100% 2019 88% 88% 94% * 95% 95% - 100% - 100% ts Grade Level or Above 2021 55% 52% 74% 80% 60% 85% - 83% * 90%		2019	37%	34%	40%	*	36%	44%	•	26%	٠	25%	20%	20%	41%	36%	27%	35%
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	At Meets Grade Level or Above	2021	22%	52%	74%	80%	%09		•	83%	*	%06	22%	*	74%	72%	63%	38%
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	School	State	Region 20	District /	African District American Hispanic White	panic W		American Indian As	Two or Pacific More Asian Islander Races	ffic Mider Ra		Special S Ed (Current) (F	Special (Ed	Non- Special Continu-Continu- Ed ously ously (Former) Enrolled Enrolled	Non- Continu- ously Econ Enrolled Disady	Econ Disady M	EB/EL (Current &
At Masters Grade Level	2021	25%	20%	29%	20%	17% 3	37%	9	%29	*	%09	7%	*	28%	31%	20%	10%
	2019	25%	79%	39%	*	26% 5	25%	•	64%	'	%05	13%	•	40%	35%	72%	17%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	88%	%56	*	92% 9	%66	10	100%	-	100%	83%	*	%96	94%	94%	%69
	2019	93%	93%	%96	*	94% 9	%86	* 10	100%		100%	74%	•	%26	95%	94%	88%
At Meets Grade Level or Above	2021	%69	%89	78%	*	6 %89	91%	- 10	100%	•	%09	%19	*	80%	71%	71%	38%
	2019	73%	75%	81%	*	71% 8	%68	* 10	100%	•	%08	44%	•	79%	86%	74%	23%
At Masters Grade Level	2021	43%	41%	52%	*		%99	1	%88	,	40%	36%	*	24%	42%	41%	15%
	2019	45%	48%	49%	*	32% 6	%59	*	%09		20%	15%	•	46%	28%	36%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	%56	%06	%26	•	80% 10	100%	٠	*		*	•	1	100%	*	100%	•
At Meets Grade Level or Above	2021	%69	61%	94%	•		%56	٠	*		*	٠	•	%26	*	%98	•
At Masters Grade Level	2021	14%	7%	25%		20% 1	18%	1	*		*	٠	'	23%	*	14%	•
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	%29	64%	78%	%99	71% 8	85%				%08	49%	%69	%62	73%	%02	%29
	2019	78%	%9/	83%	63%	79% 8	88%	64% 9	95% 10	100%	82%	49%	86%	84%	80%	%9/	73%
At Meets Grade Level or Above	2021	41%	38%	21%	33%	40% 6	62%	36% 7	71%	%06	29%	29%	44%	25%	47%	39%	27%
	2019	20%	47%	22%	30%	45% 6	%59	43% 8	84%	80%	64%	27%	47%	%95	24%	43%	35%
At Masters Grade Level	2021	18%	16%	24%	14%	16% 3	32%	29% 4		20%	76%	11%	25%	25%	21%	15%	8%
	2019	24%	22%	27%	11%	18% 3	36%	14% 5	27%	40%	34%	12%	25%	28%	27%	18%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89		77%	%29		84%		%88	*	%62	49%	%09	78%	73%	%02	26%
	2019	75%	73%	81%	25%	76% 8	%98	83% 9	%26	*	%9/	44%	95%	85%	77%	73%	%89
At Meets Grade Level or Above	2021	45%	45%	54%	76%	42% 6	%99	40% 6	%99	*	%99	27%	47%	22%	51%	45%	30%
	2019	48%	46%	23%	76%	43% 6	63%		85%	*	29%	22%	40%	24%	51%	41%	30%
At Masters Grade Level	2021	18%	17%	72%	8%	15% 3	34%	20% 3	38%	*	36%	%6	30%	25%	22%	15%	11%
	2019	21%	19%	24%	12%	15% 3	33%	17% 5	52%	*	31%	%6	24%	24%	26%	15%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	%09	78%	%89	72% 8	84%	40% 9	93%	*	74%	20%	75%	%08	71%	71%	% 69
	2019	82%	79%	86%	%62	82% 9	%06	*	%56	*	82%	25%	88%	88%	82%	%08	83%

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	School	State	Region 20 D	istrict A	African District American Hispanic White	ispanic V		American Indian	 - Sian ls	Two or Pacific More Asian Islander Races		Special Ed (Current)	Special Ed (Former)	Non- Special Continu-Continu- Ed ously ously (Former) Enrolled Enrolled	Non- Continu- ously Enrolled	Econ Disady I	Non- (Current Continu- & & & & & & & & & & & & & & & & & & &
At Meets Grade Level or Above	2021	37%	31%	45%	78%	34%	21%	20%	72%	*	53%	31%	43%	47%	41%	33%	27%
	2019	25%	48%	%9 5	35%	47%	64%	*	82%	*	63%	28%	64%	26%	22%	44%	44%
At Masters Grade Level	2021	18%	14%	23%	21%	14%	32%	20%	38%	*	24%	13%	21%	24%	19%	15%	8%
	2019	79%	24%	%67	%6	22%	35%	*	29%	*	24%	16%	32%	76%	79%	%02	18%
All Grades Writing																	
At Approaches Grade Level or Above	2021	28%	53%	%99	29%	53%	%62	*	78%	*	%88	30%	%29	%89	61%	25%	49%
	2019	%89	%59	71%	%09	62%	80%	**	83%	•	%29	35%	*	72%	%89	%69	64%
At Meets Grade Level or Above	2021	30%	76%	36%	%0	23%	48%	**	44%	*	20%	21%	23%	37%	32%	22%	18%
	2019	38%	35%	37%	30%	79%	48%	*	%05	•	44%	24%	*	38%	35%	24%	17%
At Masters Grade Level	2021	%6	%/	11%	%0	2%	16%	*	22%	*	13%	3%	15%	11%	10%	3%	%0
	2019	14%	12%	15%	10%	8%	20%	*	%09	1	44%	%9	*	15%	14%	8%	4%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	%89	84%	82%	77%	%06	*	100%	*	87%	46%	75%	85%	80%	%92	%59
	2019	81%	%08	%06	26%	86%	94%	•	94%	*	100%	22%	86%	%06	87%	84%	74%
At Meets Grade Level or Above	2021	44%	40%	%09	23%	48%	%02	*	95%	*	%19	28%	20%	%09	22%	47%	31%
	2019	54%	52%	%69	22%	28%	81%	•	%88	*	88%	35%	21%	%69	%69	26%	44%
At Masters Grade Level	2021	20%	17%	27%	18%	18%	34%	*	%/9	*	30%	%8	25%	27%	25%	16%	10%
	2019	25%	23%	36%	11%	21%	21%	1	%69	*	26%	11%	79%	37%	32%	22%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	73%	84%	%09	%08	%68	*	95%	1	85%	%19	100%	86%	78%	76%	%95
	2019	81%	%08	82%	%29	%08	%68	*	100%	•	91%	28%	*	85%	86%	78%	73%
At Meets Grade Level or Above	2021	49%	46%	%29	%09	23%	72%	*	83%	•	24%	40%	80%	65%	22%	20%	23%
	2019	25%	22%	%09	33%	46%	%0/	*	100%	٠	73%	37%	*	28%	%99	51%	38%
At Masters Grade Level	2021	29%	78%	37%	20%	78%	44%	*	75%	•	23%	19%	40%	39%	28%	76%	2%
	2019	33%	34%	35%	17%	23%	48%	*	%95	•	36%	15%	*	34%	41%	24%	13%

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

⁻ Indicates there are no students in the group.

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

Texas Education Agency 2018-19 Progress (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

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

School	State	Region 20	District	African American	school African Year State Region 20 District American Hispanic White		Twoor American Pacific More Indian Asian Islander Races	Asian I	Pacific slander	Twoor More Races (Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- Continu- ously ously Enrolled Enrolled		EB/EL (Current Econ & Disady Monitored)
			Schoo	Progress	ol Progress Domain - Academic Growth Score by Grade and Subject	Academ	ic Growth	Score	by Grac	le and S	Subject			1000		
2019	61	29	29	*	29	61		*	,	*	22	*	28	63	28	20
2018	63	62	99	*	63	69	,	*	*	#	9	*	64	20	62	63
2019	65	62	54	*	48	62	*	*	•	•	43	*	25	62	45	29
2018	65	63	61	*	26	29	•	*	*	*	71		09	25	24	20
2019	8	81	78	*	80	77	•	*	*	*	82	*	77	79	75	9/
2018	80	80	82	75	82	82		*	•	09	69	*	82	79	82	88
2019	83	84	8	*	80	83	,	*	*	*	20	*	83	78	79	78
2018	8	83	80	81	79	80	*	*	•	95	83	*	81	79	80	72
2019	42	4	38	44	36	38	*	#		38	25	*	38	39	34	40
2018	47	47	20	*	42	55	*	*	,	83	40	*	51	42	45	44
2019	54	49	42	31	33	4	*	*	£	44	28	*	40	48	37	40
2018	26	25	39	10	38	42		*		17	46	*	37	49	38	49
2019	77	26	76	75	75	9/	*	*		83	22	*	75	78	74	9/
2018	9/	75	73	9	69	9/	•	*	ŧ	6	9/	*	74	99	69	82
2019	62	61	29	29	25	64	*	*		83	61	*	9	23	26	51
2018	29	89	9	9	29	71	•	*	,	29	22	*	99	63	83	89
2019	77	77	81	*	8	81		*	,	100	65	*	81	80	8	81
2018	79	79	71	*	9/	80	*	75	•	64	90	*	77	79	72	78
2019	82	82	82	*	83	80	•	*	•	100	28	*	84	75	78	82
2018	8	80	87	*	84	93	*	98	,	83	29	*	88	98	86	98
2019	69	89	69	*	69	89	*	88	•	83	99		69	2	70	99
2018	29	99	62	#	57	68	*	*	•	26	31		62	94	9	92
2019	75	73	2/2	*	72	79	,	88	F)	83	84	20	9/	78	68	82
2018	72	71	80	*	79	82		*	,	75	22	٠	83	89	73	74
2019	69	89	29	9	65	68	20	83	*	73	55	64	29	99	63	62
2018	69	69	89	28	65	7	26	83	¥	29	28	92	99	89	65	89
2019	89	29	29	62	89	29	09	82	*	72	28	75	67	99	65	99
2018	69	89	68	24	65	72	*	82	*	69	22	75	68	68	65	71
2019	20	89	99	28	63	68	*	85	*	75	53	26	99	65	9	23
2018	20	69	89	63	65	71	*	85	*	99	09	77	89	68	65	64

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	School F	State	Region 20	District	Total Bilingual District Education	BE-Trans Early Exit	BE-Trans BE-Dual Late Exit Two-Way	BE-Dual	BE-Dual One-Way	ALP BE-Trans BE-Dual Bilingual Total Late Exit Two-Way One-Way (Exception) ESL		ESL Content- Based	ALP ESL ESL Pull-Out (Waiver)	ALP ESt. Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
					STAAR	Performa	nce Rate by	Subject :	and Perfo	STAAR Performance Rate by Subject and Performance Level	_		200					
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	%29	64%	78%	61%	20%	•	•	•	%19	24%	%99	53%		19%	%62	54%	%06
	2019	78%	%9/	83%	%62	79%	1		•		28%	%59	54%		*		%/9	
At Meets Grade Level or Above	2021	41%	38%	21%	21%	20%	•	'		20%	22%	39%	19%	,	3%	24%	21%	28%
	2019	20%	47%	22%	37%	37%	•	•	•		18%	21%	16%		•		25%	
At Masters Grade Level	2021	18%	16%	24%	2%	%0	•	2		2%	%/	13%	%/	Ÿ	3%	26%	%9	22%
	2019	24%	22%	27%	11%	11%	•	•	•		2%	8%	4%		*		%8	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	%89	%99	77%	%09	#	,		•	61%	%65	%09	47%	10	14%	%62	20%	95%
	2019	75%	73%	81%	78%	78%	,	•	•		%05	26%	46%		•		61%	
At Meets Grade Level or Above	2021	45%	45%	54%	19%	*	,	•	•	18%	24%	47%	21%	1	7%	26%	21%	%59
	2019	48%	46%	23%	33%	33%	,	•	•		11%	10%	11%		*		20%	
At Masters Grade Level	2021	18%	17%	25%	8%	*	•	•	,	%8	8%	13%	%/	'	7%	79%	8%	19%
	2019	21%	19%	24%	%6	%6	•	•	5		3%	4%	3%		*		2%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	%99	%09	78%	%89	*	•	•		%89	%99	80%	64%	•	25%	%62	64%	88%
	2019	85%	79%	%98	%06	%06	•		•		%69	84%	65 %		*		80%	
At Meets Grade Level or Above	2021	37%	31%	45%	76%	*	•	•	1	25%	25%	47%	19%	'	%0	48%	22%	46%
	2019	52%	48%	%95	44%	44%		0	-		76%	32%	25%		*		35%	
At Masters Grade Level	2021	18%	14%	23%	2%	*		10		2%	% 6	20%	2%	•	%0	25%	%/	16%
	2019	5 6%	24%	767	17%	17%		•			11%	21%	8%		*		14%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	23%	%99	45%	*		•	•	48%	33%	%29	26%	1	20%	%89	37%	%06
	2019	%89	%59	71%	52%	52%	,		•		63%	75%	26%		•		22%	
At Meets Grade Level or Above	2021	30%	79%	36%	14%	*	1	•	•	14%	15%	17%	15%	•	%0	38%	13%	35%
	2019	38%	32%	37%	%6	%6	•	•	•		13%	38%	%0		•		11%	
At Masters Grade Level	2021	%6	2%	11%	%0	*	•		•	%0	%0	%0	%0	•	%0	12%	%0	2%
	2019	14%	12%	15%	%0	%0	•				%0	%0	%0				%0	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	%89	84%	21%	*	•	•		25%	22%	*	22%	•	*	%98	25%	%96
	2019	81%	%08	%06	2	2		•	•		23%	24%	25%		*		65%	
At Meets Grade Level or Above	2021	44%	40%	%09	24%	*	•	•	•	50%	16%	*	17%	,	*	62%	18%	%02
	2019	54%	25%	%69	45%	45%	,	•	•		18%	23%	14%		*		31%	
At Masters Grade Level	2021	20%	17%	27%	%0	*	•	•	•	%0	%6	*	10%	,	*	28%	%9	30%
	2019	25%	23%	36%	12%	12%	•	2.5	1		3%	8%	%0		*		2%	
All Grades Social Studies																		

Texas Education Agency

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

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

Second Record	
Bilingual Total Content ESL Based Pull-Out (Waiver) Parental Never - 56% - 56% - - 86% - 26% - 26% - 64% - 26% 33% 22% - 64% - 4% - 4% - 38% - 4% - 4% - 38%	E-Trans
- 56% - 56% - 86% - 86% - 86% - 86% - 86% - 64% - 26% - 64% - 64% - 4% - 4% - 38% - 38% - 38% - 38% - 38% - 38% - 64% - 38% - 38% - 38% - 64% - 38% - 64% -	School Region Billingual Early B
63% - 64% 26% - 26% - 38% 4%	84%
. 64%	%0%
38%	49%
. 38%	25%
•	28%
	33% 34% 35%

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

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 STAAR Participation (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

										Two	Special	Special	Non- Special Continu- Continu-	Non- Continu		EB/EL (Current
	State	Region 20	District /	African District American	American Hispanic White Indian	White		Asian I	Pacific slander F	More Races ((Ed Current)	Ed (Former)	ously Enrolled	ously Enrolled	Econ Disady	Pacific More Ed Ed ously ously Econ & Asian Islander Races (Current) (Former) Enrolled Enrolled Disady Monitored)
					2021 S	TAAR Partic (All Grades)	2021 STAAR Participation (All Grades)	u								
All Tests																
Assessment Participant	88%	85%	%86	%66	%86	%86	100%	100% 100%	100%	%26	%46	100%	%86	%16	%86	%66
Included in Accountability	83%	81%	94%	91%	94%	94%	100%	%/6	91%	82%	91%	%26	%26	85%	93%	94%
Not Included in Accountability: Mobile	3%	4%	4%	8%	3%	4%	%0	7%	%0	15%	2%	3%	1%	11%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	%0	%0	1%	%0	%0	1%	%6	%0	%0	%0	%0	%0	%0	3%
Not Tested	12%	15%	7%	1%	2%	2%	%0	%0	%0	3%	3%	%0	2%	3%	7%	1%
Absent	5%	5%	1%	1%	1%	1%	%0	%0	%0	1%	1%	%0	1%	1%	1%	1%
Other	10%	13%	1%	%0	1%	1%	%0	%0	%0	7%	7%	%0	1%	2%	1%	%0
					2019 S	TAAR Partic (All Grades)	2019 STAAR Participation (All Grades)	u o								
All Tests																
Assessment Participant	%66	%66	100%	100%	100%	100% 100%	100%	100% 100%	100%	%26	100%	%66	100%	100%	100%	100%
Included in Accountability	94%	93%	%96	94%	%26	95%	100%	95%	100%	93%	93%	91%	%86	89%	%96	%26
Not Included in Accountability: Mobile	4%	2%	3%	%9	2%	4%	%0	3%	%0	4%	%9	%4	1%	10%	3%	%
Not Included in Accountability: Other Exclusions	1%	1%	%0	1%	%0	%0	%0	4%	%0	%0	%0	%0	%0	1%	%0	2%
Not Tested	1%	1%	%0	%0	%0	%0	%0	%0	%0	3%	%0	1%	%0	%0		%0
Absent	1%	1%	%0	%0	%0	%0	%0	%0	%0	3%	%0	1%	%0	%0	%0	%0
Other	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

Attendance Rate 99.3% 90.0%		State	œ	District	egion African Aspanic White	Hispanic		American Indian	Asian	Pacific Asian Islander	Two or More Races	Special	Econ	EB/EL
98.0% 97.8% 98.0% 97.5% 99.5% 98.7% 99.7% 99.9% 99.7% 99.7% 99.7% 99.7% 99.7% 99.7% 99.7% 99.7% 99.7% 99.7% 99.9% 99.7% 99.7% <th< td=""><td>Attendance Rate</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Attendance Rate													
8.7% 6.3% 11.1% 6.9% 96.0% 94.7% 97.8% 98.7% 94.3% 94.1% 95.3% 15.4% 6.3% 11.1% 6.9% 5.8% 11.1% 1.7% 0.0% 5.5% 11.1% 7.2% 15.4% 9.5% 11.1% 1.7% 0.0% 1.2% 12.1% 1.2% 15.4% 9.5% 11.1% 1.7% 0.0% 0.0% 0.0% 0.5% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 2.3% 0.1% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 2.3% 0.1% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 2.3% 0.1% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 2.3% 0.1% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% </td <td>2019-20</td> <td>98.3%</td> <td></td> <td></td> <td>97.8%</td> <td>98.0%</td> <td></td> <td>97.5%</td> <td>99.5%</td> <td>98.7%</td> <td>98.0%</td> <td>%6.96</td> <td>97.7%</td> <td>%9.86</td>	2019-20	98.3%			97.8%	98.0%		97.5%	99.5%	98.7%	98.0%	%6.96	97.7%	%9.86
8.7% 6.3% 11.1% 5.8% 11.1% 1.7% 0.0% 5.5% 11.1% 1.2% 15.4% 9.59% 14.5% 10.0% 9.0% 11.1% 1.2% 17.1% 12.7% 0.5% 0.0%	2018-19	95.4%	94.5%			95.9%		94.7%	97.8%	98.7%	94.3%	94.1%	95.3%	%8.96
8.7% 6.3% 11.1% 6.9% 5.8% 11.1% 1.7% 0.0% 5.5% 11.1% 7.2% 15.4% 9.5% 14.5% 11.1% 1.7% 0.0% 5.5% 11.1% 7.2% 15.4% 9.6% 10.0% 3.1% 0.0% 10.0% 12.1% 12.1% 12.1% 15.4% 0.0%	Chronic Absenteeism													
15.4% 9.5% 14.5% 10.0% 9.0% 10.0% 3.1% 0.0% 12.7% 17.8% 12.1% 0.5% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0	2019-20	6.7%		-	11.1%	6.9%		11.1%	1.7%	0.0%	5.5%	11.1%	7.2%	1.6%
0.5% 0.0% <th< td=""><td>2018-19</td><td>11.4%</td><td></td><td></td><td>14.5%</td><td>10.0%</td><td></td><td>10.0%</td><td>3.1%</td><td>%0.0</td><td>12.7%</td><td>17.8%</td><td></td><td>2.0%</td></th<>	2018-19	11.4%			14.5%	10.0%		10.0%	3.1%	%0.0	12.7%	17.8%		2.0%
0.5% 0.0% 0.0% 0.0% 0.0% 0.0% * 0.0% * 0.0% 0.0%	Annual Dropout Rate (Gr 7-8)												
1.5% 1.0% 0.0% 0.0% 0.0% 0.0% * 0.0% * 0.0% 0.0%	2019-20	0.5%			0.0%	0.0%		*	%0.0	*	0.0%	0.0%	0.0%	%0.0
2.0% 0.0% <th< td=""><td>2018-19</td><td>0.4%</td><td></td><td></td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>*</td><td>%0:0</td><td>*</td><td>%0.0</td><td>0.0%</td><td>0.0%</td><td>%0.0</td></th<>	2018-19	0.4%			0.0%	0.0%	0.0%	*	%0:0	*	%0.0	0.0%	0.0%	%0.0
2.0% 0.0% <th< td=""><td>Annual Dropout Rate (</td><td>Gr 9-12</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Annual Dropout Rate (Gr 9-12												
2.3% 0.1% 0.0% 0.1% 0.0% <th< td=""><td>2019-20</td><td>1.6%</td><td></td><td></td><td>0.0%</td><td>0.0%</td><td></td><td>*</td><td>%0.0</td><td>*</td><td>%0.0</td><td>%0.0</td><td>0.0%</td><td>%0.0</td></th<>	2019-20	1.6%			0.0%	0.0%		*	%0.0	*	%0.0	%0.0	0.0%	%0.0
88.2% 93.7% 57.1% 95.3% 94.7% * 100.0% - 66.7% 100.0% 92.5% 11 0.4% 2.6% 2.8 6% 1.2% 2.1% * 0.0% - 22.2% 0.0% 4.0% 3.9% 3.4% 14.3% 2.9% 3.2% * 0.0% - 11.1% 0.0% 3.5% 1.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0	2018-19	1.9%			0.0%	0.1%		*	0.0%	*	%0:0	0.0%	0.0%	%0.0
88.2% 93.7% 57.1% 95.3% 94.7% * 100.0% - 66.7% 100.0% 92.5% 10 0.4% 2.6% 28.6% 1.2% 2.1% * 0.0% - 22.2% 0.0% 4.0% 3.5% 7.0% 0.3% 0.0% 0.6% 0.0% * 10.0% - 11.1% 0.0% 3.5% 7.0% 0.3% 0.0% 0.6% 0.0% * 100.0% 1.00% 0.6% 0.0% - 11.1% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0	4-Year Longitudinal Ra	ate (Gr	9-12)		No.									
88.8% 93.7% 57.1% 95.3% 94.7% * 100.0% - 66.7% 100.0% 92.5% 10 0.4% 2.6% 28.6% 1.2% 2.1% * 0.0% - 22.2% 0.0% 4.0% 23.9% 3.2% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0	Class of 2020													
0.4% 2.6% 28.6% 1.2% 2.1% * 0.0% - 22.2% 0.0% 4.0% 3.5% 7.0% 3.2% 3.2% 3.2% 3.2% 3.2% 3.2% 3.2% 3.2	Graduated	90.3%			57.1%	95.3%			100.0%	•	%2.99	100.0%	92.5%	100.0%
3.9% 3.4% 14.3% 2.9% 3.2% * 0.0% - 11.1% 0.0% 3.5% 7.0% 0.3% 0.0% 0.0% - 0.0% 0.0% 0.0% 0.0% 89.1% 96.3% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 93.0% 99.7% 100.0% 99.4% 100.0% * 100.0% 100.0%	Received TxCHSE	0.4%			28.6%	1.2%		*	0.0%	'	22.2%	0.0%	4.0%	%0.0
7.0% 0.3% 0.6% 0.0% <th< td=""><td>Continued HS</td><td>3.9%</td><td></td><td></td><td>14.3%</td><td>2.9%</td><td></td><td>*</td><td>0.0%</td><td></td><td>11.1%</td><td></td><td>3.5%</td><td>%0.0</td></th<>	Continued HS	3.9%			14.3%	2.9%		*	0.0%		11.1%		3.5%	%0.0
88.2% 96.3% 85.7% 96.5% 96.8% * 100.0% - 88.9% 100.0% 96.5% 10 93.0% 99.7% 100.0% 99.4% 100.0% * 100.0% 100	Dropped Out	5.4%			%0.0	9.0		*	0.0%	•	0.0%	0.0%	0.0%	%0.0
93.0% 99.7% 100.0% 99.4% 100.0% * 100.0% - 100.0% 1	Graduates and TxCHSE	: 90.7%		gn	85.7%	96.5%		*	100.0%	•	88.9%		96.5%	100.0%
88.2% 94.3% 87.5% 95.7% 93.8% * 100.0% * 88.9% 84.1% 93.3% 100.5% 1.6% 0.0% 1.8% 0.5% * 0.0% * 11.1% 0.0% 2.8% 3.9% 3.8% 4.1% 12.5% 2.5% 5.7% * 0.0% * 0.0% 15.9% 3.9% 3.9% 5.5% 100.0%	Graduates, TxCHSE, and Continuers	94.6%			100.0%	99.4%	100.0%	*	100.0%	•	100.0%	100.0%	100.0%	100.0%
88.2% 94.3% 87.5% 95.7% 93.8% * 100.0% * 88.9% 84.1% 93.3% 100.5% 1.6% 0.0% 1.8% 0.5% * 0.0% * 11.1% 0.0% 2.8% 3.9% 3.8% 4.1% 12.5% 2.5% 5.7% * 0.0% * 0.0% 15.9% 3.9% 3.9% 3.9% 3.9% 100.0% 10	Class of 2019													
0.5% 1.6% 0.0% 1.8% 0.5% * 0.0% * 11.1% 0.0% 2.8% 3.8% 4.1% 12.5% 2.5% 5.7% * 0.0% * 0.0% 15.9% 3.9% 7.5% 0.0% 0.0% 0.0% 0.0% 0.0% * 0.0% 0.0% 0.0% 88.7% 95.9% 87.5% 94.3% * 100.0% * 100.0% 81.1% 96.1% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 3.4% 100.0% 100.0% 3.4% 100.0% <	Graduated	%0.06				95.7%		*	100.0%	*	88.9%	84.1%	93.3%	100.0%
3.8% 4.1% 12.5% 2.5% 5.7% * 0.0% * 0.0% 15.9% 3.9% 7.5% 0.0%	Received TxCHSE	0.5%			%0.0	1.8%		*	%0.0	*	11.1%	0.0%	2.8%	%0.0
7.5% 0.0% 0.0% 0.0% 100% 100% 100% 100% 100% 100%	Continued HS	3.7%			12.5%	2.5%		*	%0.0	*	%0.0	15.9%	3.9%	%0.0
88.7% 95.9% 87.5% 97.5% 94.3% * 100.0% * 100.0% 84.1% 96.1% 1 92.5% 100.0% 100.	Dropped Out	2.9%			0.0%	0.0%		*	0.0%	*	%0:0	0.0%	0.0%	%0.0
92.5% 100.0%	Graduates and TxCHSE	90.4%	_	92.9%	87.5%	97.5%	94.3%	*	100.0%	*	100.0%	84.1%		100.0%
Rate (Gr 9-12) 90.3% 97.6% 100.0% 96.9% 98.9% * 100.0% * 11.1% 95.3% 96.6% 90.3% 97.6% 100.0% 2.5% 0.5% * 0.0% * 11.1% 0.0% 3.4% 1.4% 0.5% 0.0% 0.5% * 0.0% * 0.0% 4.7% 0.0% 7.8% 0.0% 0.0% 0.0% * 0.0% 0.0% 0.0% 90.8% 99.5% * 100.0% * 100.0% 100.0% <t< td=""><td>Graduates, TxCHSE, and Continuers</td><td>94.1%</td><td></td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>*</td><td>100.0%</td><td>*</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>100.001</td></t<>	Graduates, TxCHSE, and Continuers	94.1%		100.0%	100.0%	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	100.001
90.3% 97.6% 100.0% 96.9% 98.9% * 100.0% \$88.9% 95.3% 96.6% 0.5% 1.8% 0.0% 2.5% 0.5% * 0.0% * 11.1% 0.0% 3.4% 1.4% 0.5% 0.0% 0.5% * 0.0% * 0.0% 4.7% 0.0% 7.8% 0.0% 0.0% 0.0% * 0.0% * 0.0% 0.0% 90.8% 99.5% * 100.0% * 100.0% 95.3% 100.0% <	5-Year Extended Long	itudinal	Rate (G	r 9-12)										
90.3% 97.5% 100.0% 96.9% 98.9% * 100.0% 95.3% 96.6% 0.5% 1.8% 0.0% 2.5% 0.5% * 0.0% * 11.1% 0.0% 3.4% 1.4% 0.5% 0.0% 0.0% * 0.0% * 0.0% 4.7% 0.0% 3.4% 7.8% 0.0% 0.0% 0.0% * 0.0% * 0.0% 0.0% 0.0% 90.8% 99.5% * 100.0% 10	Class of 2019													
0.5% 1.8% 0.0% 2.5% 0.5% * 0.0% 1.11% 0.0% 3.4% 1.4% 0.5% 0.0% 0.5% * 0.0% 4.7% 0.0% 7.8% 0.0% 0.0% 0.0% * 0.0% 0.0% 0.0% 90.8% 99.5% 100.0%	Graduated	92.0%			100.0%	%6.96			100.0%	*	88.9%	95.3%		92.3%
1.4% 0.5% 0.0% 0.6% 0.5% * 0.0% * 0.0% 4.7% 0.0% 7.8% 0.0% 0.0% 0.0% * 0.0% * 0.0% 0.0% 0.0% 90.8% 99.5% 100.0% 100	Received TxCHSE	0.5%			0.0%	2.5%		*	0.0%	*	11.1%	%0.0	3.4%	7.7%
7.8% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 100.0% 1	Continued HS	1.3%			0.0%	9.0		*	%0.0	*	%0.0	4.7%	0.0%	%0.0
90.8% 99.5% 100.0% 99.4% 99.5% *100.0% *100.0% 92.2% 100.0% 100.0% 100.0% 100.0% *100.0% *100.0% 100.0%	Dropped Out	6.1%			%0'0.	0.0%		*	%0.0	*	%0.0	%0.0	%0.0	%0.0
93.9% 92.2% 100.0 % 100.0% 100.0% 1 100.0% * 100.0%	Graduates and TxCHSE	92.6%				99.4%		*	100.0%	*	100.0%	95.3%	100.0%	100.0%
	Graduates, TxCHSE,	93.9%	10.50	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	State	Region 20	District	African District American Hispanic White	Hispanic	White	American Indian	Asian	Pacific Asian Islander	Two or More Races	Special	Econ Disadv EB/EL	EB/EL
Class of 2018	Spart like												
Graduated	92.2%	89.6%	97.5%	100.0%	97.2%	97.9%	"	* 100.0%	*	* 100.0% 100.0%	100.0%	97.0%	*
Received TxCHSE	%9.0	%9.0	1.7%	%0.0	2.1%	1.5%	*	0.0%	*	0.0%	0.0%	2.4%	*
Continued HS	1 1%	1.1%	0.8%	0.0%	0.7%	0.5%	#	%0.0	*	%0.0	0.0%	0.6%	*
Dropped Out	6.1%	8.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Graduates and TxCHSE 92.8%	E 92.8%	90.2%	99.2%	100.0%	86'3%	99.5%		* 100.0%	*	100.0%	* 100.0% 100.0%	99.4%	*
Graduates, TxCHSE,	93.9%	91.3%	100.0%	100.0%	100.0% 100.0%	100.0%	*	* 100.0%	*	100.0%	* 100.0% 100.0% 100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)	jitudinal	I Rate (G	ir 9-12)	ņ									
Class of 2018													
Graduated	92.6%	%0.06	98.3%	100.0%	97.9%	98.5%		* 100.0%	*	100.0%	* 100.0% 100.0%	%9'.26	*
Received TxCHSE	0.7%	0.7%	1.7%	0.0%	2.1%	1.5%	*	0.0%	*	%0.0	0.0%	2.4%	*
Continued HS	0.6%	%9.0		%0.0	%0:0		*	0.0%	*	%0.0	0.0%	0.0%	*
Dropped Out	6.1%	8.6%	%0.0	%0.0	%0.0	%0.0	*	0.0%	*	0.0%	0.0%	%0.0	*
Graduates and TxCHSE 93.3%	E 93.3%	%8.06	100.0%	100.0%	100.0%	100.0% 100.0%	*	* 100.0%	*	* 100.0%	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	91.4%	100.0%	100.0%		100.0% 100.0%	*	* 100.0%	*	100.0%	* 100.0% 100.0% 100.0%	100.0%	*
Class of 2017													
Graduated	92.4%	89.1%	97.0%	%6.06	96.7%	97.5%	•	*	*	*	* 100.0%	%2'96	96.7% 100.0%
Received TxCHSE	0.7%	0.8%	2.2%	%0.0	2.0%	2.5%	•	*	*	*	0.0%	2.6%	%0.0
Continued HS	0.6%	0.5%	0.0%	0.0%	%0.0	0.0%	•	*	*	*	0.0%	0.0%	%0.0
Dropped Out	6.3%	%9.6	0.8%	9.1%	1.3%	0.0%	•	*	*	*	%0.0	0.7%	%0:0
Graduates and TxCHSE 93.2%	E 93.2%	%6.68	99.2%	%6.06		98.7% 100.0%	•	*	*	*	* 100.0%	99.3%	99.3% 100.0%
Graduates, TxCHSE, and Continuers	93.7%	90.4%	99.2%	%6:06	98.7%	98.7% 100.0%	1	*	*	*	* 100.0%	99.3%	99.3% 100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)	ation Ra	te With	out Exclu	sions (Gr	9-12)								
Class of 2020	90.3%	88.8%	91.1%	57.1%	92.7%	91.8%		* 100.0%	•	%2'99	94.6%		89.4% 100.0%
Class of 2019	%0.06	88.2%	92.0%	87.5%	%2'06	93.4%	*	* 100.0%	*	88.9%	82.6%	89.4%	92.3%
RHSP/DAP Graduates (Longitudinal Rate)	(Longit	tudinal F	tate)										
Class of 2020	83.0%	67.4%	•	•	•	*	•	•	1	•	•	*	•
Class of 2019	73.3%	63.0%	*	,	•	*	•	•	•	1	*	*	٠
FHSP-E Graduates (Longitudinal Rate)	ongitudi	inal Rate											
Class of 2020	4.3%	2.7%	2.0%	*	0.0%	4.0%	*	0.0%	1	%0.0	2.9%	2.5%	9.1%
Class of 2019	4.2%	3.2%	%9 .0	%0.0	%0.0	1.1%	*	0.0%	*	0.0%	0.0%	1.3%	%0.0
FHSP-DLA Graduates (Longitudinal Rate)	(Longit	udinal R	ate)										
Class of 2020	83.5%	83.9%	78.4%	*	74.8%	81.4%	*	* 100.0%	•	83.3%	22.9%	69.2%	72.7%
Class of 2019	83.5%	81.1%	78.4%	71.4%	75.5%	81.1%	*	88.9%	*	75.0%	20.7%	68.8%	83.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	HSP-DL	A Gradu	ates (Lo	ngitudinal	Rate)								

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	State	Region State 20	District	African American Asian Islander Races Ed Disado	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special	Econ Disadv EB/EL	EB/EL
Class of 2020	87.8%	86.6%	87.8% 86.6% 80.4%	*	74.8% 85.4%	85.4%	*	* 100.0%	'	83.3%	83.3% 25.7% 71.9% 81.8%	71.9%	81.8%
Class of 2019	87.6%	6% 84.3%	78.6%	71.4%		75.5% 81.4%	*	* 88.9%	*	75.0%	* 75.0% 19.4% 69.1% 83.3%	69.1%	83.3%
RHSP/DAP Graduates (Annual Rate)	(Annua	(Bate)											
2019-20	38.6%	38.6% 27.4%	*		•	*	,	٠	•	'	•	*	•
2018-19	32.7%	32.7% 16.7%	*	•	*	•	•	1	'	1	*	*	•
FHSP-E Graduates (Annual Rate)	nual Ra	ite)											
2019-20	4.4%	4.4% 2.7%	1.9%	0.0%	0.0%	3.7%	#	0.0%	•	%0.0	2.4%	2.4%	9.1%
2018-19	4.4%	4% 3.4%	0.6%	0.0%	%0.0	1.2%	*	0.0%	*	%0.0	%0.0	1.3%	%0.0
FHSP-DLA Graduates (Annual Rate)	(Annual	Rate)											
2019-20	81.8%	82.1%	81.8% 82.1% 75.9%	40.0%	75.5%	75.5% 76.5%	*	* 100.0%	•	83.3%	19.5%	66.1%	72.7%
2018-19	82.1%	79.9%	82.1% 79.9% 78.7%	62.5%	74.5%	82.6%	*	88.9%	*	85.7%	22.2%	68.8%	83.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	SP-DLA	Gradua	ates (An	nual Rate)									
2019-20	85.8%	84.5%	85.8% 84.5% 77.8%	40.0%	75.5%	80.3%	*	* 100.0%	•	83.3%	83.3% 22.0% 68.6% 81.8%	68.6%	81.8%
2018-19	85.9%	82.9%	85.9% 82.9% 79.0%	62.5%	74.1%	83.7%	*	88.9%	*	85.7%	21.4%	%9.69	83.3%

Texas Education Agency 2020-21 Graduation Profile (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	District	District District State State Count Percent Count Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)	tes)		100	
Total Graduates	370	370 100.0% 360,220 100.0%	360,220	100.0%
By Ethnicity:				
African American	S	1.4%	1.4% 44,729	12.4%
Hispanic	163		44.1% 184,060	51.1%
White	188		50.8% 105,215	29.2%
American Indian	2	0.5%	0.5% 1,226	0.3%
Asian	9	1.6%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	9	1.6%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	_	0.3%	952	0.3%
Foundation H.S. Program (No Endorsement)	82	22.2%	22.2% 49,535	13.8%
Foundation H.S. Program (Endorsement)	7	1.9%	1.9% 15,689	4.4%
Foundation H.S. Program (DLA)	280		75.7% 292,532	81.2%
Special Education Graduates	41	11.1%	11.1% 29,018	8.1%
Economically Disadvantaged Graduates	169		45.7% 187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	=	3.0%	3.0% 29,639	8.2%
At-Risk Graduates	177	47.8%	47.8% 148,836	41.3%

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

Academic Year	State	Region 20	District	African District American Hispanic White	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ	EB/EL
					College, C Graduate	areer, al s (Stude	College, Career, and Military Ready Graduates (Student Achievement)	Ready ment)		Barrier St.			
college, Ca	reer, or	Military R	eady (An	College, Career, or Military Ready (Annual Graduates)	sates)								
2019-20	63.0%	57.1%	47.8%	20.0%	38.0%	56.9%	*	20.0%	•	20.0%	53.7%	37.3%	45.5%
2018-19	72.9%	%6.89	72.0%	75.0%	64.8%	77.6%	*	85.0%	*	71.4%	75.0%	%6.3%	58.3%
						College Ready Graduates	Ready lates						
College Ready (Annual Grad	ady (Ann		uates)										
2019-20	53.4%	48.8%	39.5%	20.0%	27.6%	49.5%	*	20.0%	'	20.0%	2.4%	26.0%	27.3%
2018-19	53.0%			%0.0	32.1%	52.3%	*	70.0%	*	57.1%	2.9%	32.5%	16.7%
TSI Criteria Graduates in En	Gradua	tes in Eng	Jish Lan	glish Language Arts (Annual Graduates)	(Annual G	iraduate	s)						
2019-20	59.7%	57.3%	43.8%	20.0%	33.7%	53.2%	*	33.3%	٠	20.0%	4.9%	31.4%	0.0%
2018-19	60.7%		53.4%	12.5%	38.4%	65.9%	*	80.0%	*	85.7%	11.8%	42.2%	8.3%
TSI Criteria Graduates in Ma	Gradua	tes in Mat	thematics	thematics (Annual Graduates)	raduates)								
2019-20	47.9%	43.6%	29.5%	20.0%	16.0%	40.4%	*	33.3%	'	20.0%	2.4%	15.4%	9.1%
2018-19	48.6%		36.1%	0.0%	23.9%	46.6%	*	60.0%	*	42.9%	2.9%	25.3%	8.3%
TSI Criteria Graduates in Both	Gradua	tes in Bot	th Subjec	Subjects (Annual Graduates	Graduates	:: ::							
2019-20	43.2%	39.1%		20.0%	15.3%	40.4%	*	16.7%	•	50.0%	2.4%	14.8%	0.0%
2018-19	44.2%		35.0%	0.0%		45.5%	*	%0.09	*	42.9%	2.9%	24.1%	8.3%
AP / IB Met Criteria in Any S	Criteria	in Any St	ubject (Ar	ubject (Annual Graduates)	uates)								
2019-20	21.1%	20.4%	17.6%	0.0%	10.4%	23.4%	*	33.3%	•	33.3%	0.0%	9.5%	18.2%
2018-19	21.1%	19.5%	19.6%	0.0%	17.0%	22.2%	*	40.0%	*	14.3%	0.0%	17.5%	8.3%
Associate Degree (Annual G	Degree (Annual Gr	raduates)										
2019-20	2.1%	1.9%	0.0%	%0.0	0.0%	0.0%	*	%0.0	1	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	2.0%	0.0%	%0.0	%0.0	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
ual Cours	e Credit	s in Any S	Subject (4	Dual Course Credits in Any Subject (Annual Graduates)	duates)								
2019-20	24.6%	24.2%	27.3%	20.0%	16.0%	37.2%	*	20.0%	•	16.7%	0.0%	16.0%	9.1%
2018-19	23.1%	23.0%	27.3%	%0.0	19.5%	34.1%	*	30.0%	*	45.9%	0.0%	18.1%	0.0%
Onramps Course Credits (Annual Graduates)	ourse Ci	redits (An	nual Gra	duates)									
2019-20	4.0%	8.7%	28.6%	0.0%	17.2%	38.3%	*	20.0%	1	33.3%	0.0%	18.3%	9.1%
2018-19	2.3%	4.1%	9.6%	0.0%	2.7%	13.6%	*	10.0%	*	14.3%	0.0%	6.6%	0.0%
					Care	eer / Military Graduates	Career / Military Ready Graduates						
Career or Military Ready (An	filitary R	eady (An	inual Graduates)	duates)									
2019-20	18.7%	14.3%	8.9%	0.0%	11.0%	8.0%	*	%0.0	•	0.0%	53.7%	11.2%	18.2%
2018-19	40.4%	37.7%	41.5%	75.0%	42.8%	38.4%	*	45.0%	*	20.0%	75.0%	44.9%	54.2%
Approved I	ndustry-	Based Ce	rtification	Approved Industry-Based Certification (Annual Graduates)	3raduates)								
2019-20	13.2%	8.6%	3.5%	%0.0	4.9%	2.7%	*	0.0%	1	%0.0	4.9%	3.0%	9.1%

Texas Education Agency 2020-21 College, Career, and Military Readiness (CCMR) (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

Academic Year	Regio State 20	Region 20	District	African American	Hispanic	White	African American District American White Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ	EB/EL
2018-19 10.7% 7.5%	10.7%	7.5%		7.7% 12.5% 5.7% 9.7%	5.7%	9.7%	*	10.0%		* 0.0%		0.0% 7.2%	0.0%
raduates	with Leve	el I or Lev	el II Cert	Graduates with Level I or Level II Certificate (Annual Graduates)	nual Gradi	uates)							
2019-20	0.7%	0.5%	0.0%	0.0%	%0.0 %0.0	0.0%	*	%0:0	•	0.0%	0.0%	0.0%	0.0%
2018-19 0.6% 0.4% 0.0%	0.6%	0.4%	0.0%	0.0%		0.0% 0.0%	*	0.0%	*	%0.0			
raduate w	vith Com	oleted IEP	and Wo	rkforce Re	adiness (4	Innual G	raduates)						
2019-20	2.4%	2.0%	3.5%	0.0%	4.9%	2.7%	*	0.0%	1	%0.0	31.7%	5.9%	
2018-19	2.3%	2.1%	4.7%	2018-19 2.3% 2.1% 4.7% 12.5% 6.3% 3.4% *	6.3%	3.4%	*	0.0%	*	%0.0	20.0%	7.2%	8.3%
raduates	Under an	Advance	ed Diplon	na Plan an	d Identifie	d as a Cu	Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)	al Educa	ation Stud	ent (Ann	ual Gradu	iates)	
019-20	3.7%	2019-20 3.7% 3.9% 2.4%	2.4%	0.0%	1.2%	3.7%	*	0.0%	1	. 0.0% 2	22.0%	3.0%	9.1%
2018-19	2.7%	2.7% 2.9%	1.7%	0.0%	1.3%		*	0.0%	*	14.3%	17.6%	1.2%	

2020-21 CCMR-Related Indicators (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	Academic		Region		African		American		Pacific	Two or More	Special	Econ	138
	Year	State		District /	American I	District American Hispanic White	Indian	Asian	Asian Islander Races	Races	ם	Disadv EB/EL	EB/EL
TSIA Results (Graduates >= Criterion) (Annua	ion) (Annu	al Graduates)	lates)										
Reading	2019-20	30.1%	30.0%	14.1%	%0.0	14.1% 14.4%	*	16.7%	•	0.0%	4.9%	11.2%	%0.0
	2018-19	33.4%	32.9%	22.0%	12.5%	17.6% 25.6%	#	10.0%		* 57.1%	8.8%	19.9%	8.3%
Mathematics	2019-20	21.2%	21.8%	9.7%	%0.0	7.4% 10.6%	*	33.3%	,	33.3%	2.4%	7.1%	9.1%
	2018-19	24.7%	25.8%	15.4%	%0.0	13.2% 16.5%	*	20.0%	*	28.6%	2.9%	11.4%	8.3%
Both Subjects	2019-20	16.4%	18.2%	6.5%	0.0%	6.1% 6.9%	*	16.7%	•	0.0%	2.4%	5.3%	%0.0
	2018-19	18.8%	21.0%	11.3%	0.0%	9.4% 12.5%	*	10.0%	*	28.6%	2.9%	10.2%	8.3%
Completed and Received Credit for College Pl	or College F		urses (A	nnual G	ep Courses (Annual Graduates)								
English Language Arts	2019-20	7.3%	3.6%	%0.0	%0.0	%0.0 %0.0	*	0.0%	1	%0.0	0.0%	0.0%	%0.0
	2018-19	5.1%	3.1%	%0.0	%0.0	0.0% 0.0%	*	0.0%	*	0.0%	0.0%	0.0%	%0.0
Mathematics	2019-20	9.7%	7.4%	0.0%	%0.0	%0.0 %0.0	*	0.0%	•	0.0%	0.0%	0.0%	%0.0
	2018-19	7.3%	5.8%	0.0%	%0.0	%0.0 %0.0	*	0.0%	*	0.0%	0.0%	0.0%	%0.0
Both Subjects	2019-20	4.2%	1.6%	%0.0	%0.0	%0.0 %0.0	*	0.0%	•	0.0%	0.0%	0.0%	%0.0
	2018-19	2.6%	1.6%	%0.0	0.0%	0.0% 0.0%	*	0.0%	*	0.0%	0.0%	%0.0	%0.0
AP/IB Results (Participation) (Grades 11-12)	des 11-12)												
All Subjects	2020	22.0%	23.1%	16.9%	%0.0	9.1% 23.1%	*	38.5%	*	23.1%	1.4%	10.2%	8.7%
	2019	25.2%	25.7%	20.6%	0.0%	14.0% 25.9%	*	50.0%	*	16.7%	0.0%	13.2%	8.0%
English Language Arts	2020	12.7%	14.3%	8.5%	0.0%	4.2% 11.9%	*	30.8%	*	0.0%	0.0%	5.3%	%0.0
	2019	14.5%	15.9%	9.5%	%0.0	5.0% 13.8%	*	14.3%	*	8.3%	0.0%	3.6%	%0.0
Mathematics	2020	6.4%	5.9%	0.5%	%0.0	0.0% 0.3%	*	0.0%	*	0.0%	0.0%	0.4%	%0.0
	2019	7.4%	6.5%	2.1%	%0.0	1.2% 2.8%	*	7.1%	*	0.0%	0.0%	1.2%	%0.0
Science	2020	9.4%	8.8%	9.1%	%0.0	3.8% 13.6%	*	23.1%	*	0.0%	0.0%	4.6%	%0.0
	2019	10.4%	9.3%	15.5%	%0.0	8.7% 20.9%	*	42.9%	*	8.3%	0.0%	8.4%	%0.0
Social Studies	2020	12.4%	13.8%	7.1%	%0:0	3.5% 9.8%	*	7.7%	*	23.1%	1.4%	3.9%	4.3%
	2019	13.9%	15.1%	4.9%	%0:0	3.1% 6.3%	#	21.4%	*	0.0%	0.0%	3.0%	%0.0
AP/IB Results (Examinees >= Criterion) (Grad	erion) (Gra	des 11-12)	2)										
All Subjects	2020	29.0%	56.1%	%1.99		53.8% 66.7%		- 100.0%		*	*	%0.69	*
	2019	51.0%	47.4%	62.7%	•	57.8% 67.0%	*	71.4%	*	*	1	59.1%	*
English Language Arts	2020	50.1%	46.4%	58.9%	•	58.3% 60.0%	•	*	•	1	1	%2'99	•
	2019	41.2%	38.7%	62.3%	•	31.3% 72.0%	1	*	'	*	'	41.7%	•
Mathematics	2020	56.5%	50.1%	*	•		,	•	'	•	•	*	•
	2019	52.2%	45.0%	%0.09	•	* 60.0%	•	*	•	•	1	*	•
Science	2020	47.6%	46.9%	35.0%	•	27.3% 32.6%	•	*	•	'	,	23.1%	'
	2019	40.6%	42.5%	50.4%	1	42.9% 53.9%	**	%2.99	*	*	1	42.9%	•

2020-21 CCMR-Related Indicators (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

		EAST OF							3		Two	138		100
	Academic Year	State	Region 20	District ,	African District American Hispanic White Indian	Hispanic	White	American Indian	Asian	Pacific More Asian Islander Races	More Races	More Special Econ Races Ed Disado	Econ Disady EB/EL	EB/EL
Social Studies	2020	52.3%	48.5%	48.9%	'	20.0% 54.5%	54.5%	•	*	•	*	*	18.2%	*
	2019	46.3%	42.9%	58.3%	'	40.0% 60.9%	%6.09	•	*	•	-	'	%0.09	1
SAT/ACT Results (Annual Graduates)	(sa)													
Tested	2019-20	76.7%	81.2%	51.1%	20.0%	43.6% 58.0%	28.0%	*	50.0%	•	%2'99	2.4%	32.7% 54.5%	54.5%
	2018-19	75.0%	82.5%	63.1%	25.0%	54.1% 71.0%	71.0%	*	80.0%		* 71.4%	20.6%	51.2% 33.3%	33.3%
At/Above Criterion for All Examinees 2019-20	2019-20	35.7%	33.8%	50.3%	*	29.6% 64.2%	54.2%	*	*	•	*	*	34.5%	%0.0
	2018-19	36.1%	32.8%	43.7%	*	30.2% 54.4%	54.4%	*	50.0%	*	* 40.0%	0.0%	34.1%	*
Average SAT Score (Annual Graduates)	iates)													
All Subjects	2019-20	1019	997	1088	*	1004	1141	*	*	•	*	*	1037	858
	2018-19	1027	993	1068	*	666	1118	*	1150	*	1072	888	1025	*
English Language Arts and Writing	2019-20	513	504	551	*	511	578	*	*	•	*	*	531	413
	2018-19	517	501	545	*	503	267	*	593	*	570	472	517	*
Mathematics	2019-20	506	493	537	#	493	564	*	*	1	*	*	207	445
	2018-19	510	491	526	*	496	550	*	258	*	502	417	208	*
Average ACT Score (Annual Graduates)	iates)													
All Subjects	2019-20	20.2	20.1	22.9	•	19.2	23.5	•	•	•	*	•	22.4	·
	2018-19	20.6	21.1	22.4	*	19.6	23.6	*	*	*	*	*	22.0	*
English Language Arts	2019-20	19.9	19.9	22.7	•	19.1	23.3	•	•	1	*	1	22.9	•
	2018-19	20.3	21.0	22.2	*	19.2	23.5	*	*	*	*	*	21.7	*
Mathematics	2019-20	20.1	19.8	22.7	•	18.1	23.5	•	'	'	*	•	20.9	•
	2018-19	20.4	20.6	22.0	*	19.4	23.3	*	*	*	*	*	21.3	*
Science	2019-20	20.5	20.5	23.2	٠	19.6	23.9	•	'	'	*	r	22.4	1
	2018-19	20.8	21.3	22.8	*	20.1	23.8	*	*	*	*	*	22.8	*

2020-21 Other Postsecondary Indicators (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	Academic Year	State	Region State 20	District	African Americal District Americal	ispanic	White	American Indian	Asian	Two or Or Pacific More Asian Islander Races	Two or More Races	Special Econ Ed Disad	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Com	Course C	ompletic	pletion (Grades 9-12)	les 9-12)										
Any Subject	2019-20 46.3%	46.3%	44.7%	38.6%	10.0%	32.0%	32.0% 44.1%	*	75.0%	*	40.7%	18.8%	28.0% 18.5%	18.5%
•	2018-19	44.6%	42.9%	36.1%	26.3%	28.3%	43.0%	*	50.0%	*	27.6%	21.5%	27.9%	23.2%
English Language Arts		18.2%	16.9%	10.6%	0.0%	5.9%	14.9%	*	25.0%	*	3.8%	1.4%	2.6%	%0.0
		17.8%	16.8%	11.8%	5.9%	7.6%	15.4%	*	15.2%	*	11.1%	0.0%	6.8%	%0.0
Mathematics	2019-20	20.7%	20.1%	18.4%	5.3%	15.2%	20.7%	*	37.5%	*	24.0%	3.2%	12.7%	7.5%
	2018-19	20.4%	20.0%	17.3%	18.8%	11.9%	21.4%	*	31.3%	*	19.2%	0.0%	11.3%	9.4%
Science	2019-20	22.4%	22.1%	18.3%	10.0%	12.9%	23.2%	*	37.5%	*	12.0%	19.0%	12.1%	%0.9
	2018-19	21.7%	21.2%	21.3%	18.8%	17.6%	24.6%	*	21.9%	*	19.2%	24.8%	17.3%	13.2%
Social Studies	2019-20	24.6%	24.4%	18.8%	2.0%	11.1%	25.6%	*	52.2%	*	18.5%	0.7%	9.4%	1.9%
	2018-19	23.6%	3.6% 23.7%	16.5%	%0.0	9.7%	22.8%	*	32.4%	*	7.4%	0.0%	9.5%	1.9%
CTE Coherent Sequence (Annual Graduates)	ice (Annua	Gradu	ates)											
	2019-20 58.5% 57.8%	58.5%	57.8%	51.6%	%0.09	55.8% 48.4%	48.4%	#	33.3%	'	66.7%		46.3% 47.3% 54.5%	54.5%
	2018-19		59.0% 57.5%	61.4%	62.5%	63.5%	59.7%	*	%0.09	*	57.1%	61.8%	65.1%	58.3%
Graduates Enrolled in Texas Institution of Higher Eduçation (TX IHE	Texas Ins	titution	of Highe	r Eduça	tion (TX IHE	0								
	2018-19 52.6% 52.0% 46.8%	52.6%	52.0%	46.8%	12.5%	38.4% 53.4%	53.4%	*	70.0%	*	57.1%	17.6%	34.3%	8.3%
	2017-18		53.4% 51.9% 44.1%	44.1%	16.7%	36.3% 50.5%	50.5%	*	%0.08	*	25.0%	2.9%	27.8%	28.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course	Completing	One Ye	ar With	out Enro	Ilment in a	Develop	mental	Education	Course	41				
	2018-19 42.2% 62.0% 64.8%	42.2%	62.0%	64.8%	•	%2'99 %2'99	%2.99	*	*	•	*	,	61.5%	•
	2017-18	60.7%	60.7% 57.7%	65.2%	*	46.7% 74.4%	74.4%	*	*	'	*	*	48.7%	*

Texas Education Agency 2020-21 Student Information (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

		Mem	Membership			- Enr	- Enrollment -	
	District	trict	State	e -	District	trict	State	te
Student Information	Count	Percent	Count Percent Count Percent Count Percent	Percent	Count	Percent	Count	Percent
Total Students	4,777	100.0%	100.0% 5,359,040 100.0%	100.0%	4.781	100.0%	4,781 100.0% 5,371,586	100.0%
Students by Grade:								
Early Childhood Education	15	0.3%	13,855	0.3%	15	0.3%	20,991	0.4%
Pre-Kindergarten	160	3.3%	196,560	3.7%	164	3.4%	197,093	3.7%
Kindergarten	336	7.0%	360,865	%1.9	336	7.0%	361,349	6.7%
Grade 1	362	7.6%	380,973	7.1%	362	7.6%	381,403	7.1%
Grade 2	354	7.4%	379,725	7.1%	354	7.4%	380,122	7.1%
Grade 3	338	7.1%	380,802	7.1%	338	7.1%	381,135	7.1%
Grade 4	324	6.8%	385,090	7.2%	324	6.8%	385,364	7.2%
Grade 5	348	7.3%	395,436	7.4%	348	7.3%	395,649	7.4%
Grade 6	350	7.3%	414,197	7.7%	350	7.3%	414,357	7.7%
Grade 7	372	7.8%	421,222	7.9%	372	7.8%	421,347	7.8%
Grade 8	367	7.7%	422,386	7.9%	367	7.7%	422,505	7.9%
Grade 9	418	8.8%	436,396	8.1%	418	8.7%	436,523	8.1%
Grade 10	383	8.0%	420,502	7.8%	383	8.0%	420,705	7.8%
Grade 11	338	7.1%	388,143	7.2%	338	7.1%	388,443	7.2%
Grade 12	312	6.5%	362,888	6.8%	312	6.5%	364,600	6.8%
Ethnic Distribution:								
African American	87	1.8%	680,285	12.7%	87	1.8%	681,401	12.7%
Hispanic	2,144	44.9%	44.9% 2,835,771	52.9%	2,146	44.9%	44.9% 2.840,982	52.9%
White	2,371	49.6%	1,418,789	26.5%	2,372	49.6%	1,424,251	26.5%
American Indian	13	0.3%	18,712	0.3%	13	0.3%	18,755	0.3%
Asian	72	1.5%	253,856	4.7%	72	1.5%	254,163	4.7%
Pacific Islander	თ	0.2%	8,259	0.2%	6	0.2%	8,271	0.2%
Two or More Races	81	1.7%	143,368	2.7%	82	1.7%	143,763	2.7%
Sex:								
Female	2,310	48.4%	48.4% 2,620,239	48.9%	2,311	48.3%	48.3% 2,624,722	48.9%
Male	2,467	51.6%	51.6% 2,738,801	51.1%	2,470	51.7%	51.7% 2,746,864	51.1%
Economically Disadvantaged	2,576	53.9%	53.9% 3,229,178	60.3%	2,577	53.9%	53.9% 3,233,417	60.2%
Non-Educationally Disadvantaged	2,201	46.1%	46.1% 2,129,862	39.7%	2,204	46.1%	46.1% 2,138,169	39.8%
Section 504 Students	580	12.1%	387,490	7.2%	580	12.1%	387,622	7.2%
EB Students/EL	356	7.5%	7.5% 1,108,207	20.7%	356	7.4%	7.4% 1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	68	1.3%	66,833	1.2%				
Students w/ Dyslexia	333	7.0%	241,070	4.5%	333	7.0%	241,197	4.5%
Foster Care	20	0.4%	17,033	0.3%	20	0.4%	17,090	0.3%

Texas Education Agency 2020-21 Student Information (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

		Mem	- Membership -			- Enro	Enrollment	
	District	rict -	State	- a	District	rict — .	State	e .
Student Information	Count P	Count Percent	Count Percent Count Percent	Percent	Count F	Percent	Count	Percent
Homeless	9	1.3%	57,709	1.1%	9	1.3%	57,811	1.1%
Immigrant	25	0.5%	108,025	2.0%	25	0.5%	108,092	2.0%
Migrant	Ŋ	0.1%	16,657	0.3%	Ŋ	0.1%	16,733	0.3%
Title I	3,344	70.0%	3,457,855	64.5%	3,348	70.0%	70.0% 3,464,887	64.5%
Military Connected	34	0.7%	144,596	2.7%	34	0.7%	144,683	2.7%
At-Risk	2,147	44.9%	44.9% 2,634,284	49.2%	2,147	44.9%	44.9% 2.636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	352	7.4%	7.4% 1,123,936	21.0%	352	7.4%	7.4% 1,124,413	20.9%
Gifted and Talented Education	392	8.2%	443,781	8.3%	392	8.2%	443,849	8.3%
Special Education	572	12.0%	595,885	11.1%	576	12.0%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	572		595,885					
By Type of Primary Disability Students with Intellectual Disabilities	261	45.6%	253,352	42.5%				
Students with Physical Disabilities	128	22.4%	127,106	21.3%				
Students with Autism	29	11.7%	83,737	14.1%				
Students with Behavioral Disabilities	86	17.1%	122,624	20.6%				
Students with Non-Categorical Early Childhood	138	3.1%	990'6	1.5%				
Mobility (2019-20):								
Total Mobile Students	545	11.9%	726,083	13.8%				
By Ethnicity: African American	20	0.4%	148,832	2.8%				
Hispanic	213	4.7%	372,491	7.1%				
White	292	6.4%	160,748	3.1%				
American Indian	_	%0.0	2,944	0.1%				
Asian	4	0.1%	18,370	0.4%				
Pacific Islander	7	0.0%	1,484	0.0%				
Two or More Races	10	0.2%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	108	19.6%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	36	11.1%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	365	14.6%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	459	14.2%	700,130	16.6%				

2020-21 Student Information (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	-Non-Special Education Rates-	pecial rtion	-Special Education Rates-	tial tion ts-
Student Information District State District State	District	State	District	State
Retention Rates by Grade:	ates by G	irade:		
Kindergarten	4.5%	4.5% 1.4%	12.8% 4.8%	4.8%
Grade 1	2.0%	1.9%		0.0% 3.2%
Grade 2	2.5%	1.0%		8.2% 1.4%
Grade 3	1.0%	0.5%		2.6% 0.6%
Grade 4	0.3%	0.3%		0.0% 0.4%
Grade 5	0.7%	0.5%		0.0% 0.3%
Grade 6	0.0%	0.5%		0.0% 0.3%
Grade 7	0.0%	0.3%		0.0% 0.3%
Grade 8	0.6%	0.5%		0.0% 0.4%
Grade 9	5.1%	4.7%	21.1% 7.8%	7.8%

Count Percent
Count Percent

Data Quality:

0.2% 0.7% 6,039 16 Underreported Students

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

District State		19.8 17.7	20.2 18.0	21.7 18.0	21.5 18.2	18.9 18.3	20.9 19.8	19.4 19.4		20.0 15.7	22.3 17.8	20.7 16.9	21.9 17.9	24.0 18.3
Class Size Information	Elementary:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Secondary:	English/Language Arts	Foreign Languages	Mathematics	Science	Social Studies

Texas Education Agency 2020-21 Staff Information (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

Count Percent Count Process Count Coun		District	rict -	State	le
sional Staff: sional Staff: sional Staff: sessional Staff: dessional Staff: dessional Staff: dessional Support sessional Support tional Aides: tral Administration (School Leadership) try staff: a13.1 a13.4 a2.3 a2.378.5 a13.4 a2.3 a3.3 a2.378.5 a14.8 a3.3 a2.378.5 a16.8 a17.9 a2.3 a2.378.5 a17.8 a2.378.5 a18.6 a17.9 a2.3 a2.378.5 and Librarians and Counselors be Counselors and Librarians and A.290.0 and A.290.0 and A.290.0 and A.290.0 and A.200.0 and A.200.0 and A.220.0 and A.320.9 and Indian and Counselors and Indian and Counselors and Indian and Counselors and Indian and Counselors and Librarians and A.200.0 and A.200.0 and A.320.9 and A.320.9 and A.422.7 and B.200.0 and A.422.7 and A.422.7 and B.200.0 and A.422.7 and B.200.0 and A.422.7 and A.422.7 and B.200.0 and A.422.7 and B.200.0 and A.422.7 and A.422.7	Staff Information	Count	Percent	Count	Percent
sional Staff: chers chers essional Staff: chers essional Staff: chers essional Staff: chers essional Support divides trial Administration (School Leadership) trial Administration itional Aides: in Staff: i	Total Staff	649.2	100.0%	745,316.3	100.0%
sessional Support essional Support tional Administration (School Leadership) tral Administration (School Leadership) tral Administration fload Administration fload Administration tional Aides: 10.8 17.7 8 657.4 10.8 17.7 8 657.4 10.8 17.7 8 657.4 10.8 17.7 8 657.4 10.8 17.7 8 16.7 8 16.0 10.0 10.0 11.0 11.0 11.0 11.0 11.0	Professional Staff:	391.5	60.3%	479,219.1	64.3%
by Staffs trail Administration (School Leadership) trail Administration (School Leadership) trail Administration final Administration final Administration trail Administration final Elbrarians final Elbrarians final Counselors final Administration f	Teachers	313.1	48.2%	369,395.4	49.6%
tral Administration (School Leadership) 21.3 3.3% 22.378.5 tral Administration (School Leadership) 10.8 1.7% 8.657.4 titonal Administration (School Leadership) 10.8 1.7% 8.657.4 titonal Addes: iny Staff: 164.8 25.4% 186.748.5 tians and Counselors (Headcount): 0.0 n/a 4.290.0 ne Counselors 2.0 n/a 13.211.0 nervery Staff: 187.9 28.9% 384,122.4 errs by Ethnicity: 2.0 0.6% 41,186.3 nic 2.1 nervery Sex: 66.7 21.3% 88,006.1 ers by Sex: 66.7 21.3% 88,006.1 ers by Years of Experience 2.0 0.6% 4,320.9 nervery by Years of Experience 2.0 0.6% 2,722.3 ners Experience 2.1 1.5% 24,880.4 no.7,633.1 rears Experience 2.1 1.5% 24,880.4 no.7,633.1 no.7,63	Professional Support	46.3	7.1%	78,787.8	10.6%
tral Administration titonal Aides: 10.8 1,7% 8,657.4 titonal Aides: 10.9 14.3% 79,348.7 titonal Aides: 10.9 14.3% 79,348.7 titonal Aides: 10.0 1.0 4,290.0 the Librarians the Counselors the Aight Table Table the Counselors the Counselors the Counselors the Counselors the Aight Table Table the Aight Table t	Campus Administration (School Leadership)	21.3	3.3%	22,378.5	3.0%
inns and Counselors (Headcount): ne Librarians ne Librarians ne Librarians ne Counselors ners by Ethnicity: n American n And A A A A A A A A A A A A A A A A A	Central Administration	10.8	1.7%	8,657.4	1.2%
ians and Counselors (Headcount): ne Librarians ne Counselors me Librarians ne Counselors me Librarians ne Counselors me Librarians ne Counselors no Counsel	Educational Aides:	92.9	14.3%		10.6%
ians and Counselors (Headcount): ne Librarians ne Librarians ne Librarians ne Counselors no Minority Staff: ners by Ethnicity: no Minority Staff: no Minority Staff	Auxiliary Staff:	164.8	25.4%		25.1%
ne Librarians ne Librarians ne Counselors ne Councelors ne Counselors ne Counselors ne Counselors ne Councelors ne	Librarians and Counselors (Headcount):				
me Librarians me Counselors Minority Staff: lers by Ethnicity: 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 188.3 1.2% 210,367.3 188.3 1.2% 210,367.3 188.3 1.2% 213% 88,006.1 246.4 78.7% 281,389.3 188.3 76.3% 269,818.0 189.3 22.1% 92,432.5 199.0 6.6% 2,722.3 199.0 6.6% 2,722.3 199.0 29.1% 102,753.7 199.0 6.6% 74,854.8 190.0 29.1% 102,753.7	Full-time Librarians	0.0	n/a	4,290.0	n/a
ne Counselors ne Counselors ne Counselors Ninority Staff: ers by Ethnicity: 187.9 28.9% 384,122.4 ers by Ethnicity: 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 2.0 0.6% 41,186.3 1.0 0.3% 1,261.0	Part-time Librarians	2.0	n/a	582.0	n/a
Minority Staff: 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 187.9 28.9% 384,122.4 186.3 187.9 28.9% 384,122.4 188.3 189.3 1	Full-time Counselors	13.0	п/а	13,211.0	n/a
Winority Staff: 187.9 28.9% 384,122.4 ers by Ethnicity: 2.0 0.6% 41,186.3 n American 52.9 16.9% 104,985.0 nic 254.2 81.2% 210,367.3 can Indian 1.0 0.3% 1,261.0 can Indian 1.0 0.3% 6,656.1 r More Races 2.0 0.6% 4,320.9 ers by Sex: 66.7 21.3% 88,006.1 es 2.0 0.6% 4,320.9 lers by Highest Degree Held: 3.0 1.0% 4,422.7 ers 3.0 1.0% 4,422.7 lors 69.3 22.1% 92,432.5 rate 238.8 76.3% 269,818.0 rate 238.8 76.3% 269,818.0 rate 23.0 1.0% 2,722.3 rate 4.7 1.5% 24,880.4 rate 91.0 29.1% 102,753.7 rears Experience 51.9 16.6% 74,854.8 Years Experience 51.9 16.0% 74,854.8 Years Experience 51.9 16.0% 74,854.8	Part-time Counselors	2.0	n/a	1,126.0	n/a
lers by Ethnicity: 2.0 0.6% 41,186.3 n American 2.0 0.6% 41,186.3 n American 52.9 16.9% 104,985.0 n ic 254.2 81.2% 210.367.3 can Indian 1.0 0.3% 1,261.0 ic Islander 0.0 0.0% 618.8 r More Races 2.0 0.6% 4,320.9 lers by Sex: 66.7 21.3% 88,006.1 es 246.4 78.7% 281,389.3 lers by Highest Degree Held: 3.0 1.0% 4,422.7 signee 3.0 1.0% 4,422.7 lors 69.3 22.1% 92,432.5 rate 238.8 76.3% 269,818.0 errs 69.3 22.1% 92,432.5 rate 4.7 1.5% 24,880.4 sars Experience 91.0 29.1% 102,753.7 fears Experience 51.9 16.6% 74,854.8 res 104.0 33.2% 107,653.1					
rers by Ethnicity: 2.0 0.6% 41,186.3 bic 254.2 81.2% 210,367.3 can Indian 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 2.0 0.6% 4,320.9 rers by Sex: 66.7 21.3% 88,006.1 es ters by Highest Degree Held: 3.0 1.0% 4,422.7 3.0 1.0% 4,422.7 since boson and a second seco	Total Minority Staff:	187.9	28.9%	384,122.4	51.5%
2.0 0.6% 41,186.3 nic nic sz.9 16.9% 104,985.0 254.2 81.2% 210,367.3 can Indian 1.0 0.3% 1,261.0 1.0 0.3% 1,261.0 1.0 0.3% 1,261.0 1.0 0.3% 6,556.1 0.0 0.0% 618.8 r More Races 2.0 0.6% 4,320.9 lers by Sex: es lers by Highest Degree Held: as sire sire by Highest Degree Held: as cas sire cas cas cas cas cas cas cas ca	Teachers by Ethnicity:				
can Indian 1.0 0.3% 104,985.0 254.2 81.2% 210,367.3 can Indian 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,188.8 r More Races 2.0 0.6% 4,320.9 ers by Sex: 66.7 21.3% 88,006.1 246.4 78.7% 281,389.3 ers by Highest Degree Held: 3.0 1.0% 4,422.7 38.8 76.3% 269,818.0 69.3 22.1% 92,432.5 rate ers by Years of Experience: 1.9 0.6% 2,722.3 rate ers by Years of Experience: 3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 ears Experience 31.0 29.1% 102,753.7 ears Experience 51.9 16.6% 74,854.8 Years Experience 104.0 33.2% 107,653.1	African American	2.0	0.6%	41,186.3	11.1%
can Indian 1.0 0.3% 1,261.0 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 6,656.1 1.0 0.3% 1,261.0 1.0 0.3% 1,261.0 1.0 0.3% 1,261.0 1.0 0.6% 4,320.9 1.0 1.0% 4,422.7 1.0 0.6% 2,722.3 1.0 0.6% 2,7	Hispanic	52.9	16.9%	104,985.0	28.4%
1.0 0.3% 1,261.0 1.0 0.3% 6,656.1 0.0 0.0% 618.8 2.0 0.6% 4,320.9 66.7 21.3% 88,006.1 246.4 78.7% 281,389.3 3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	White	254.2	81.2%	7	26.9%
1.0 0.3% 6,656.1 0.0 0.0% 618.8 2.0 0.6% 4,320.9 66.7 21.3% 88,006.1 246.4 78.7% 281,389.3 3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	American Indian	1.0	0.3%	1,261.0	0.3%
0.0 0.0% 618.8 2.0 0.6% 4,320.9 66.7 21.3% 88,006.1 246.4 78.7% 281,389.3 3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Asian	1.0	0.3%	6,656.1	1.8%
2.0 0.6% 4,320.9 66.7 21.3% 88,006.1 246.4 78.7% 281,389.3 3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Pacific Islander	0.0	0.0%	618.8	0.2%
66.7 21.3% 88,006.1 246.4 78.7% 281,389.3 3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Two or More Races	2.0	0.6%	4,320.9	1.2%
66.7 21.3% 88,006.1 246.4 78.7% 281,389.3 3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Teachers by Sex:				
3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Males	66.7	21.3%		23.8%
3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Females	246.4	78.7%	281,389.3	76.2%
3.0 1.0% 4,422.7 238.8 76.3% 269,818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Teachers by Highest Degree Held:				
238.8 76.3% 269.818.0 69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	No Degree	3.0	1.0%		1.2%
69.3 22.1% 92,432.5 1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Bachelors	238.8	76.3%	269,818.0	73.0%
1.9 0.6% 2,722.3 4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Masters	69.3	22.1%		25.0%
4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 104.0 33.2% 107,653.1	Doctorate	1.9	9.0	2,722.3	0.7%
4.7 1.5% 24,880.4 91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 e 104.0 33.2% 107,653.1	Teachers by Years of Experience:				
91.0 29.1% 102,753.7 51.9 16.6% 74,854.8 e 104.0 33.2% 107,653.1	Beginning Teachers	4.7	1.5%		6.7%
51.9 16.6% 74,854.8 e 104.0 33.2% 107.653.1	1-5 Years Experience	91.0	29.1%	102,753.7	27.8%
e 104.0 33.2% 107,653.1	6-10 Years Experience	51.9	16.6%		20.3%
	11-20 Years Experience	104.0	33.2%	107,653.1	29.1%

Texas Education Agency 2020-21 Staff Information (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	Dis	District	State	ate
Staff Information	Count	Count Percent Count Percent	Count	Percent
21-30 Years Experience	49.4	49.4 15.8% 47,975.4 13.0%	47,975.4	. 13.0%
Over 30 Years Experience	12.1	12.1 3.9% 11,278.0 3.1%	11,278.0	3.1%
Number of Students per Teacher	15.3	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.9	6.4
Average Years Experience of Principals with District	9.9	5.5
Average Years Experience of Assistant Principals	5.6	5.5
Average Years Experience of Assistant Principals with District	4.8	4.8
Average Years Experience of Teachers:	12.3	11.2
Average Years Experience of Teachers with District:	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	es only):	
Beginning Teachers	\$50,726	\$50,849
1-5 Years Experience	\$51,242	\$53,288
6-10 Years Experience	\$48,751	\$56,282
11-20 Years Experience	\$53,955	\$59,900
21-30 Years Experience	\$59,688	\$64,637
Over 30 Years Experience	\$63,685	\$69.974
Average Actual Salaries (regular duties only):		
Teachers	\$53,538	\$57,641
Professional Support	\$60,593	\$68,030
Campus Administration (School Leadership)	\$80,912	\$83,424
Central Administration	\$102,758	\$109,662
Instructional Staff Percent:	62.3%	64.6%
Turnover Rate for Teachers:	13.4%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	2.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency 2020-21 Staff Information (TAPR) KERRVILLE ISD (133903) - KERR COUNTY

	Dis	District	State	te —
Program Information	Count	Percent	Count Percent Count Percent	Percent
Teachers by Program (population served):	on serve	d):		
Bilingual/ESL Education	9.9	3.2%	9.9 3.2% 22,870.6	6.2%
Career and Technical Education	13.7		4.4% 18,987.7	5.1%
Compensatory Education	8.0	2.6%	10,226.9	2.8%
Gifted and Talented Education	0.0		0.0% 6,558.4	1.8%
Regular Education	242.8		77.6% 262,447.1	71.0%
Special Education	28.6		9.1% 34,862.5	9.4%
Other	10.0		3.2% 13,442.2	3.6%

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: TIVY H S

Campus Number: 133903001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	School				African		•	Two or Special Continu- School African American Pacific More Ed Ed ously	Pacific	Two or More	Special Ed	Special Ed	Special Continu- Continu- Ed ously ously		Econ	EB/EL (Current Econ &
	rear	State L	STAA	STAAR Performance	nance Rate	s by Te	sted Gi	Rates by Tested Grade, Subject, and Performance Level	t, and Perfe	prmance	Level	(Folline)			a page	
End of Course English I																
At Approaches Grade Level or	2021	%29	75%	75%	100%	%29	81%	*		* 83%	46%	40%	77%	%02	%89	54%
	2019	%89	75%	75%	40%	%89	85%	- 10	100%	- 63%	36%	80%	75%	%9/	%89	39%
At Meets Grade Level or Above	2021	20%	%09	%19	%29	20%	%0/	*	*	* 83%	33%	40%	63%	22%	25%	27%
	2019	%05	%09	%09	20%	52%	%02	- 10	100%	- 63%	78%	40%	%29	22%	48%	27%
At Masters Grade Level	2021	12%	20%	21%	%	12%	27%	*	*	* 50%		20%	21%	22%	14%	2%
	2019	11%	17%	17%	%0	% 6	25%		%95	- 13%	14%	%	16%	%6L	%/	%9
End of Course English II																
At Approaches Grade Level or Above	2021	71%	%62	%08	**	72%	88%	1	*	* 86%	46%	*	81%	76%	73%	42%
	2019	%89	74%	75%	- %04	%69	%08	*	%68	- 100%	37%	•	77%	%89	%69	23%
At Meets Grade Level or Above	2021	22%	%99	%99	*	54%	80%	•	*	* 86%	15%	*	%99	%29	23%	78%
	2019	46%	25%	26%	20%	46%	%59	*	%29	- 80%	23%	•	21%	%05	44%	21%
At Masters Grade Level	2021	11%	15%	15%	*	%6	21%	1	*	* 43%	12%	*	16%	13%	8%	3%
	2019	%8	11%	12%	%0	%9	16%	*	44%	- 20%	%9		12%	11%	%8	3%
End of Course Algebra I																
At Approaches Grade Level or Above	2021	73%	86%	82%	100%	82%	%08	*	*	%09 *	29%	*	84%	%92	%08	79%
	2019	85%	%06	%68	*	91%	88%	*	%98	- 86%	%09	%09	%06	86%	85%	86%
At Meets Grade Level or Above	2021	41%	49%	38%	20%	33%	42%	*	*	* 40%	32%	*	39%	32%	36%	28%
	2019	61%	65%	62%	*	21%	%99	80	86%	- 86%	30%	40%	62%	28%	25%	21%
At Masters Grade Level	2021	23%	28%	17%	38%	14%	19%	*	*	* 20%	17%	*	18%	16%	16%	7%
	2019	37%	40%	34%	*	35%	34%	4	43%	- 14%	20%	20%	35%	30%	72%	78%
End of Course Biology																
At Approaches Grade Level or Above	2021	82%	93%	93%	100%	86%	%86	- 10	100%	* 100%	26%	*	95%	%56	%28	75%
	2019	88%	94%	94%	*	95%	%56	- 10	100%	- 100%		'	%96	87%	91%	83%
At Meets Grade Level or Above	2021	22%	74%	74%	80%	61%	85%	80	83%	%06 *	22%	*	74%	72%	63%	39%
	2019	%29	%62	%6 /	*	%02	%68	б	91%	- 88%	45%	•	79%	%62	%02	28%
At Masters Grade Level	2021	22%	78%	78%	20%	18%	37%	9 -	%29	% 09 *	7%	*	28%	32%	20%	11%
	2019	25%	39%	39%	*	76%	25%	9 -	%4%	- 50%	13%	•	40%	35%	25%	17%
End of Course U.S. History																

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TEA | Governance and Accountability | Performance Reporting

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	School	And the second s			African			American	1 2	Pacific	Two or S	Two Non- or Special Special Continu-Continu- More Ed Ed ously ously	Special Ed	Special Continu-Continu-Ed ously ously		Econ	EB/EL (Current & & Econ & & Disady Monitored)
At Approaches Grade Level or	2021	88%	95%	%26	178	93%	%66	E 4	100%	'	100%	83%	*	%96		94%	%29
	2019	93%	%96	%26	*	94%	%86	*	100%	•	100%	%92	'	92%	94%	94%	%88
At Meets Grade Level or Above	2021	%69	78%	78%	*	%89	91%	1	100%	•	%09	63%	*	%08	71%	%02	45%
	2019	73%	81%	82%	*	73%	%06	*	100%	•	%08	46%	'	81%	86%	17%	23%
At Masters Grade Level	2021	43%	52%	25%	*	40%	%/9	•	88%	•	40%	37%	*	54%	43%	40%	17%
	2019	45%	46%	%05	*	33%	%99	*	%09	•	20%	16%	•	47%	61%	37%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	%26	%26	%26		%08	100%	•	*	•	*	1	•	100%	*	100%	1
At Meets Grade Level or Above	2021	%69	94%	94%	•	80%	%56	•	*	•	*	t	'	%26	*	%98	•
At Masters Grade Level	2021	14%	22%	25%	1	20%	18%	'	*	1	*	•	'	23%	*	14%	•
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	%29	78%	85%	93%	80%	%06	*	%96	*	88%	26%	73%	86%	81%	%08	62%
	2019	78%	83%	85%	20%	82%	89%	*	95%	1	%68	26%	%02	86%	82%	%08	65%
At Meets Grade Level or Above	2021	41%	51%	64%	%09	54%	75%	*	%68	*	78%	35%	23%	%99	28%	22%	31%
	2019	20%	22%	%29	22%	29%	%9/	*	88%	•	%6/	34%	40%	%89	64%	%95	39%
At Masters Grade Level	2021	18%	24%	76 %	17%	18%	33%	*	29%	*	45%	19%	13%	27%	24%	19%	7%
	2019	24%	27%	%67	%9	21%	38%	*	54%	•	24%	14%	10%	73%	30%	19%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	77%	77%	95%	70%	84%	# 1	88%	*	84%	48%	20%	79%	73%	71%	49%
	2019	/2%	%L8	/2%	40%	%80	83%	• 1	94%	(;	%50	%/6	800	%0/	0,00	200	40%
At Meets Grade Level or Above	2021	45%	54%	64%	54%	52%	75%		%88	F	84%	%97 70%	20%	800	%00 20%	25%	246%
	2019	4α% %	55%	20%	×02	49.70	00%	,	02.00	,	0/2/	0/.07	201	8 6	2 2	2 2	0 1 7
At Masters Grade Level	2021	18%	25%	18%	%8	10%	24%	*	38%	*	47%	15%	1/%	18%	18%	%11	4%
	2019	21%	24%	14%	%0	8%	21%	*	20%	1	17%	10%	%	14%	15%	%/	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	78%	83%	100%	82%	83%	*	100%	*	%29	29%	*	86%	75%	81%	79%
	2019	82%	86%	%68	*	91%	88%	•	%98	1	86%	%09	%09	%06	86%	85%	86%
At Meets Grade Level or Above	2021	37%	45%	43%	20%	35%	%05	*	%08	*	20%	32%	*	46%	33%	38%	28%
	2019	52%	26%	62%	*	21%	%99	•	86%	•	%98	30%	40%	62%	28%	25%	22%

Texas Education Agency 2020-21 STAAR Performance (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

State District Campus American Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled 18% 18% 23% 18% 38% 15% 19% 40% 17% 17% 17% 17% 17% 17% 17% 17% 18% 38% 15% 19% 40% 17% 17% 20% 20% 35% 35% 34% - 43% - 14% 20% 20% 35% 35% 36% - 100% 1 10% 7 10% 20% 20% 35% 35% - 100% 7 4% 90% 22% - 96% 40% - 96% 40% - 96%													Special	Special	Special Continu- Continu-	Non- Continu-	200	EB/EL (Current
2021 18% 23% 18% 38% 15% 19% * 40% * 17% 17% * 2019 26% 29% 34% * 35% 34% - 43% * 14% 20% 20% 2021 71% 84% 93% 100% 86% 98% - 100% * 100% 56% * 2021 44% 60% 74% 80% 61% 85% - 100% 74% - 100% 22% * 2021 44% 60% 74% 80% 61% 85% - 100% 74% - 100% - 100% 74% - 100% - 100% 74% - 100% <td< th=""><th></th><th>Year</th><th>State L</th><th>District C</th><th>A sudme</th><th>_</th><th>spanic V</th><th>Vhite</th><th></th><th>Asian Isl</th><th>acility ander F</th><th>Races (C</th><th>Current) (</th><th>(Former)</th><th>Enrolled</th><th>Enrolled</th><th>Disadv</th><th>Monitored)</th></td<>		Year	State L	District C	A sudme	_	spanic V	Vhite		Asian Isl	acility ander F	Races (C	Current) ((Former)	Enrolled	Enrolled	Disadv	Monitored)
2019 26% 29% 34% * 35% 34% * 35% 34% * 14% 20% 20% 2021 71% 84% 93% 100% 86% 98% - 100% 56% * 2021 44% 60% 74% 80% 61% 85% - 100% 74% - 2021 24% 60% 74% 80% 61% 85% - 90% 22% * 2021 20% 74% 80% 61% 85% - 91% - 88% 42% - 2021 20% 75% 89% - 61% 85% - 60% 7% - 2021 20% 20% 18% 37% - 64% - 50% 13% - 2021 25% 36% 52% - 100% - 100% 7% -	At Masters Grade Level		18%	23%	18%	38%	15%	19%	*	40%	*	17%	17%	*	18%	16%	16%	7%
2021 71% 84% 93% 100% 86% 98% - 100% * 100% 56% * 2019 81% 90% 24% * 95% 95% - 100% 74% - 100% 74% - 100% - 100% 74% - 100% -		2019	79%	%67	34%	*	35%	34%	'	43%	٠	14%	20%	20%	35%	30%	25%	75%
2021 71% 84% 93% 100% 86% 98% - 100% * 100% 56% * 2019 81% 90% 94% * 95% 95% - 100% - 100% 74% - 94% * 95% - 100% - 100% 74% - 100% - 100% 74% - 100%	All Grades Science																	
2019 81% 90% 94% * 95% 95% - 100% 74% - - - - 100% 74% -	At Approaches Grade Level or Above	2021	71%	84%	93%	100%	86%	%86	•	100%	*	100%	%95	*	92%	%56	87%	75%
2021 44% 60% 74% 80% 61% 85% - 83% * 90% 22% * 2019 54% 69% 79% * 70% 89% - 91% - 88% 42% - 2019 24% 69% 29% 20% 18% 37% - 67% * 60% 7% * 2019 25% 36% 39% * 26% 52% - 64% - 50% 13% - 2019 25% * 26% 52% - 64% - 60% 83% * 2011 73% 84% 95% * 100% - 100% 76% - 50% 2021 49% 65% 91% - 100% 76% - 60% 63% - 60% 63% - 60% 63% - 60% 63% - 60% 63% - 60% - 60% - 60% - 60% - 60% - 60% - 60% - 60% - 60% - 60% - 60% - 60% - 60% - 60%		2019	81%	%06	94%	*	%56	95%	•	100%	•	100%	74%	'	%96	87%	91%	83%
2019 54% 69% 79% * 70% 89% - 91% - 88% 42% - 2021 20% 27% 29% 20% 18% 37% - 67% * 60% 7% * 2019 25% 36% 39% * 26% 52% - 64% 7% * 7% * 2021 73% 84% 95% * 94% 98% * 100% 76% - 2021 49% 65% 91% - 100% 76% - 2021 49% 82% 73% 90% * 100% 65% 46% - 2019 55% 60% 82% * 73% 90% * 100% 46% - 2019 33% 35% 50% * 40% 66% * 60% 66% - 2019 <t< td=""><td>At Meets Grade Level or Above</td><td>2021</td><td>44%</td><td>%09</td><td>74%</td><td>80%</td><td>61%</td><td>85%</td><td>•</td><td>83%</td><td>*</td><td>%06</td><td>22%</td><td>*</td><td>74%</td><td>72%</td><td>63%</td><td>39%</td></t<>	At Meets Grade Level or Above	2021	44%	%09	74%	80%	61%	85%	•	83%	*	%06	22%	*	74%	72%	63%	39%
2021 20% 27% 29% 20% 18% 37% - 67% * 60% 7% * 2019 25% 36% 39% * 26% 52% - 64% - 50% 13% - 2021 73% 84% 95% * 93% 99% - 100% - 100% 83% * 2021 49% 62% 78% * 68% 91% - 100% 76% - 60% 63% * 2021 49% 62% 73% 90% * 100% - 60% 63% * 2021 29% 37% 40% 67% - 80% 46% - 60% 20% - 60% 63% * 2019 55% 60% 82% * 40% 67% - 80% - 40% 37% * 2019 33% 35% 50% * 33% 66% * 60% - 60% 16% - 60% - 60% 66% - 60% - 60% - 60%		2019	54%	%69	%6/	*	%02	%68	•	91%	1	%88	45%	1	79%	%62	•	28%
2019 25% 36% 39% * 26% 52% - 64% - 50% 13% - 2021 73% 84% 95% * 93% 99% - 100% - 100% 83% * 2019 81% 85% 97% * 94% 98% * 100% - 100% 76% - 2021 49% 62% 78% * 68% 91% - 100% 76% - 2019 55% 60% 82% * 73% 90% * 100% 46% - 2021 29% 37% 52% * 40% 67% - 40% 37% * 2019 33% 35% 66% * 60% - 40% 16% -	At Masters Grade Level	2021	20%	27%	78%	20%	18%	37%	•	%29	*	%09	%/	*	28%	35%		11%
2021 73% 84% 95% * 93% 99% - 100% - 100% 83% * 2019 81% 85% 97% * 94% 98% * 100% - 100% 76% - 2021 49% 62% 78% * 68% 91% - 100% - 60% 63% * 2019 55% 60% 82% * 73% 90% * 100% - 80% 46% - 2021 29% 37% 52% * 40% 67% - 88% - 40% 37% * 2019 33% 35% 50% * 33% 66% * 60% - 20% 16% -		2019	25%	36%	39%	*	76%	52%	1	64%	' U	20%	13%	•	40%	35%	72%	17%
2021 73% 84% 95% * 93% 99% - 100% 83% * 2019 81% 85% 97% * 94% 98% * 100% - 100% 76% - 2021 49% 62% 78% * 68% 91% - 100% - 60% 63% * 2019 55% 60% 82% * 73% 90% * 100% - 80% 46% - 2021 29% 37% 52% * 40% 67% - 88% - 40% 37% * 2019 33% 35% 50% * 33% 66% * 60% - 20% 16% -	All Grades Social Studies																	
2019 81% 85% 97% * 94% 98% * 100% - 100% 76% - 2021 49% 62% 78% * 68% 91% - 100% - 60% 63% * 2019 55% 60% 82% * 73% 90% * 100% - 80% 46% - 2021 29% 37% 52% * 40% 67% - 88% - 40% 37% * 2019 33% 35% 50% * 33% 66% * 60% - 20% 16% -	At Approaches Grade Level or Above	2021	73%	84%	%26	*	93%	%66	1	100%	•	100%	83%	*	%96	%56		%29
2021 49% 62% 78% * 63% * 2019 55% 60% 82% * 73% 90% * 100% - 80% 46% - 2021 29% 37% 52% * 40% 67% - 88% - 40% 37% * 2019 33% 35% 50% * 33% 66% * 60% - 20% 16% -		2019	81%	85%	%46	*	94%	%86	*	100%	! 	100%	%92	11	%26	94%	٠.	88%
2019 55% 60% 82% * 73% 90% * 100% - 80% 46% - 2021 29% 37% 52% * 40% 67% - 88% - 40% 37% * 2019 33% 35% 50% * 33% 66% * 60% - 20% 16% -	At Meets Grade Level or Above	2021	49%	62%	78%	*	%89	91%	•	100%	1	%09	63%	#	80%	71%		42%
2021 29% 37% 52% * 40% 67% - 88% - 40% 37% * 2019 33% 35% 50% * 33% 66% * 60% - 20% 16% -		2019	25%	%09	85%	*	73%	%06	*	100%	t	%08	46%	'	81%	%98	77%	23%
33% 35% 50% * 33% 66% * 60% - 20% 16% -	At Masters Grade Level	2021	767	37%	25%	*	40%	%29	•	88%	1	40%	37%	*	54%	43%	•	17%
		2019	33%	35%	%05	*	33%	%99	*	%09	ı	20%	16%	1	47%	61%	37%	12%

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2018-19 Progress (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

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

		1 8									[woor	Special	Special	Non- Continu- Continu	Non- Continu-		EB/EL (Current
	School	State	school Vear State District Campus		African American Hi	Hispanic W	'hite	American White Indian A	Asian Islander	Pacific	More Races (0	×	Ed (Former)	Ed ously Former) Enrolled	ously Enrolled	_	Econ & Disadv Monitored
				School	ool Progress Domain - Academic Growth Score by Grade and Subject	omain - /	cadem	ic Growth	h Score	by Grac	de and S	1				1000	A Branch
End of Course English II 2019	2019	69	69	69	*	69	89	*	88	,	83	99		69	70	70	99
•	2018	29	62	62	*	22	68	*	*	,	26	31	*	62	8	09	92
End of Course Algebra I		75	9/	73	*	72	74	,	83		80	48	20	73	75	29	81
		72	80	77	*	78	77	*	*	¥	71	25	,	80	4	72	70
All Grades Both Subjects		69	29	٢	#	Ł	71	*	98	,	82	58	20	71	73	68	73
		69	89	89	9	65	72	*	*		63	59	*	69	49	64	29
All Grades ELA/Reading	2019	89	29	69	*	69	89	*	88		83	99		69	70	2	68
	2018	69	89	62	*	57	68	*	*	,	99	31	*	62	8	9	65
All Grades Mathematics	2019	20	99	73	*	72	74	•	83		80	48	20	73	75	29	81
	2018	70	89	77	*	78	77	*		,	7	22	•	80	8	72	20

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	School	a t	tiatic		Total School Bilingual Vary State Dictrict Campus Education	BE-Trans Early Fyit	BE-Trans BE-Dual BE-Dual	BE-Dual	BE-Dual	ALP BE-Trans BE-Dual Be-Dual Bilingual Total	Total C	ESL Total Content- ESL Based F	ALP ESL ESL Pull-Out (Waiver)	ALP ESL Waiver)	EB/EL with Parental No	T. Never El EB/EL (Cu	Total EB/EL F	& Former EB/EL
					STAAR	Performan	ce Rate by	/ Subject	and Perfo	STAAR Performance Rate by Subject and Performance Level	-	1			100			STATE OF
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	%29	78%	85%	•						. 48%	•	48%	•	•	%98	47%	94%
	2019	78%	83%	85%		•	3	•	•		25%	22%	48%		•		25%	
At Meets Grade Level or Above	2021	41%	51%	64%		•		•			. 13%	•	13%	,	*	%29	12%	73%
	2019	20%	25%	%29				•			19%	16%	24%		•		19%	
At Masters Grade Level	2021	18%	24%	76%		•	9.5	•	•		. 2%	•	7%	3.	•	28%	2%	29%
	2019	24%	27%	29%	3	•	•	'			7%	7%	7%		٠		7%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	%89	77%	77%				·	·		. 29%	•	78%	•		80%	27%	%68
		75%	81%	75%	•	•		*			35%	41%	26%		•		35%	
At Meets Grade Level or Above	2021	45%	54%	64%		•	25				. 10%	•	10%	K.	*	%/9	%6	72%
	2019	48%	23%	28%	•	•	1	•			%6	%9	13%		•		%6	
At Masters Grade Level	2021	18%	25%	18%		•		•			%0 -	•	%0		•	20%	%0	14%
	2019	21%	24%	14%	•	•	•	'			%0	%0	%0		٠		%0	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	%99	78%	83%		•	•	-			%69 .	•	%69	•		83%	%69	94%
	2019	82%	%98	%68				•			75%	*	78%		¢		75%	
At Meets Grade Level or Above	2021	37%	45%	43%		•	•	•	•	200	%0 .	,	%0	•	,	43%	%0	62%
	2019	52%	26%	%29			•				25%	*	22%		•		25%	
At Masters Grade Level	2021	18%	23%	18%		•		•			%0 .	٠	%0	•	•	18%	%0	24%
	2019	79%	78%	34%		•	•	,			8%	*	11%		•		8%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	84%	%26		•	•	-			. 63%	•	63%		•	94%	63%	100%
	2019	81%	%06	94%			6	•			71%	75%	%29		•		71%	
At Meets Grade Level or Above	2021	44%	%09	74%	'	•		•			. 16%	•	16%		•	77%	16%	79%
	2019	54%	%69	%6/	•	•	1	,			78%	25%	33%		•		29%	
At Masters Grade Level	2021	20%	27%	78%	•	'	•	,	5290		. 5%	•	2%	'	,	30%	2%	34%
	2019	25%	36%	39%	•	•		'	2.7		%0	%0	%		-		%0	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	84%	95%	•	•	,				. 64%	'	64%		•	%96	64%	100%
	2019	81%	85%	%26	•	,	-		328		83%	88%	*		•		83%	
At Meets Grade Level or Above	2021	46%	62%	78%	3	2	9	3	5.7		. 36%	•	36%	2.	1	%6/	36%	%06
	2019	22%	%09	82%	•	2	4	•	•		20%	38%	*		•		20%	
At Masters Grade Level	2021	78%	37%	25%	20	2		•	•		%6	•	%6	9	•	25%	%6 6	75%
	2019	33%	35%	20%	•	7	×	•	•		%8	13%	*		•		%8	

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

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	State	District C	ambus	African American	African State District Campus American Hispanic White	White	American Indian		Pacific Islander	Two or More Races (Special Ed Current)	Special Ed Former)	Two Special Special Continu- Continu- Pacific More Ed Ed ously ously Asian Islander Races (Current) (Former) Enrolled Enrolled		Econ Disady	Non- Continu- ously Econ
					2021 5	TAAR Partic (All Grades)	2021 STAAR Participation (All Grades)	tion								
All Tests																
Assessment Participant	88%	%86	%26	%/6	%/6	%46		100%	100%	95%	%56	100%	%26	%96	%96	100%
Included in Accountability	83%	94%	93%	94%	94%	95%		%96 ×	80%	83%	91%	100%	95%	86%	93%	87%
Not Included in Accountability: Mobile	3%	4%	3%	3%	1%	2%	•	%0	%0	%8	2%	%0	1%	%6	3%	3%
Not Included in Accountability: Other Exclusions	1%	%0	1%	%0	1%	%0	7	* 4%	20%	%0	7%	%0	1%	%0	1%	10%
Not Tested	12%	7%	3%	3%	3%	3%		%0 .	%0	8%	2%	%0	3%	4%	4%	%0
Absent	2%	1%	1%	3%"	1%	1%		%0 •	%0	7%	7%	%0	1%	2%	7%	%0
Other	10%	1%	2%	%0	2%	1%	*	%0	%0	%9	4%	%0	7%	2%	7%	%0
					2019 S	TAAR Partic (All Grades)	2019 STAAR Participation (All Grades)	ion								
All Tests																
Assessment Participant	%66	100%	%66	100%	%66	%66	9	* 100%		93%	%66	100%	%66	%66	%66	100%
Included in Accountability	94%	%96	%56	95%	%96	%96	Ī	%68 .	•	83%	93%	100%	%86	87%	94%	%06
Not Included in Accountability: Mobile	4%	3%	3%	%0	7%	4%	•	2%	•	11%	4%	%0	1%	10%	3%	%0
Not Included in Accountability: Other Exclusions	1%	%0	1%	2%	1%	%0	*	%6 •		%0	2%	%0	7%	2%	1%	10%
Not Tested	1%	%0	1%	%0	1%	Ë		%0 ,		2%	1%	%0	1%	1%	1%	%0
Absent	1%	%0	1%	%0	1%	1%		%0 •	•	7%	1%	%0	1%	1%	1%	%0
Other	%0	%0	%0	%0	%0	%0	•	%0 *	•	%0	1%	%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.

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African District Campus American Hispanic White	Hispanic	White	American	Asian	Pacific Asian Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate							Į		1000				
2019-20	98.3%	98.0%	97.7%	96.7%	97.6%	97.8%	*	99.3%	*	97.8%	96.3%	97.2%	98.1%
2018-19	95.4%	95.9%	95.7%	95.8%	%9'56	95.9%	*	92.6%	*	94.5%	94.1%	94.8%	92.6%
Chronic Absenteeism													
2019-20	6.7%	6.3%	9.5%	21.7%	9.4%	8.9%	*	3.8%	*	6.9%	15.1%	12.5%	1.7%
2018-19	11.4%	9.5%	12.0%	18.2%	14.5%	9.8%	*	5.9%	*	13.3%	22.8%	16.4%	14.3%
Annual Dropout Rate (Gr 7-8)	(Gr 7-8)												
2019-20	0.5%	%0.0	•		•	'	•	•	٠	•	'	•	•
2018-19	0.4%	0.0%	•		•	,		'	•	1	'	•	'
Annual Dropout Rate (Gr 9-12)	(Gr 9-12	<u> </u>											
2019-20	1.6%	0.0%	0.0%	0.0%	%0.0	%0.0	*	%0.0	*	0.0%	%0.0	0.0%	%0.0
2018-19	1.9%	0.1%	0.0%	%0.0	%0.0	0.0%	*	%0.0	*	%0.0	0.0%	0.0%	%0.0
4-Year Longitudinal Rate (Gr	ate (Gr	9-12)											
Class of 2020													
Graduated	90.3%	93.7%	99.7%	*	99.3%	99.3% 100.0%	*	* 100.0%		100.0%	- 100.0% 100.0%	99.3%	99.3% 100.0%
Received TxCHSE	0.4%	2.6%	0.3%	*	0.7%	0.0%	*	%0:0	•	%0.0	0.0%	0.7%	%0.0
Continued HS	3.9%	3.4%	0.0%	*	0.0%	0.0%	*	%0:0	'	0.0%	0.0%	0.0%	%0.0
Dropped Out	5.4%	0.3%	%0.0	*	0.0%	0.0%	*	%0.0	,	0.0%	%0.0	0.0%	%0.0
Graduates and TxCHSE 90.7%	E 90.7%	96.3%	100.0%	*	100.0%	100.0% 100.0%	*	* 100.0%	•	100.0%	- 100.0% 100.0% 100.0% 100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	%2'66	100.0%	*	100.0% 100.0%	100.0%	*	* 100.0%	•	100.0%	- 100.0% 100.0% 100.0% 100.0%	100.0%	100.0%
Class of 2019													
Graduated	%0.06	94.3%	98.7%	100.0%	99.2%	98.1%		* 100.0%	*	* 100.0%	85.2%		98.5% 100.0%
Received TxCHSE	0.5%	1.6%		%0.0	%0.0	%0.0	*	0.0%	*	0.0%	%0.0	%0.0	%0.0
Continued HS	3.7%	4.1%	1.3%	%0.0	0.8%	1.9%	*	%0.0	*	0.0%	14.8%	1.5%	%0.0
Dropped Out	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	%0.0	#	0.0%	%0.0	0.0%	0.0%
Graduates and TxCHSE 90.4%	E 90.4%	95.9%	98.7%	100.0%	99.2%	98.1%		* 100.0%	*	* 100.0%	85.2%		98.5% 100.0%
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	100.0%	100.0% 100.0%	100.0%	*	* 100.0%	*	* 100.0%		100.0% 100.0% 100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)	gitudinal	Rate (G	r 9-12)										
Class of 2019													
Graduated	92.0%	97.6%	99.4%	100.0%	99.2%	99.4%		* 100.0%	#	* 100.0%	92.0%	92.0% 100.0% 100.0%	100.0%
Received TxCHSE	0.5%	1.8%	0.0%	0.0%	%0.0	0.0%	*	%0:0	*	0.0%	%0.0	0.0%	%0.0
Continued HS	1.3%	0.5%	0.6%	%0.0	0.8%	%9.0	*	0.0%	*	%0.0	8.0%	%0.0	%0.0
Dropped Out	6.1%	%0.0	0.0%	0.0%	%0.0	0.0%	*	0.0%	*	0.0%	%0.0	0.0%	%0:0
Graduates and TxCHSE 92.6%	E 92.6%	99.5%	99.4%	100.0%	99.2%	99.4%		* 100.0%	*	* 100.0%	92.0%	92.0% 100.0% 100.0%	100.0%
Graduates, TXCHSE,	93.9%	100.0%	100.0%	100.0%	100.0% 100.0%	100.0%	*	* 100.0%	*	100.0%	* 100.0% 100.0% 100.0% 100.0%	100.0%	100.0%
משט כסווווווחבוס													

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

Class of 2018 Continued HS Con		State	District	Campus	African District Campus American Hispanic White	Hispanic	White	American Indian	Asian	Two or Pacific More Asian Islander Races	Two or More Races	Special Econ Ed Disad	Econ Disadv EB/EL	EB/EL
100.0% 1	Class of 2018						A STATE OF			The state of				
0.0% * 0.0% 0.0% 0.0% * 0.0% 0.0% 0.0% 0	Graduated	92.2%			*	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	*
0.0%	Received TxCHSE	0.6%	1.7%		*	0.0%		*	%0.0	*	0.0%	0.0%	0.0%	*
0.0% * 0.0% * 0.0%	Continued HS	1.1%	0.8%	0.0%	*	0.0%		*	0.0%	*	0.0%	%0:0	0.0%	*
100.0% * 100.0% * 100.0% <td>Dropped Out</td> <td>6.1%</td> <td>0.0%</td> <td>0.0%</td> <td>*</td> <td>0.0%</td> <td></td> <td>*</td> <td>0.0%</td> <td>*</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>*</td>	Dropped Out	6.1%	0.0%	0.0%	*	0.0%		*	0.0%	*	0.0%	0.0%	0.0%	*
100.0% * 100.0% 100.0% 100.0% * 100.0% 100.0% 100.0% 100.0% 100.0% 0.0%	Graduates and TxCHS	E 92.8%	99.2%		*	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	*
100.0% * 100.0% * 100.0% * 100.0% 100.0% 0.0% <td< td=""><td>Graduates, TxCHSE, and Continuers</td><td>93.9%</td><td></td><td>100.0%</td><td>*</td><td>100.0%</td><td>100.0%</td><td>*</td><td>100.0%</td><td>*</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>*</td></td<>	Graduates, TxCHSE, and Continuers	93.9%		100.0%	*	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	*
100.0% * 100.0% 100.0% * 100.0% * 100.0% 100.0% 100.0% 0.0% 0.0% 0.0% 0.0	6-Year Extended Long	jitudinal	Rate (G	r 9-12)										
100.0% * 100.0% * 100.0% * 100.0% 1	Class of 2018													
0.0% * 0.0% * 0.0%<	Graduated	92.6%	98.3%		*	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	*
0.0% * 0.0% * 0.0%	Received TxCHSE	0.7%	1.7%		*	%0.0		*	%0.0	*	0.0%		0.0%	*
0.0% * 0.0% * 0.0%<	Continued HS	%9 .0	0.0%	0.0%	*	0.0%		**	0.0%	*	0.0%	0.0%	0.0%	*
100.0% * 100.0% 100.0% * 100.0% 100.0% 100.0% 100.0% * 100.0% 100.0% * 100.0% 100.0% 100.0% 100.0% * 100.0% 100.0% * 100.0% 100.0% 100.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% </td <td>Dropped Out</td> <td>6.1%</td> <td>0.0%</td> <td>0.0%</td> <td>*</td> <td>0.0%</td> <td></td> <td>*</td> <td>%0:0</td> <td>*</td> <td>0.0%</td> <td></td> <td>0.0%</td> <td>*</td>	Dropped Out	6.1%	0.0%	0.0%	*	0.0%		*	%0:0	*	0.0%		0.0%	*
100.0% * 100.0% 100.0% 100.0% * 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% * * * * 100.0% 100.0% 100.0% 0.0% 0.0% 0.0% - * * * * 100.0% 100.0% 100.0% 100.0% 0.0% 0.0% - * * * * 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% - * * * * 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% 100.0% - * * * * 100.0% 100.0% 100.0% 100.0% 100.0% - * * * * * 100.0% 100.0% 98.1% 100.0% 98.7% * 100.0% 93.3% 97.2% 1 98.1% 100.0% 33.2% * 100.0% 33.2% 100.0% 35.2% 105.0% 1.6% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 92.7% 100.0% 32.2% * 0.0% 0.0% 3.6% 1.5% 92.7% 100.0% 32.1% * 100.0% 3.6% 1.5% 92.7% 100.0% 100.0% 3.5% 88.7% 92.7% 100.0% 100.0% 100.0% 3.5% 88.7% </td <td>Graduates and TxCHS</td> <td>E 93.3%</td> <td>100.0%</td> <td>100.0%</td> <td>*</td> <td>100.0%</td> <td></td> <td>*</td> <td>100.0%</td> <td>*</td> <td>100.0%</td> <td></td> <td>100.0%</td> <td>*</td>	Graduates and TxCHS	E 93.3%	100.0%	100.0%	*	100.0%		*	100.0%	*	100.0%		100.0%	*
100.0% 100.0% 100.0% 100.0%	Graduates, TxCHSE, and Continuers	93.9%		100.0%	*	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	*
100.0% 100.0%<	Class of 2017													
0.0% 0.0% <th< td=""><td>Graduated</td><td>92.4%</td><td></td><td>100.0%</td><td></td><td>100.0%</td><td>100.0%</td><td>•</td><td>*</td><td>*</td><td>*</td><td>100.0%</td><td>100.0%</td><td>*</td></th<>	Graduated	92.4%		100.0%		100.0%	100.0%	•	*	*	*	100.0%	100.0%	*
0.0% 0.0% <th< td=""><td>Received TxCHSE</td><td>0.7%</td><td>2.2%</td><td>0.0%</td><td></td><td>0.0%</td><td></td><td>•</td><td>*</td><td>*</td><td>*</td><td>0.0%</td><td>0.0%</td><td>*</td></th<>	Received TxCHSE	0.7%	2.2%	0.0%		0.0%		•	*	*	*	0.0%	0.0%	*
0.0% 0.0%	Continued HS	%9.0	0.0%	0.0%		%0'0		•	*	*	*	%0.0	%0.0	*
100.0% 100.0%	Dropped Out	6.3%	0.8%	0.0%		0.0%			*	*	*	0.0%	0.0%	*
100.0% 100.0% 100.0% 100.0% - * * * 100.0% 100.0% 100.0% 100.0%	Graduates and TxCHS	E 93.2%	99.2%		100.0%	100.0%		'	*	*	*	100.0%	100.0%	*
ut Exclusions (Gr 9-12) 98.5% * 98.0% 98.7% * 100.0% 93.3% 97.2% 98.1% * 100.0% 97.7% 98.7% * 100.0% 85.7% 97.0% ste) - - - - - - - 1.6% * 0.0% 3.2% * 0.0% 1.5% 1.5% 0.3% 0.0% 0.7% * 0.0% 0.0% 0.0% 0.8% 87.2% * 82.4% 91.7% * 100.0% 35.3% 88.7% 92.7% 100.0% 92.1% 92.2% * 100.0% 35.3% 88.7%	Graduates, TxCHSE, and Continuers	93.7%	99.2%	100.0%	100.0%	100.0%	100.0%	255	*	*	*	100.0%	100.0%	*
98.5% * 98.0% 98.7% * 100.0% - 100.0% 93.3% 97.2% 1 98.1% 100.0% 97.7% 98.1% * 100.0% * 100.0% 85.7% 97.0% 1 1.6% * 0.0% 3.2% * 0.0% - 0.0% 3.6% 1.5% 100.0% 10.0% 0.0% 0.0% 0.0% 100.0% 92.2% * 100.0% 35.3% 87.3% 88.7% 88.7% 88.7% 88.7% 88.2% * 100.0% 35.2% * 100.0% 35.3% 88.7% 88.7% 88.7% 88.7% 88.8% 88.7% 88.7% 88.7% 88.7% 88.7% 88.7% 88.7% 88.7% 88.7% 88.7% 88.7%	4-Year Federal Gradui	ation Ra	te Witho	ut Exclus	sions (Gr 9	-12)								
98.1% 100.0% 97.7% 98.1% *100.0% *100.0% 85.7% 97.0% 1 1.6% * 0.0% 3.2% * 0.0% - 0.0% 3.6% 1.5% 0.3% 0.0% 0.7% * 0.0% * 0.0% 0.0% 0.8% 87.2% * 82.4% 91.7% * 100.0% * 100.0% 35.3% 88.7% 92.7% 100.0% 92.2% * 100.0% * 100.0% 35.3% 88.7%	Class of 2020	90.3%	91.1%		*	98.0%	98.7%	*	100.0%		100.0%	93.3%		100.0%
ate) 1.6% * 0.0% 3.2% * 0.0% * 0.0% 1.5% 0.3% 0.0% 0.7% * 0.0% * 0.0% 0.0% 0.0% 0.0% 87.2% * 82.4% 91.7% * 100.0% * 100.0% 35.3% 88.7% 92.7% 100.0% 92.1% 92.2% * 100.0% 35.3% 88.7%	Class of 2019	%0.06	92.0%			97.7%	98.1%	*	100.0%	*	100.0%	85.7%	97.0%	100.0%
1.6% * 0.0% 3.2% * 0.0% 1.5% 1.5% 1.5% 1.5% 1.5% 1.00% 0.0% 0.0% 0.7% * 0.0% * 0.0% 0.0% 0.0% 0.0% 0.0% 0.8% 1.5% 1.5% 1.00.0% 0.0% 0.0% 0.0% 0.8% 1.5% 1.00.0% 0.0% 0.0% 0.0% 0.8% 1.00.0% 0.0% 0.0% 0.0% 0.8% 1.00.0% 0.0% 0.0% 0.0% 0.8% 1.00.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	RHSP/DAP Graduates	(Longit	udinal R	ate)										
1.6% * 0.0% 3.2% * 0.0% - 0.0% 3.6% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5	Class of 2020	83.0%	*	•	3	•	•	•	•	•	1	,	•	
1.6% * 0.0% 3.2% * 0.0% - 0.0% 3.6% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5% 1.5	Class of 2019	73.3%	*	'	•	'	'	•	•	'	'	,	•	'
4.3% 2.0% 1.6% * 0.0% 3.2% * 0.0% - 0.0% 3.5% 1.5% 1.5% 1.5% 1.5% 2.0% 0.5% 0.3% 0.0% 0.7% * 0.0% * 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	FHSP-E Graduates (L	ongitudi	nal Rate											
4.2% 0.6% 0.3% 0.0% 0.7% * 0.0% * 0.0% 0.8% 1.8% 1.2% 0.0% 0.0% 0.0% 0.0% 0.8% 1.2% 100.0% 10.0% 1.7% * 100.0% 1.3% 1.2% 100.0% 10.1% 100.0% 10.1% 100.0%	Class of 2020	4.3%	2.0%	1.6%	*	0.0%	3.2%	*	0.0%	1	0.0%	3.6%	1.5%	9.1%
raduates (Longitudinal Rate) 83.5% 78.4% 87.2% * 82.4% 91.7% * 100.0% - 83.3% 28.6% 80.3% 83.5% 78.4% 92.7% 100.0% 92.1% 92.2% * 100.0% 35.3% 88.7%	Class of 2019	4.2%	%9:0	0.3%		0.0%	0.7%	*	%0.0	*	0.0%	0.0%	0.8%	%0.0
83.5% 78.4% 87.2% * 82.4% 91.7% * 100.0% - 83.3% 28.6% 80.3% 83.5% 78.4% 92.7% 100.0% 92.1% 92.2% * 100.0% * 100.0% 35.3% 88.7%	FHSP-DLA Graduates	(Longit	udinal Ra	ate)										
83.5% 78.4% 92.7% 100.0% 92.1% 92.2% *100.0% *100.0% 35.3% 88.7%	Class of 2020	83.5%	78.4%	87.2%	*	82.4%			100.0%	•			80.3%	72.7%
	Class of 2019	83.5%	78.4%			92.1%		*	100.0%	*	100.0%	35.3%	88.7%	%6'06

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African State District Campus American Hispanic White	Hispanic	White	American Pacific More Special Econ Indian Asian Islander Races Ed Disadv EB/EL	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	87.8% 80.4%	88.8%	*	* 82.4% 94.9%	94.9%		* 100.0%	•	83.3%	- 83.3% 32.1% 81.8% 81.8%	81.8%	81.8%
Class of 2019	87.6%	87.6% 78.6%	93.0%		100.0% 92.1% 92.8%	92.8%	*	* 100.0%	*	100.0%	* 100.0% 35.3% 89.5% 90.9%	89.5%	%6.06
RHSP/DAP Graduates (Annual Rate)	(Annua	Rate)											
2019-20	38.6%	*	•		•	'	•	•	•	1	•	•	•
2018-19	32.7%	*	*	•	*	'	•	•	'	1	*	*	1
FHSP-E Graduates (Annual	inual Ra	Rate)											
2019-20	4.4%	4.4% 1.9%	1.5%	*	%0:0	3.2%	*	0.0%	•	0.0%		3.3% 1.4%	9.1%
2018-19	4.4%	4.4% 0.6%	0.3%	0.0%	0.0%	%9 .0	*	%0.0	*	%0.0	%0.0	0.8%	%0.0
FHSP-DLA Graduates (Annual Rate)	(Annual	Rate)											
2019-20	81.8%	81.8% 75.9%	86.7%	*	82.6%	90.5%	*	* 100.0%	•	- 83.3%	26.7%	79.3%	79.3% 72.7%
2018-19	82.1%	78.7%	92.4%	82.1% 78.7% 92.4% 100.0%	95.9%	91.0%	*	* 100.0%	*	* 100.0%	33.3%		88.7% 90.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	SP-DLA	Gradua	ites (Ann	ual Rate)									
2019-20	85.8%	77.8%	85.8% 77.8% 88.2%	*	82.6%	93.7%	#	* 100.0%	,	83.3%	- 83.3% 30.0% 80.7% 81.8%	80.7%	81.8%
2018-19	85.9%	79.0%	92.4%	85.9% 79.0% 92.4% 100.0%	92.1%	91.6%		* 100.0%	*	* 100.0%	31.6%		88.8% 90.9%

Texas Education Agency 2020-21 Graduation Profile (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	Count	Campus Campus District Count Percent Count	District Count	State Count
Graduates (2019-20 Annual Graduates)	ites)			
Total Graduates	323	100.0%	370	370 360,220
By Ethnicity:				
African American	m	0.9%	5	5 44,729
Hispanic	149	46.1%	163	163 184,060
White	158	48.9%	188	188 105,215
American Indian	-	0.3%	2	1,226
Asian	9	1.9%	9	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	9	1.9%	Ø	7,307
By Graduation Type:				
Minimum H.S. Program	0	%0.0	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	_	952
Foundation H.S. Program (No Endorsement)	38	11.8%	82	49,535
Foundation H.S. Program (Endorsement)	5	1.5%	7	15,689
Foundation H.S. Program (DLA)	280	86.7%	280	280 292,532
Special Education Graduates	30	9.3%	41	41 29,018
Economically Disadvantaged Graduates	140	43.3%	169	169 187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	3.4%	=======================================	29,639
At-Risk Graduates	146	45.2%	177	177 148,836

TEA | Governance and Accountability | Performance Reporting

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

Academic Year	State	District	Campus	African Campus American Hispanic White	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special	Econ Disadv	EB/EL
					College, C Graduate	areer, ar s (Stude	College, Career, and Military Ready Graduates (Student Achievement)	Ready ment)					à V
College, Career, or Military	reer, or		Ready (An	Ready (Annual Graduates)	lates)								
2019-20	63.0%	47.8%	52.6%	*	39.6%	65.2%	*	20.0%	•	20.0%	%0.09	42.1%	45.5%
2018-19	72.9%	72.0%	75.2%	70.0%	69.5%	78.9%	#	94.4%	*	75.0%	74.0%	%9.69	63.6%
					ij.	College Ready Graduates	Ready lates						
College Ready (Annual Graduates)	ady (Anr	ual Grad	uates)										
2019-20	53.4%	39.5%	44.9%	*	30.2%	58.2%	*	20.0%	•	20.0%	3.3%	30.7%	27.3%
2018-19	53.0%	43.0%		0.0%	39.8%	54.1%	*	77.8%	*	66.7%	4.0%	38.5%	18.2%
'SI Criteria	Gradua	tes in En	glish Lang	TSI Criteria Graduates in English Language Arts (Annual Graduates)	(Annual G	iraduate	(s						
2019-20	59.7%	43.8%	48.3%	*	34.9%	61.4%	*	33.3%		20.0%	6.7%	35.0%	0.0%
2018-19	60.7%	53.4%		20.0%	46.1%	68.6%	*	88.9%	*	83.3%	16.0%	48.5%	9.1%
TSI Criteria		tes in Ma	thematics	Graduates in Mathematics (Annual Graduates)	raduates)								
2019-20		29.2%	33.1%	*	17.4%	47.5%	*	33.3%	,	50.0%	3.3%	17.9%	9.1%
2018-19	48.6%			%0:0	29.7%	47.8%	*	66.7%	*	20.0%	4.0%	29.2%	9.1%
TSI Criteria	Gradua	Graduates in Both	th Subjects	ts (Annual	(Annual Graduates)								
2019-20	43.2%	28.6%	32.5%	*	16.8%	47.5%	*	16.7%	1	20.0%	3.3%	17.1%	0.0%
2018-19	44.2%		38.8%	0.0%	28.1%	46.5%	*	66.7%	*	20.0%	4.0%	27.7%	9.1%
NP / IB Met	Criteria	in Any S	ubject (An	AP / IB Met Criteria in Any Subject (Annual Graduates)	uates)								
2019-20	21.1%	17.6%	20.1%	*	11.4%	27.8%	*	33.3%	•	33.3%	0.0%	11.4%	18.2%
2018-19	21.1%	19.6%	23.0%	0.0%	21.1%	24.5%	*	44.4%	*	16.7%	0.0%	22.3%	9.1%
Associate Degree (Annual Graduates)	Degree (Annual G	raduates)										
2019-20	2.1%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	•	%0:0	0.0%	0.0%	
2018-19	1.9%	0.0%	0.0%	%0.0	0.0%	0.0%	*	%0.0	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any	e Credit	s in Any	Subject (A	Subject (Annual Graduates)	duates)								
2019-20	24.6%	27.3%	31.0%	*	17.4%	43.7%	*	20.0%		16.7%	0.0%	18.6%	9.1%
2018-19	23.1%		31.4%	0.0%	_ 24.2%	37.1%	*	33.3%	*	20.0%	0.0%	22.3%	0.0%
Onramps Course Credits (Annual Graduates)	Course C	redits (A	nnual Grad	duates)									
2019-20	4.0%	28.6%	32.5%	*	18.8%	44.9%	*	50.0%	•	33.3%	0.0%	21.4%	9.1%
2018-19	2.3%	9.6%	11.3%	0.0%	7.0%	15.1%	*	11.1%	*	16.7%	0.0%	8.5%	0.0%
					Car	eer / Military Graduates	Career / Military Ready Graduates						
Career or Military Ready (Annual Graduates)	Ailitary R	eady (An	nual Grad	luates)									
2019-20	18.7%	8.9%	8.4%	*	10.1%	7.6%	*	%0.0	c	0.0%	%0.09		18.2%
2018-19	40.4%	41.5%	40.9%	70.0%	42.2%	38.4%	*	20.0%	*	20.0%	74.0%	45.0%	59.1%
Approved I	ndustry-	Based Co	ertification	Approved Industry-Based Certification (Annual Graduates)	Sraduates)								
2019-20	13.2%	3.5%	3.1%	*	4.7%	1.9%	*	0.0%	•	%0.0	3.3%	3.6%	9.1%

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

Academic Year	State	District	Campus	African State District Campus American Hispanic White	fispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	r Special Ec	Econ	EB/EL
2018-19	10.7%	7.7%	8.1%	2018-19 10.7% 7.7% 8.1% 20.0% 6.3% 9.4%	6.3%	9.4%	*	11.1%	*	* 0.0%		%6.9 %0.0	%0.0
Graduates	with Lev	el I or Lev	vel II Cert	Graduates with Level I or Level II Certificate (Annual Graduates)	ual Gradu	nates)							
2019-20	0.7%	0.0%	0.0%	*	%0.0	0.0%	*	0.0%	•	0.0%		0.0%	%0.0
2018-19 0.6% 0.0%	9.0	0.0%	%0.0	%0.0		0.0% 0.0%	*	0.0%	*	0.0%	0.0%		%0.0
Graduate w	ith Com	oleted IEF	and Wo	<u> </u>	diness (A	Innual Gr	aduates)						
2019-20	2.4%	3.5%	2.8%	*	4.0%	1.9%	*	0.0%	•	%0.0	30.0%	2.0%	%0.0
2018-19 2.3% 4.7% 3.2%	2.3%	4.7%	3.2%		0.0% 3.9% 3.1%	3.1%	*	0.0%	*	%0.0	40.0%	5.4%	9.1%
Graduates	Under an	Advance	ed Diplon	Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)	Identified	d as a Cui	rrent Specia	al Educa	tion Stud	ent (Ann	ual Gradu	ates)	
2019-20 3.7% 2.4%	3.7%	2.4%	2.8%	*	1.3%	4.4%	*	0.0%	1	%0.0	30.0%	3.6%	9.1%
2018-19		2.7% 1.7%	1.9%	%0.0	1.6%	1.9%	*	0.0%	*	16.7%	24.0%	1.5%	%0.0

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	Academic Year	The same of the sa) Sistrict (/ smome	African American H	African American State District Campus American	American Indian	Asian	Two or Pacific More Asian Islander Races		Special	Econ Disadv EB/EL	EB/EL
TSIA Results (Graduates >= Criterion) (Annual	on) (Annu	al Graduates)	iates)										
Reading	2019-20		14.1%	14.9%	*	13.4% 16.5%	*	16.7%	•	%0.0	6.7%	12.1%	%0.0
1	2018-19	33.4%	22.0%	24.3%	20.0%	21.1% 26.4%	*	11.1%	*	20.0%	12.0%	22.3%	9.1%
Mathematics	2019-20	21.2%	9.7%	11.1%	*	8.1% 12.7%	*	33.3%	•	33.3%	3.3%	8.6%	9.1%
	2018-19	24.7%	15.4%	17.2%	0.0%	16.4% 17.0%	*	22.2%	*	33.3%	4.0%	13.1%	9.1%
Both Subjects	2019-20	16.4%	6.5%	7.4%	*	6.7% 8.2%	*	16.7%	•	%0.0	3.3%	6.4%	%0.0
	2018-19	18.8%	11.3%	12.6%	0.0%	11.7% 12.6%	*	11.1%	*	33.3%	4.0%	11.5%	9.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)	r College F	Prep Col	ırses (Ar	inual Gra	duates)								
English Language Arts	2019-20	7.3%	%0.0	0.0%	*	0.0% 0.0%	*	0.0%	•	%0.0	0.0%	%0:0	%0.0
•	2018-19	5.1%	%0.0	0.0%	0.0%	0.0% 0.0%	*	0.0%	*	%0.0	0.0%	0.0%	%0.0
Mathematics	2019-20	9.7%	0.0%	0.0%	*	0.0% 0.0%	*	0.0%	•	%0.0	%0.0	0.0%	0.0%
	2018-19	7.3%	0.0%	%0.0	%0.0	0.0% 0.0%	*	0.0%	*	%0.0	0.0%	0.0%	%0.0
Both Subjects	2019-20	4.2%	0.0%	0.0%	*	0.0% 0.0%	*	0.0%	•	%0.0	0.0%	0.0%	%0.0
	2018-19	2.6%	0.0%	0.0%	0.0%	0.0% 0.0%	*	0.0%	*	%0.0	0.0%	0.0%	%0.0
AP/IB Results (Participation) (Grades 11-12)	les 11-12)												
All Subjects	2020	22.0%	16.9%	18.2%	0.0%	9.5% 25.5%	*	38.5%	*	* 23.1%	1.6%	11.4%	8.7%
	2019	25.2%	20.6%	22.7%	0.0%	15.6% 28.0%	*	53.8%	*	16.7%	0.0%	15.4%	8.3%
English Language Arts	2020	12.7%	8.5%	9.1%	0.0%	4.4% 13.1%	*	30.8%	*	%0.0	0.0%	5.9%	%0.0
	2019	14.5%	9.5%	10.5%	0.0%	5.5% 14.9%	*	15.4%	*	8.3%	0.0%	4.2%	%0.0
Mathematics	2020	6.4%	0.2%	0.5%	0.0%	0.0% 0.3%	*	0.0%	*	0.0%	0.0%	0.4%	%0.0
	2019	7.4%	2.1%	2.3%	0.0%	1.4% 3.0%	*	7.7%	*	%0.0	0.0%	1.4%	%0.0
Science	2020	9.4%	9.1%	8.6	0.0%	4.0% 15.0%	*	23.1%	*	%0.0	0.0%	5.1%	%0.0
	2019	10.4%	15.5%	17.1%	%0.0	9.7% 22.6%	*	46.2%	*	8.3%	%0.0		%0.0
Social Studies	2020	12.4%	7.1%	7.7%	0.0%	3.7% 10.8%	*	7.7%	*	23.1%	1.6%		4.3%
	2019	13.9%	4.9%	5.5%	0.0%	3.5% 6.8%	*	23.1%		0.0%	%0.0	3.5%	%0.0
AP/IB Results (Examinees >= Criterion) (Grades 11-12)	rion) (Gra	des 11-1	2)										
All Subjects	2020	29.0%	%1.99	66.1%	•	53.8% 66.7%	'	- 100.0%	•	*	*	%0.69	*
	2019	51.0%	62.7%	62.7%	•	57.8% 67.0%	*	71.4%	*	*	•	59.1%	*
English Language Arts	2020	50.1%	58.9%	58.9%	•	58.3% 60.0%	•	*	•	•	•	66.7%	•
	2019	41.2%	62.3%	62.3%	•	31.3% 72.0%	•	*	•	*	1	41.7%	•
Mathematics	2020	26.5%	*	*	•	1	'	'	•	•	,	*	•
	2019	52.2%	%0.09	%0.09	•	* 60.0%	•	*	•	•	1	*	
Science	2020	47.6%	35.0%	35.0%	•	27.3% 32.6%		*	•	•	•	23.1%	•
	2019	40.6%	50.4%	50.4%	•	42.9% 53.9%	*	%2'99	*	*	'	42.9%	•

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	Academic Year		District	Campus	African American F	African State District Campus American Hispanic White Indian	American	Asian	Two or Or Pacific More Special Econ Asian Islander Races Ed Disad	Two or More S	Special	Econ Disadv EB/EL	B/EL
Social Studies	2020	52.3%	48.9%	48.9%		20.0% 54.5%	•	*		*	*	18.2%	*
	2019	46.3%	58.3%	58.3%	•	40.0% 60.9%	•	*	•	1	•	%0.09	1
SAT/ACT Results (Annual Graduates)	tes)												
Tested	2019-20	76.7%	51.1%	58.5%	*	47.7% 69.0%	*	50.0%	•	- 66.7%	3.3%	39.6% 54.5%	.4.5%
	2018-19	75.0%	63.1%	73.8%	40.0%	66.4% 78.6%	*	88.9%	*	* 83.3%	28.0%	64.6% 36.4%	86.4%
At/Above Criterion for All Examinees	2019-20	35.7%	50.3%	50.3%	*	29.6% 64.2%	*	*	•	*	*	34.5%	%0.0
	2018-19	36.1%	43.7%	43.9%	*	30.6% 54.4%	*	50.0%	*	* 40.0%	0.0%	34.5%	*
Average SAT Score (Annual Graduates)	Jates)												
All Subjects	2019-20	1019	1088	1088	*	1004 1141	*	*	•	*	*	1037	858
	2018-19	1027	1068	1069	*	1000 1118	*	1150	*	1072	888	1027	*
English Language Arts and Writing	2019-20	513	551	551	*	511 578	*	*	•	*	*	531	413
	2018-19	517	542	542	*	503 567	*	593	*	570	472	517	*
Mathematics	2019-20	506	537	537	*	493 564	*	*	'	*	*	207	445
	2018-19	510	526	527	*	497 550	*	558	*	502	417	209	*
Average ACT Score (Annual Graduates)	uates)			b.									
All Subjects	2019-20	20.2	22.9	22.9	٠	19.2 23.5	•	•	,	*	•	22.4	٠
	2018-19	20.6	22.4	22.4	*	19.6 23.6	*	*	*	*	*	22.0	*
English Language Arts	2019-20	19.9	22.7	22.7	•	19.1 23.3	1	1	•	*	1	22.9	•
	2018-19	20.3	22.2	22.2	*	19.2 23.5	*	*	*	*	*	21.7	*
Mathematics	2019-20	20.1	22.7	22.7	•	18.1 23.5	•	'	'	*	1	20.9	•
	2018-19	20.4	22.0	22.0	*	19.4 23.3	*	*	*	*	*	21.3	*
Science	2019-20	20.5	23.2	23.2	•	19.6 23.9	•	'	'	*	•	22.4	•
	2018-19	20.8	22.8	22.8	*	20.1 23.8	*	*	*	*	*	22.8	*

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	Academic Year	State	District	Campus	African State District Campus American Hispanic White	Hispanic		American Indian	Asian	Two or Pacific More Asian Islander Races	Two or More Races	Special Econ Ed Disad	Econ Disady EB/EL	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)	Course Co	mpletic	on (Grad	es 9-12)										
Any Subject	2019-20	46.3%	38.6%	39.7%	2.6%	32.8%	32.8% 45.7%	•	75.0%	*	42.3%	20.0%	28.3%	18.5%
•	2018-19	44.6%	36.1%	37.5%	31.3%	29.6%	44.3%	*	50.0%	*	28.6%	23.8%	29.3%	23.2%
English Language Arts 2019-20	2019-20	18.2%	10.6%	10.9%	%0.0	6.1%	15.6%	*	25.0%	*	3.8%	0.8%	5.8%	%0.0
1	2018-19	17.8%	11.8%	12.1%	6.7%	7.9%	15.7%	*	15.2%	*	11.5%	0.0%	%6.9	%0.0
Mathematics	2019-20	20.7%	18.4%	18.7%	5.9%	15.4%	21.2%	*	37.5%	*	24.0%	3.4%	12.9%	7.5%
	2018-19	20.4%	17.3%	17.7%	20.0%	12.3%	21.7%	*	31.3%	*	19.2%	%0:0	11.7%	9.4%
Science	2019-20	22.4%	18.3%	17.8%	2.6%	12.7%	22.4%	*	37.5%	*	12.0%	18.3%	11.3%	%0.9
	2018-19	21.7%	21.3%	21.8%	20.0%	18.2%	25.2%	*	21.9%	*	19.2%	26.2%	17.9%	13.2%
Social Studies	2019-20	24.6%	18.8%	19.7%	5.6%	11.5%	27.2%	*	52.2%	*	19.2%	0.8%	9.8%	1.9%
	2018-19	23.6%	16.5%	17.1%	0.0%	10.1%	23.5%	*	32.4%	*	7.7%	%0.0	9.6%	1.9%
CTE Coherent Sequence (Annual Graduates)	ce (Annua	Gradu	ates)											
	2019-20 58.5% 51.6%	58.5%	51.6%	55.7%	*	59.1%	53.2%	*	33.3%	•	%2.99	26.7%	53.6%	54.5%
	2018-19 59.0% 61.4%	29.0%	61.4%	60.2%	40.0%	%6.09	60.4%	*	%2.99	*	50.0%	26.0%	63.8%	54.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE	Texas Inst	itution	of Higher	r Educati	on (TX IHE	€ F								
	2018-19 52.6% 46.8%	52.6%	46.8%	53.7%	20.0%		46.9% 57.9%	*	* 77.8%	*	%2.99		24.0% 43.1%	9.1%
	2017-18	53.4%	53.4% 44.1%	50.3%	#	40.2%	40.2% 58.2%	*	80.0%	*	40.0%	9.1%	32.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course	ompleting	One Ye	ar Witho	ut Enroll	ment in a	Developn	ental E	ducation (ourse					
	2018-19	42.2%	64.8%	%0.99	,	71.4%	71.4% 66.7%	*	*	٠	*	'	%2.99	•
	2017-18	%2'09	65.2%	65.6%	#	43.9%	43.9% 76.3%	*	*	•	*	#	48.6%	,

Texas Education Agency 2020-21 Student Information (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

Count Perc 1,412 100 0 0 0 0 0 0 0 0 0 0 0 0 0 417 29 381 27. 326 23.	Count Percent District 1,412 100.0% 4,777 0 0.0% 3.3% 0 0.0% 7.0% 0 0.0% 7.4% 0 0.0% 7.1% 0 0.0% 7.1% 0 0.0% 7.3% 0 0.0% 7.3% 0 0.0% 7.3% 0 0.0% 7.3% 127.0% 8.8% 326 23.1% 7.1% 288 20.4% 6.5%	4,777 5 4,777 5 0.3% 7.0% 7.6% 7.1% 6.8% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3	strict State 4,777 5,359,040 0.3% 0.3% 3.3% 3.7% 7.6% 7.1% 7.4% 7.1% 7.1% 7.1% 6.8% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 8.8% 8.1% 8.8% 8.0% 7.8%	Count 1,412 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Count Percent District 1,412 100.0% 4,781 0 0.0% 3.4% 0 0.0% 7.0% 0 0.0% 7.4% 0 0.0% 7.1% 0 0.0% 7.3% 0 0.0% 7.3% 0 0.0% 7.3% 0 0.0% 7.3% 0 0.0% 7.3% 0 0.0% 7.3% 1417 29.5% 8.7%	4.781 5 9.3% 7.0% 7.0% 7.1% 7.1% 6.8% 7.3% 7.3% 7.3% 7.3% 8.7% 8.7%	Strict State 4.781 5.371,586 0.3% 0.4% 3.4% 3.7% 7.6% 7.1% 7.1% 7.1% 7.1% 7.1% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2% 7.3% 7.2%
Count P 1,412 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	0.3% 3.3% 7.0% 7.4% 7.1% 6.8% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3% 7.1% 8.8% 8.0% 8.0% 7.1%		1,412 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 4 1,412 1,412 1,412 1,413 1,41	100.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0	4,781 5 0.3% 3.4% 7.0% 7.1% 7.1% 6.8% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3% 8.7% 8.7%	State 0.4% 3.7% 6.7% 7.1% 7.1% 7.1% 7.1% 7.2% 7.2% 7.2% 7.2% 7.2% 7.2% 7.2% 7.2
	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	4,777 5 0.3% 3.3% 7.0% 7.4% 7.1% 6.8% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3% 7.3	0.3% 3.7% 6.7% 7.1% 7.1% 7.2% 7.2% 7.2% 7.9% 7.9% 7.9% 7.9%		2		0.4% 3.7% 6.7% 7.1% 7.1% 7.2% 7.2% 7.2% 7.8% 7.8% 7.9% 7.9% 7.9%
0 0 0 0 0 0 0 0 417 381 326 288	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	0.3% 3.3% 7.0% 7.6% 7.1% 6.8% 7.3% 7.3% 7.3% 7.3% 7.1% 8.8%	0.3% 3.7% 6.7% 7.1% 7.1% 7.2% 7.2% 7.2% 7.2% 7.9% 7.9% 7.9%	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%		0.4% 3.7% 6.7% 7.1% 7.1% 7.2% 7.2% 7.2% 7.3% 7.3% 7.3% 7.3%
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0 417 381 326 288	0.0% 29.5% 27.0% 23.1% 20.4%	7.7% 8.8% 8.0% 7.1%	7.9% 8.1% 7.8%	0 417	0.0%		7.9% 8.1% 7.8% 7.2%
417 381 326 288	29.5% 27.0% 23.1% 20.4%	8.8% 8.0% 7.1%	8.1% 7.8%	417	29.5%		8.1% 7.8% 7.2%
381 326 288	27.0% 23.1% 20.4%	8.0%	7.8%				7.8%
326	23.1% 20.4%	7.1%		381	27.0%		7.2%
288	20.4%		7.2%	326	23.1%	7.1%	
		6.5%	6.8%	288	20.4%	6.5%	6.8%
56	1.8%	1.8%	12.7%	26	1.8%	1.8%	12.7%
645	45.7%	44.9%	52.9%	645	45.7%	44.9%	52.9%
089	48.2%	49.6%	26.5%	680	48.2%	49.6%	26.5%
_	0.1%	0.3%	0.3%	-	0.1%	0.3%	0.3%
22	1.6%	1.5%	4.7%	22	1.6%	1.5%	4.7%
5	0.4%	0.2%	0.5%	S	0.4%	0.5%	0.2%
33	2.3%	1.7%	2.7%	33	2.3%	1.7%	2.7%
688	48.7%	48.4%	48.9%	688	48.7%	48.3%	48.9%
724	51.3%	51.6%	51.1%	724	51.3%	51.7%	51.1%
613	13 40%	53 0%	%E 09	513	43 4%		60.7%
2007	56.6%	46.1%	30.7%	799	56.6%		39.8%
193	13.7%	12.1%	7 2%	193	13.7%		7.2%
F	3 0%	7 5%	20.7%		3.0%		20.6%
3	3.0%	1.3%	1.2%	}			
116	8.2%	7.0%	4.5%	116	8.2%		4.5%
0	%0.0	0.4%	0.3%	0	%0.0		0.3%
643 688 688 688 613 724 724 724 724 729 729 729 729 729 729 724 729 729 729 729 729 729 729 729 729 729			48.7% 0.1% 1.6% 0.4% 2.3% 48.7% 51.3% 13.7% 3.9% 3.9% 8.2% 0.0%	48.7% 44.5% 48.2% 49.6% 0.1% 0.3% 1.6% 1.5% 0.4% 0.2% 2.3% 1.7% 48.7% 48.4% 51.3% 51.6% 43.4% 53.9% 56.6% 46.1% 13.7% 12.1% 3.9% 7.5% 3.0% 1.3% 8.2% 7.0% 0.0% 0.4%	48.2% 44.5% 52.5% 48.2% 49.6% 26.5% 0.1% 0.3% 0.3% 1.6% 1.5% 4.7% 0.4% 0.2% 0.2% 2.3% 1.7% 2.7% 48.7% 48.4% 48.9% 51.3% 51.6% 51.1% 56.6% 46.1% 39.7% 13.7% 12.1% 7.2% 3.9% 7.5% 20.7% 3.9% 7.5% 20.7% 3.0% 1.3% 1.2% 8.2% 7.0% 4.5% 0.0% 0.4% 0.3%	45.7% 44.5% 52.3% 045 48.2% 49.6% 26.5% 680 0.1% 0.3% 0.3% 1 1.6% 1.5% 4.7% 22 0.4% 0.2% 0.2% 5 2.3% 1.7% 2.7% 33 48.7% 48.4% 48.9% 688 51.3% 51.6% 51.1% 724 43.4% 53.9% 60.3% 613 56.6% 46.1% 39.7% 799 13.7% 12.1% 7.2% 193 3.9% 7.5% 20.7% 55 3.9% 7.5% 20.7% 55 3.0% 1.3% 1.2% 116 0.0% 0.4% 0.3% 0	43.7% 44.5% 52.5% 645 45.7% 48.2% 49.6% 26.5% 680 48.2% 0.1% 0.3% 1 0.1% 1.6% 1.5% 4.7% 22 1.6% 0.4% 0.2% 0.2% 5 0.4% 2.3% 1.7% 2.7% 33 2.3% 48.7% 48.4% 48.9% 688 48.7% 51.3% 51.6% 51.1% 724 51.3% 51.3% 51.6% 51.1% 724 51.3% 56.6% 46.1% 39.7% 724 51.3% 56.6% 46.1% 39.7% 799 56.6% 13.7% 12.1% 7.2% 193 13.7% 3.9% 7.5% 20.7% 55 3.9% 3.0% 1.3% 1.2% 45.% 116 82.% 6.0% 0.0% 0.3% 0.0% 0.0%

Texas Education Agency 2020-21 Student Information (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	National Section	Mem	Membership			Enro	Enrollment	
	Cal	Campus			Cam	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Homeless	12	0.8%	1.3%	1.1%	12	0.8%	1.3%	1.1%
Immigrant	9	0.4%	0.5%	2.0%	9	0.4%	0.5%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	=======================================	0.8%	70.0%	64.5%	1	0.8%	20.0%	64.5%
Military Connected	0	0.0%	0.7%	2.7%	0	0.0%	0.7%	2.7%
At-Risk	629	46.7%	44.9%	49.2%	629	46.7%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	55	3.9%	7.4%	21.0%	25	3.9%	7.4%	20.9%
Gifted and Talented Education	113	8.0%	8.2%	8.3%	113	8.0%	8.2%	8.3%
Special Education	144	10.2%	12.0%	11.1%	144	10.2%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	144							
By Type of Primary Disability Students with Intellectual Disabilities	91	63.2%	45.6%	42.5%				
Students with Physical Disabilities	2	3.5%	22.4%	21.3%				
Students with Autism	15	10.4%	11.7%	14.1%				
Students with Behavioral Disabilities	33	22.9%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	157	10.7%	11.9%	13.8%				
By Ethnicity: African American	0	0.6%	0.4%	2.8%				
Hispanic	8	4.1%	4.7%	7.1%				
White	82	2.6%	6.4%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	7	0.1%	0.1%	0.4%				
Pacific Islander	-	0.1%	0.0%	0.0%				
Two or More Races	m	0.2%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	31	19.4%	19.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	S	8.5%	11.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	94	13.5%	14.6%	16.0%				
Student Attrition (20 19-20):	101	10 10%	14 20%	16 60%				
I olai Siudeni Alimion	9	2.1%	1.4.7	200				

Texas Education Agency 2020-21 Student Information (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	-No Educa	Non-Special Education Rates	es-	Speci	Special Education Rates	ation
Student Information Campus District State Campus District State	Campus	District	State	Campus	District	State
Retention Rates by Grade:	ates by G	rade:				
Kindergarten	1	4.5%	4.5% 1.4%	•	12.8% 4.8%	4.8%
Grade 1	•	2.0%	5.0% 1.9%		0.0%	0.0% 3.2%
Grade 2	•	2.5%	2.5% 1.0%	•	8.2%	8.2% 1.4%
Grade 3	•	1.0%	1.0% 0.5%	•	2.6%	2.6% 0.6%
Grade 4	•	0.3%	0.3% 0.3%	•	0.0%	0.0% 0.4%
Grade 5	1	0.7%	0.7% 0.2%	'	0.0%	0.0% 0.3%
Grade 6	•	0.0%	0.0% 0.2%	•	0.0%	0.0% 0.3%
Grade 7	•	0.0%	0.0% 0.3%	•	0.0%	0.0% 0.3%
Grade 8	•	0.6%	0.6% 0.2%	•	0.0%	0.0% 0.4%
Grade 9	5.1%		5.1% 4.7%	21.6%	21.1% 7.8%	7.8%

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

	Campus District State	District	State
Kindergarten	'	19.8	17.7
Grade 1	•	20.2	18.0
Grade 2	•	21.7	18.0
Grade 3	•	21.5	18.2
Grade 4	•	18.9	18.3
Grade 5	'	20.9	19.8
Grade 6	•	19.4	19.4
Secondary:			
English/Language Arts	20.4	20.0	15.7
Foreign Languages	22.5	22.3	17.8
Mathematics	22.7	20.7	16.9
Science	23.8	21.9	17.9
Social Studies	26.5	24.0	18.3

Texas Education Agency 2020-21 Staff Information (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	Campus	1		
Staff Information	Count/Average Percent District	Percent	District	State
Total Staff	116.5	100.0%	100.0%	100.0%
Professional Staff:	105.5	90.6%	60.3%	64.3%
Teachers	92.2	79.1%	48.2%	49.6%
Professional Support	8.3	7.1%	7.1%	10.6%
Campus Administration (School Leadership)	5.1	4.4%	3.3%	3.0%
Educational Aides:	11.0	9.4%	14.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	3.0	n/a	13.0	13.0 13,211.0
Part-time Counselors	2.0	n/a	2.0	1,126.0
Total Minority Staff:	15.9	13.7%	28.9%	51.5%
Teachers by Ethnicity:				
African American	1.0	1.1%	%9.0	11.1%
Hispanic	11.9	12.9%	16.9%	28.4%
White	78.3	84.9%	81.2%	56.9%
American Indian	0.0	%0.0	0.3%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.0%	%9.0	1.2%
Feachers by Sex:				
Males	40.7	44.2%	21.3%	23.8%
Females	51.4	55.8%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	3.3%	1.0%	1.2%
Bachelors	62.1	67.4%	76.3%	73.0%
Masters	26.1	28.4%	22.1%	25.0%
Doctorate	6.0	1.0%	%9.0	0.7%
Feachers by Years of Experience:				
Beginning Teachers	1.2	1.3%	1.5%	6.7%
1-5 Years Experience	26.0	28.2%	29.1%	27.8%
6-10 Years Experience	14.5	15.7%	16.6%	20.3%
11-20 Years Experience	32.3	35.1%	33.2%	29.1%
21-30 Years Experience	14.3	15.5%	15.8%	13.0%
9	3.9	4.2%	3.9%	3.1%

Texas Education Agency 2020-21 Staff Information (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

	State
	District
Campus	ount/Average Percent I
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	Staff Informatio

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Staff Information	Campus	District	State
Experience of Campus Leadership:	X N W		
Average Years Experience of Principals	4.0	7.9	6.4
Average Years Experience of Principals with District	4.0	9.9	5.5
Average Years Experience of Assistant Principals	9.3	5.6	5.5
Average Years Experience of Assistant Principals with District	6.8	4.8	4.8
Average Years Experience of Teachers:	12.4	12.3	11.2
Average Years Experience of Teachers with District:	6.7	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	ies only):		
Beginning Teachers	\$51,288	\$50,726	\$50,849
1-5 Years Experience	\$53,010	\$51,242	\$53,288
6-10 Years Experience	\$49,145	\$48,751	\$56,282
11-20 Years Experience	\$54,013	\$53,955	\$59,900
21-30 Years Experience	\$59,810	\$29,688	\$64,637
Over 30 Years Experience	\$63,902	\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$54,244	\$53,538	\$57,641
Professional Support	\$61,686	\$60,593	\$68,030
Campus Administration (School Leadership)	\$90,950	\$80,912	\$83,424
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information Count Percent District State Teachers by Program (population served): 0.0 0.0% 3.2% 6.2° Bilingual/ESL Education 0.0 0.0% 2.6% 5.1° Compensatory Education 0.0 0.0% 2.6% 2.8° Giffed and Talented Education 0.0 0.0% 1.8° Regular Education 62.8 68.2% 77.6% 71.0° Special Education 8.5 9.3% 9.4° 3.6° Other 10.0 10.8% 3.2% 3.2% 3.6°		Cam	Campus		
ram (population served): ation 0.0 0.0% 3.2% gal Education 10.8 11.8% 4.4% ication 0.0 0.0% 2.6% d Education 0.0 0.0% 0.0% 62.8 68.2% 77.6% 7 8.5 9.3% 9.1% 10.0 10.8% 3.2%	Program Information	Count	Percent	District	State
ation 0.0 0.0% 3.2% cal Education 10.8 11.8% 4.4% lcation 0.0 0.0% 2.6% 1.6% 52.8 68.2% 77.6% 7 8.5 9.3% 9.1% 10.0 10.8% 3.2%	Teachers by Program (populati	on serve	():		SAN TO S
teation 10.8 11.8% 4.4% 1.64	Bilingual/ESL Education	0.0			6.2%
Teducation 0.0 0.0% 2.6% 1.64 0.0 0.0 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	Career and Technical Education	10.8		4.4%	5.1%
Education 0.0 0.0% 0.0% 62.8 68.2% 77.6% 7 8.5 9.3% 9.1% 10.0 10.8% 3.2%	Compensatory Education	0.0		2.6%	2.8%
62.8 68.2% 77.6% 8.5 9.3% 9.1% 10.0 10.8% 3.2%	Gifted and Talented Education	0.0			1.8%
8.5 9.3% 9.1% 10.0 10.8% 3.2%	Regular Education	62.8		77.6%	71.0%
10.0 10.8% 3.2%	Special Education	8.5		9.1%	9.4%
	Other	10.0	•	3.2%	3.6%

Texas Education Agency 2020-21 Staff Information (TAPR) TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: HILL COUNTRY H S

Campus Number: 133903105

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

Texas Education Agency 2020-21 STAAR Performance (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

									Ċ	Two	A CONTRACTOR	Special	Special	Special Continu-	Non- Continu-	800	EB/EL (Current
	Year	State [District C	ampus A	merican 1	Year State District Campus American Hispanic White Indian	White	Indian A	sian Isl	ander R	aces (C	urrent) (Former)	Asian Islander Races (Current) (Former) Enrolled	Enrolled	Disadv I	Enrolled Disady Monitored)
			STAA	STAAR Performance	mance Ra	Rates by Tested Grade, Subject, and Performance Level	sted Gra	ade, Subje	ect, and	Perforn	lance L	evel					
End of Course English I																	
At Approaches Grade Level or Above	2021	%29	75%	*	١.	0	*	1	1	•	•	1	t	•	*	*	•
At Meets Grade Level or Above	2021	20%	%09	*	,	æ	*	•	•	•	1	•	'	•	*	*	ı '
At Masters Grade Level	2021	12%	70%	*	•	•	*	•	١	٠	١	,	•		*	*	
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	%62	*		*	*	•	•	•	•	1	1	*	*	*	•
	2019	%89	74%	*		*	•	•	1	•	٠	٠	'	*	•	*	•
At Meets Grade Level or Above	2021	21%	%99	*	•	*	*	•	,	•	•	•	'	*	*	*	•
	2019	46%	22%	*	•	*	•	•	ē	•	ı	•	•	*	•	*	•
At Masters Grade Level	2021	11%	15%	*	•	*	*	,	ř	r	r	1	•	*	*	*	•
	2019	8%	11%	*	•	*	ī	2		•	١	٠	'	*	'	*	•
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	%06	*	•	*	4	•	,	1	•	•	,	*	•	=	1
At Meets Grade Level or Above	2019	61%	%59	*	•	*		1	ì	•	•	1	•	*	•	•	ı
At Masters Grade Level	2019	37%	40%	*	•	*	•	9		•	٠	١	•	*	17	1	
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	93%	*	•	٠	*	•	•	•	1	1	•	•	*	*	1
At Meets Grade Level or Above	2021	22%	74%	¥	•	٠	*	•	•	٠	•	•	3	•	*	*	•
At Masters Grade Level	2021	22%	78%	*	•	•	*	1		• ,	١,	'	1	'	*	*	
End of Course U.S. History					E.	ž.											
At Approaches Grade Level or Above	2021	88%	%56	100%	1	*	* 100%	•		•	,	•	•	100%	100%	100%	C.
	2019	93%	%96	9 5%	•	%98	*	*	•	•	•	*	1	%68	*	88%	1
At Meets Grade Level or Above	2021	%69	78%	100%	•	*	100%	•	ř	K)	£	t	•	100%	100%	100%	1
	2019	73%	81%	%05	•	78%	*	*	•	•	,	*	•	33%	*	38%	٠
At Masters Grade Level	2021	43%	25%	22%	1	*	%29	1	•	٠	•	•	•	67%	40%	%29	•
	2019	45%	46%	72%	•	14%	*	*	ı	i ii	٠	*	'	22%	*	13%	1
All Grades All Subjects																	

HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY Texas Education Agency 2020-21 STAAR Performance (TAPR)

Non- Continu- ously Econ & Enrolled Disady Monitored)			1		.6	1			1	1			•		1				1		I			1	1	1	(T)	1
Econ	100%	20%	%06	30%	40%	10%		*	•	•	•	•	•			·	•		*	*	-		100%	88%	100%	38%	%29	13%
Non- Continu- ously	100%	*	88%	*	25%	*		*	1	*	•	*	•		•	•	•		*	*	*		100%	*	100%	*	40%	*
Continu- ously	100%	%62	100%	21%	20%	14%		*	*	*	*	#	*		*	*	*		1	•	'		100%	89%	100%	33%	%29	22%
Two Non- or Special Special Continu-Continu- Pacific More Ed Ed ously ously Asian Islander Races (Current) (Former) Enrolled Enrolled		,	•	•	•	•		Ĺ		•	•	•	٠		•	•	•			1	٠			•	•	•	•	1
Special Ed	1	*	'	*	•	*		1	•	£:	1	•			•	•			1	•	•		•	*	•	*	•	*
Two or More	•	. *	٠	•	•	•		•	•	•	•	•	١		•	'	1			1	1		•	•	•	*	٠	•
Pacific	,	1	1	•	•	•		1	•	•	•	•	•			•	•			•	•		•	1	•	•	•	•
Asian		•	•	•	•	•				•	•	•	'		1	¥	•			•	•		•	•	•	•	1	-
American Indian	'	*	'	*	•	*			•	•	'	•	•		1	,	•		•	•	•			*	•	*	'	*
White	* 100%	*	95%	*	46%	*		*	•	*	•	*	1		•	•	•		*	*	*		100%	*	100%	*	%29	*
panic	*	75%	*	17%	*	8%		•	*	*	*	*	*		*	*	*		'	•	•		*	86%	*	29%	*	14%
African America America Multe Indian	-	•	٠	•	•	•		•	•	•	•	•	•		•		•	•		•	•			•	•	•	•	•
amone of	100%	82%	94%	35%	38%	18%		•	*	*	*	*	*		*	*	*		*	*	*		100%	95%	100%	20%	25%	25%
t i ti	78%	83%	51%	22%	24%	27%		77%	81%	54%	23%	25%	24%		86%	26%	78%		84%	%09	27%		84%	85%	62%	%09	37%	35%
State	%29	78%	41%	20%	18%	24%		%89	75%	45%	48%	18%	21%		82%	25%	%97		71%	44%	20%		73%	81%	49%	22%	29%	33%
School		2019	2021	2019	2021	2019		2021	2019	2021	2019	2021	2019		2019	2019	2019		2021	2021	2021		2021	2019	2021	2019	2021	2019
	At Approaches Grade Level or	200	At Meets Grade Level or Above		At Masters Grade Level		All Grades ELA/Reading	At Approaches Grade Level or Above		At Meets Grade Level or Above		At Masters Grade Level		All Grades Mathematics	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level	All Grades Science	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level	All Grades Social Studies	At Approaches Grade Level or Above		At Meets Grade Level or Above		At Masters Grade Level	

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Progress (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

This campus is not rated on Progress (TAPR).

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	School	State	Distric	t Campus	Total ichool Bilingual Year State District Campus Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Trans BE-Dual Late Exit Two-Way	BE-Dual One-Way	ALP BE-Trans BE-Dual Be-Dual Bilingual Total Late Exit Two-Way One-Way (Exception) ESL	Total C ESL	ESL Total Content- ESL Based P	ESL Pull-Out (ALP ESL I	with Parental Never Denial EB/EL	Total r EB/EL L (Current)	& Former EB/EL
					STAAR Pe	Performan	ce Rate by	/ Subject a	and Perfor	rformance Rate by Subject and Performance Level	-			191812			10000
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	%/9	78%	100%	2		7	•	•	,	ï	. 1	•	•	- 100%	- %	
	2019	78%	83%	82%		•	7	•	•		1	X	٠		•	•	
At Meets Grade Level or Above	2021	41%	21%	94%	•	•	•	•			ï	•	•	•	- 94%	· %	
	2019	20%	22%	35%	•	,	4	•	•		ï	,	4		•	•	
At Masters Grade Level	2021	18%	24%	38%	4	7	2	*	200		٠	•	•	1	- 38%	,	
	2019	24%	27%	18%		•	•	•	•		ï	•	٠			•	
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	77%	*	•		•		t		7	٠	٠	•			
	2019	75%	81%	*	•	,		,	•		•	•	•		,	•	
At Meets Grade Level or Above	2021	45%	54%	*	*	,		•	•	•	•	Ÿ			×		
	2019	48%	23%	*	*	•	•	•	•		٠	•				•	
At Masters Grade Level	2021	18%	25%	*	*	•	•	•	•	,	ï	·	•	•	5		
	2019	21%	24%	*	•	•	•				1	•	•		1	•	
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	78%		*	•	•	•	•		ï	٠	٠		E		
	2019	82%	%98	*	•		*				٠	6	1		•	•	
At Meets Grade Level or Above	2021	37%	45%	•	•	•	5	**	•	10	i i	•	•	•	,		
	2019	52%	26%	*	*:		5	**	10		1	•	•		,		
At Masters Grade Level	2021	18%	23%	•	•	•	5	1	0	•	•	•	•		9		
	2019	26%	78%	*	•	•	•				•	٠	200		0.00	3	
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	84%	*	100	100	•	4	•	•	١	,	•	•		*	
	2019	81%	%06	•	4	•	•	•	•		1	•	•		т.		
At Meets Grade Level or Above	2021	44%	%09	*	*		1	•	,	•	٠		•	•			
	2019	54%	%69	•	•	•	,	-			1	1			.1		
At Masters Grade Level	2021	20%	27%	*	•	•		1	•	•	•	,		•			
	2019	25%	36%	•		,	•		•		•	•	•		,		
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	84%	100%				,	,		•	,	1	•	- 100%	9	
	2019	81%	85%	95%				•	•		•	•	9		•		
At Meets Grade Level or Above	2021	49%	62%	100%	•	· ·	2	1	9		٠	•	1	e e	- 100%	- 9	
	2019	22%	%09	%05		•	•	•	•		,	9	٠		×	31	
At Masters Grade Level	2021	29%	37%	22%	57	•	•	•	•	3	•	•	•	'	- 55%	- 9	

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

Texas Education Agency 2020-21 STAAR Participation (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	State	District (ampus	African State District Campus American	Hispanic	White	American Indian	P. Asian ISI	Pacific	Two or SMore	Special Ed Current)	Special Ed (Former)	Continu ously Enrolled	Special Special Continu- Continu- Ed Ed ously ously Current) (Former) Enrolled Enrolled	Econ Disadv	Two or Special Special Continu- Continu- (Current or Special Special Continu- Continu- Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled Enrolled Disady Monitored)
					2021 S	TAAR Partici (All Grades)	2021 STAAR Participation (All Grades)	Ę								
All Tests																
Assessment Participant	88%	%86	100%	100%	100%	100% 100%	The state of						100%	, 100%	100%	100%
Included in Accountability	83%	94%	767	%0	10%	62%		٠	1	*	*		32%	9 26%	28%	%0
Not Included in Accountability: Mobile	3%	4%	71%	100%	%06	38%	•	•	•	*	*	•	%89	6 74%	72%	100%
Not Included in Accountability: Other Exclusions	1%	%0	%0	%0	%0	%0	•	•	•	*	*	·	%0	%0	%0	%0
Not Tested	12%	7%	%0	%0	%0	%0	***	- 000		*	*		%0	%0 %	%0	%0
Absent	2%	1%	%0	%0	%0	%0	•	٠	٠	*	¥	•	%0	%0 %	%0	%0
Other	10%	1%	%0	%0	%0	%0	•	•	•	*	#	•	%0	%0 %	%0	%0
					2019 S	TAAR Partici (All Grades)	2019 STAAR Participation (All Grades)	ç								
All Tests																
Assessment Participant	%66	100%	100%		100%	100% 100%	*	-		*			100%	, 100%	100%	
Included in Accountability	94%	%96	44%	*	20%	36%	*		٠	*	*	ľ	26%	5 21%	36%	•
Not Included in Accountability: Mobile	4%	3%	26%	*	20%	64%	*	•	1	*	*		44%	%62 9	64%	1
Not Included in Accountability: Other Exclusions	1%	%0	%0	*	%0	%0	*	•	•	*	*		%0	%0	%0	• 1000000000000000000000000000000000000
Not Tested	1%	%0	%0	*	%0	%0	*			*			%0	%0 9	%0	•
Absent	1%	%0	%0	*	%0	%0	*		٠	*	*		%0	%0 %	%0	1
Other	%0	%0	%0	*	%0	%0	*	٠	٠	*	*	•	%0	%0 %	%0	•

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African State District Campus American Hispanic White	Hispanic	White	American Indian As	Two or Pacific More Asian Islander Races	Two or Pacific More Islander Races	Special Econ	Econ Disady EB/EL	EB/EL
Attendance Rate												
2019-20	98.3%	98.0%	86.6%	*	84.2%	87.2%	*	•		* 84.6%	86.8%	
2018-19	95.4%	95.9%	79.4%	*	77.8%	82.8%	*	*	,	79.3%	75.2%	*
Chronic Absenteeism												
2019-20	6.7%	6.3%	60.5%	*	70.8%	56.5%	*	,	,	57.9%	50.0%	•
2018-19	11.4%	9.5%	66.3 %	83.3%	70.7%	60.5%	*		,	72.2%	79.2%	*
Annual Dropout Rate (Gr	Gr 7-8)											
2019-20	0.5%	0.0%	ľ	•	•	'	٠				,	•
2018-19	0.4%	%0.0	•	•	•	•	•	•	4	1	1	٠
Annual Dropout Rate (Gr	Gr 9-12)											
2019-20	1.6%	%0.0	0.0%	*	%0.0	%0.0	*			%0.0	%0.0	*
2018-19	1.9%	0.1%	0.9%	0.0%	2.0%	0.0%	*	*	£	%0.0	0.0%	*
4-Year Longitudinal Rate		(Gr 9-12)										
Class of 2020												
Graduated	90.3%	93.7%	61.0%	*	%2'99	67.7%				100.0%	65.7%	
Received TxCHSE	0.4%	2.6%	15.3%	*	4.8%	12.9%	9	•	9	%0.0	17.1%	•
Continued HS	3.9%	3.4%	22.0%	*	23.8%	19.4%		,		0.0%	17.1%	•
Dropped Out	5.4%	0.3%	1.7%	*	4.8%	%0.0	r	•		, 0.0%	0.0%	H
Graduates and TxCHSE 90.7%	%2.06	96.3%	76.3%	*	71.4%	80.6%	•	=,		* 100.0%	82.9%	•
Graduates, TxCHSE, and Continuers	94.6%	%2'66	98.3%	**	95.2%	95.2% 100.0%	•		,	* 100.0%	100.0%	•
Class of 2019												
Graduated	%0.06	94.3%	76.0%	*	82.4%	71.9%	*	*		82.4%	78.7%	*
Received TxCHSE	0.5%	1.6%	8.0%	*	8.8%	3.1%	*	*		%0.0	10.6%	*
Continued HS	3.7%	4.1%	16.0%	*	8.8%	25.0%	*	*	,	17.6%	10.6%	*
Dropped Out	5.9%	0.0%	0.0%	*	0.0%	0.0%	*	*	,	0.0%	%0:0	*
Graduates and TxCHSE 90.4%	90.4%	95.9%	84.0%	*	91.2%	75.0%	*	*		82.4%	89.4%	٠
Graduates, TxCHSE, and Continuers	94.1%	94.1% 100.0%	100.0%	*	100.0% 100.0%	100.0%	*	*		, 100.0% 100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)	tudinal	Rate (Gr	. 9-12)									
Class of 2019												
Graduated	92.0%	97.6%	90.3%	*	88.2%	%9.96	*		,	100.0%	87.8%	*
Received TxCHSE	0.5%	1.8%	9.7%	*	11.8%	3.4%	*	*		%0.0	12.2%	*
Continued HS	1.3%	0.5%	0.0%	*	0.0%	0.0%	*	*		0.0%	%0:0	
Dropped Out	6.1%	%0.0	0.0%	*	0.0%	%0.0	*	*	·	0.0%	%0.0	٠
Graduates and TxCHSE 92.	92.6%	99.5%	100.0%	*	100.0% 100.0%	100.0%	*	*	•	* 100.0% 100.0%	100.0%	*

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African State District Campus American Hispanic White	Hispanic	White	American Indian	Two or Pacific More :	Pacific N	Two or More Staces	Two or More Special Econ Races Ed Disada	Econ	EB/EL
Graduates, TXCHSE,	93.9%	93.9% 100.0%	100.0%	*	100.0%	100.0% 100.0%	*	*		*	* 100.0% 100.0%	100.0%	*
Class of 2018													
Graduated	92.2%	97.5%	85.5%	*	81.8%	88.2%	*			*	*	84.8%	*
Received TxCHSE	0.6%	1.7%	9.7%	*	13.6%	8.8%	*		•	*	*	12.1%	*
Continued HS	1.1%	0.8%	4.8%	*	4.5%	2.9%	*	•	•	*	*	3.0%	*
Dropped Out	6.1%	0.0%	0.0%	*	0.0%	%0.0	*	ı	•	*	*	0.0%	*
Graduates and TxCHSE 92.8%	92.8%	99.2%	95.2%	*	95.5%	97.1%	*	,	4.	*	*	97.0%	*
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	*	100.0%	100.0% 100.0%	*	•	•	*	*	* 100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)	itudinal	Rate (G	r 9-12)										
Class of 2018													
Graduated	92.6%	98.3%	%0.06	*	85.7%	%6.06	*		•	*	*	87.9%	*
Received TxCHSE	0.7%	1.7%	10.0%	*	14.3%	9.1%	*	•	•	*	*	12.1%	*
Continued HS	%9.0	0.0%	0.0%	*	%0.0	%0.0	*	•	•	*	*	0.0%	*
Dropped Out	6.1%	%0:0	0.0%	*	%0.0	%0:0	*	•	•	*	*	0.0%	*
Graduates and TxCHSE 93.3%	5 93.3%	100.0%	100.0%	*	100.0%	100.0% 100.0%	*	•	ð	*	*	* 100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.9% 100.0%	100.0%	*	100.0%	100.0% 100.0%	*	-		*	*	* 100.0%	•
Class of 2017													
Graduated	92.4%	97.0%	86.3%	*	88.6%	83.9%	15		*	*	100.0%	88.9%	88.9% 100.0%
Received TxCHSE	0.7%	2.2%	10.0%	*	6.8%	16.1%	•	,	*	*	%0.0	8.9%	%0.0
Continued HS	0.6%	0.0%	0.0%	*	%0.0	%0.0	•		*	*	%0:0	%0'0	%0.0
Dropped Out	6.3%	0.8%	3.8%	*	4.5%	0.0%	•		*	*	%0:0	2.2%	%0.0
Graduates and TxCHSE 93.2%	93.2%	99.5%	96.3%	*	95.5%	95.5% 100.0%	•	•	*	*	* 100.0%	97.8%	97.8% 100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	96.3%	*	95.5%	95.5% 100.0%	3	•	*	*	* 100.0%	97.8%	97.8% 100.0%
4-Year Federal Graduation	tion Ra	te Witho	ut Exclus	Rate Without Exclusions (Gr 9-12)	-12)								
Class of 2020	90.3%	91.1%	55.2%	*	%0.09	%0.09	٠	,	٠	*	* 100.0%	61.5%	٠
Class of 2019	%0.06	92.0%	69.0%	*	68.3%	70.6%	*	*	•	*	77.8%	70.4%	*
RHSP/DAP Graduates (Longitudinal Rate)	(Longit	udinal R	ate)										
Class of 2020	83.0%	*	*	•	٠	*	•			٠	٠	*	·
Class of 2019	73.3%	*	*	•	•	*	•			١	*	*	•
FHSP-E Graduates (Longitudinal Rate)	ngitudi	nal Rate											
Class of 2020	4.3%	2.0%	5.7%	*	0.0%	10.0%	•		٠	•	%0.0	9.1%	
Class of 2019	4.2%	0.6%	0.0%	*	0.0%	0.0%	*	*	•	*	%0.0	%0.0	*
FHSP-DLA Graduates (Longitudinal Rate)	(Longit	udinal R	ate)										

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

v	tate (District	Campus	or or African American American Asian Islander Races	lispanic	White	American Indian	Asian	or Or Pacific More Special Econ Islander Races Ed Disad	or More Races	Special Ed	Econ Disadv EB/EL	EB/EL
Class of 2020 8:	3.5%	83.5% 78.4%	0.0%	#	0.0%	0.0%					%0.0	0.0%	
Class of 2019 83	3.5%	83.5% 78.4%	1.8%	*	0.0%	4.8%	*	*	1	*	%0.0	%0.0	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	A-DLA	Gradua	ites (Lon	gitudinal Ra	te)								
Class of 2020 87.	7.8%	.8% 80.4%	8.3%	*	%0.0	14.3%	'	'	•	'	%0.0	13.0%	1
	7.6%	87.6% 78.6%	1.8%	*	0.0%	4.3%	*	*	•	*	0.0%	0.0%	*
RHSP/DAP Graduates (Annual Rate)	nnual	Rate)											
2019-20 38	38.6%	*	*		i	#		•	•	•	ľ	*	•
2018-19 33	32.7%	*	•		1	Ċ		'	•			•	1
FHSP-E Graduates (Annual Rate)	ial Rat	Œ.											
2019-20	4.4%	4.4% 1.9%	4.3%	*	0.0%	6.9%	*	•	•		%0.0	7.1%	•
2018-19	4.4%	4.4% 0.6%	1.9%	*	0.0%	5.9%	*	*	'	*	0.0%	2.8%	*
FHSP-DLA Graduates (Annual Rate)	nual	Rate)											
2019-20 81	1.8%	.8% 75.9%	0.0%	*	%0.0	%0.0	*	'		•	%0.0	%0.0	•
2018-19 82	2.1%	82.1% 78.7%	1.9%	*	%0.0	2.9%	# 20	*	•	*	0.0%	%0.0	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	₹ P	Gradua	ites (Ann	ual Rate)									
2019-20 8	2.8%	85.8% 77.8%	6.4%	*	%0.0	10.0%	*	•	•	•	%0.0	10.3%	•
P018-19	85 9%	79.0%	3 70%	*	%U U	11 8%	*	*		*	%U 0	708 C	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	Count	Campus Campus District Count Percent Count	District Count	State Count
Graduates (2019-20 Annual Graduates)	ites)			
Total Graduates	47	100.0%	370	370 360,220
By Ethnicity:				
African American	2	4.3%		5 44,729
Hispanic	14	29.8%	,	163 184,060
White	30	63.8%	Ť	188 105,215
American Indian	-	2.1%	2	1,226
Asian	0	0.0%	9	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	0	0.0%	9	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	2.1%	-	952
Foundation H.S. Program (No Endorsement)	44	93.6%	82	49,535
Foundation H.S. Program (Endorsement)	2	4.3%	7	15,689
Foundation H.S. Program (DLA)	0	0.0%	280	280 292,532
Special Education Graduates	Ξ	23.4%	14	29,018
Economically Disadvantaged Graduates	29	61.7%	·	169 187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	Ξ	11 29,639
At-Risk Graduates	31	%0.99	177	177 148,836

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

College, Career, or Military Ready (2019-20 63.0% 47.8% 14.2018-19 72.9% 72.0% 53.0% college Ready (Annual Graduates) 2019-20 53.4% 39.5% 2.2018-19 53.0% 43.0% 13.13.			Campus	District Campus American Hispanic White	Hispanic	White	Indian	Asian	Islander	Races	3	Disadv	EB/EL
College, Caree 2019-20 Gi 2018-19 7; College Ready 2019-20 5; 2018-19 5;					College, C Graduate	areer, al S (Stude	College, Career, and Military Ready Graduates (Student Achievement)	Ready ment)	V				
2019-20 63 2018-19 77 College Ready 2019-20 57 2018-19 55	r, or M		teady (Ani	Ready (Annual Graduates)	iates)								
2018-19 72 College Ready 2019-20 5: 2018-19 5:	63.0%	47.8%	14.9%	*	21.4%	13.3%	*	•	•	'	36.4%	13.8%	
College Ready 2019-20 5: 2018-19 5:	72.9%	72.0%	53.7%	*	45.2%	64.7%	*	*	•	*	77.8%	54.2%	,
College Ready 2019-20 5: 2018-19 5:						College Ready Graduates	Ready						
	(Annu	al Grade	uates)										
	53.4%	39.5%	2.1%	*	0.0%	3.3%	*				%0.0	3.4%	
	53.0%	43.0%		*	0.0%	35.3%	*	*	•	*	%0.0	11.1%	_
TSI Criteria Graduates in English Language Arts (Annual Graduates)	aduate	s in Eng	Jish Lang	juage Arts	(Annual G	iraduate	s)						
2019-20 59	29.7%	43.8%	12.8%	*	21.4%	10.0%	*	•	•		%0.0	13.8%	
2018-19 60	%2.09	53.4%	20.4%	*	6.5%	41.2%	*	*	•	*	0.0%	19.4%	
TSI Criteria Graduates in Mathematics (Annual Graduates)	aduate	s in Mat	thematics	(Annual G	raduates)								
2019-20 47	47.9%	29.2%	2.1%	*	0.0%	3.3%	*	'	,	•	0.0%	3.4%	·
2018-19 48	48.6%	36.1%	13.0%	*	0.0%	35.3%	*	*	•	*	0.0%	11.1%	
TSI Criteria Graduates in Both Subjects (Annual Graduates)	aduate	s in Bot	th Subject	S (Annual	Graduates	(\$							
2019-20 43	43.2%	28.6%	2.1%	*	0.0%	3.3%	*	,	٠		0.0%	3.4%	
2018-19 44	44.2%	35.0%	13.0%	*	0.0%	35.3%	*	*	•	*	0.0%	11.1%	
AP / IB Met Criteria in Any Subject (Annual Graduates)	teria in	Any St	ubject (An	inual Grade	uates)								
2019-20 21	21.1%	17.6%	0.0%	*	0.0%	0.0%	*	•	•	'	0.0%	%0.0	
2018-19 21	21.1%	19.6%	0.0%	*	0.0%	0.0%	*	*	1	*	%0.0	0.0%	•
Associate Degree (Annual Graduates)	ree (Ar	nnual Gr	raduates)										
2019-20	2.1%	%0.0	0.0%	*	%0.0	0.0%	*	•	•	•	0.0%	0.0%	
2018-19	1.9%	0.0%	0.0%	*	%0.0	0.0%	*	*	,	*	0.0%	0.0%	
Dual Course Credits in Any	redits		Subject (A	Subject (Annual Graduates)	duates)								
2019-20 24	24.6%	27.3%	2.1%	*	0.0%	3.3%	*	'	•	•	0.0%	3.4%	·
2018-19 23	23.1%	27.3%	3.7%	*	0.0%	5.9%	*	*	•	*	0.0%	2.8%	-
Onramps Course Credits (Annual Graduates)	se Cre	dits (An	inual Grac	duates)									
2019-20	4.0%	28.6%	2.1%	*	%0.0	3.3%	*		•	•	%0.0	3.4%	
2018-19	2.3%	9.6%	0.0%	*	%0.0	0.0%	*	*	•	*	%0.0	0.0%	~
					Car	eer / Military Graduates	Career / Military Ready Graduates						
Career or Military Ready (Annual Graduates)	ary Rea	ady (An	nual Grad	uates)									
2019-20 18	18.7%	8.9%	12.8%	*	21.4%	10.0%	*	•	•	•	36.4%	10.3%	•
2018-19 40	40.4%	41.5%	44.4%	*	45.2%	38.2%	*	*	1	*	77.8%	44.4%	
Approved Industry-Based Certification (Annual Graduates)	stry-B:	ased Ce	rtification	(Annual G	iraduates)								
2019-20 13	13.2%	3.5%	6.4%	*	7.1%	6.7%	*	'	t	1	9.1%	0.0%	•

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

raduates) * * * * * * * * * * * * *		State District Campus American Hispanic White	American	Asian	Pacific More Special Econ Islander Races Ed Disadv	More Races	Special Ed	Econ	EB/EL
te (Annual Graduates) * 0.0% 0.0% * * 0.0% * * 14.3% 6.7% * * 16.1% 5.9% * * 16.0% 0.0% * * 0.0% 0.0% * * 0.0% 0.0% * * 0.0% 0.0% * * 0.0% 0.0% *	2010-19 10.7 % / ./ % S.6%	2% 11.8%	*	*	•	*	%0.0	8.3%	*
* 0.0% 0.0% * * * * 0.0% 0.0% * * * rce Readiness (Annual Graduates) * 14.3% 6.7% * * * * 16.1% 5.9% * * * and Identified as a Current Special Education * 0.0% 0.0% * *	tificate (Annual G	raduates)							
* 0.0% 0.0% * * * * 14.3% 6.7% * * * 16.1% 5.9% * * * lan and Identified as a Current Special Education * 0.0% 0.0% * *	0.0 * 0.0	%0.0 %0	*	•	50		0.0%	%0:0	•
rce Readiness (Annual Graduates) * 14.3% 6.7% * * * * 16.1% 5.9% * * * an and Identified as a Current Special Education * 0.0% 0.0% * * * 0.0% 0.0% * *	0.0 * 0.0	%0.0 %0	*	*	•	*	%0.0		*
* 14.3% 6.7% * * * * * * * * * * * * * * * * * * *	orkforce Readines	s (Annual G	raduates)						
* 16.1% 5.9% * * * lan and Identified as a Current Special Education * 0.0% 0.0% * * * 0.0% 0.0% * *	8.5% * 14	3% 6.7%	*	•	•		36.4%	10.3%	'
lan and Identified as a Current Special Education * 0.0% 0.0% * * * 0.0% 0.0% * *	13.0% * 16.		*	*	•	*	77.8%	13.9%	*
* * %0.0 %0.0 * * * * * * * * * * * * * * * * * *	na Plan and Ident	ified as a Cu	irrent Specia	al Educa	tion Stud	ent (Ann	ual Gradu	rates)	
	0.0% * 0.0	%0.0 %0	*	•	•	'	0.0%	0.0%	•
	0.00 * 0.0		*	*	1	*	%0:0	0.0%	*

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	Academic				African		Affilia	African American		Two or Pacific More	Two or More	Special Econ	Econ	Ū
	rear	State	חואמוכי	A suduup	mericali r	IIspailic		IIIdia	Siali	Signiner	Naces	3	VISAUV	
TSIA Results (Graduates >= Criterion) (Annual Graduates)	ion) (Annu	al Gradı	lates)											
Reading	2019-20	30.1%	14.1%	8.5%	*	21.4%	3.3%	*	•	•	•	%0.0		,
	2018-19	33.4%	22.0%	9.3%	*	3.2%	17.6%	*	*	•	*	%0.0	_	*
Mathematics	2019-20	21.2%	9.7%	%0.0	*	%0.0	0.0%	*	1	'	•	0.0%	%0.0	•
	2018-19	24.7%	15.4%	2.6%	*	0.0%	11.8%	*	*	•	*	0.0%	2.6%	*
Both Subjects	2019-20	16.4%	6.5%	0.0%	*	0.0%	0.0%	**	•	•	•	0.0%	%0.0	,
	2018-19	18.8%	11.3%	3.7%	*	%0.0	11.8%	*	*	'	*	0.0%	2.6%	*
Completed and Received Credit for College P	r College	Prep Cou	ırses (An	rep Courses (Annual Graduates)	luates)									
English Language Arts	2019-20	7.3%	%0.0	%0.0	*	0.0%	%0.0	**	١	•	1	0.0%	0.0%	1
,	2018-19	5.1%	%0.0	0.0%	*	%0.0	%0.0	*	*	9	#	0.0%	%0.0	*
Mathematics	2019-20	9.7%	%0.0	0.0%	*	0.0%	0.0%	*	•	,	•	0.0%	0.0%	,
	2018-19	7.3%	%0.0	0.0%	*	0.0%	0.0%	*	*	•	*	0.0%	0.0%	*
Both Subjects	2019-20	4.2%	%0.0	0.0%	*	0.0%	0.0%	#	'	'	•	0.0%	0.0%	•
	2018-19	2.6%	%0.0	%0.0	*	%0.0	%0.0	**	*	'	*	0.0%	%0.0	*
AP/IB Results (Participation) (Grades 11-12)	des 11-12)													
All Subjects	2020	22.0%	16.9%	%0.0	*	0.0%	%0.0	,	٠	1	•	0.0%	0.0%	٠
	2019	25.2%	20.6%	0.0%	%0.0	0.0%	%0.0	*	*	•	•	0.0%	%0.0	*
English Language Arts	2020	12.7%	8.5%	%0.0	*	%0.0	0.0%	•	•	•	•	0.0%	%0:0	
,	2019	14.5%	9.5%	0.0%	%0.0	%0.0	%0:0	*	*	•	•	0.0%	0.0%	*
Mathematics	2020	6.4%	0.5%	%0.0	*	%0.0	%0.0	1	•	•	•	0.0%	%0.0	•
	2019	7.4%	2.1%	0.0%	0.0%	%0.0	%0.0	*	*	•	'	%0.0	%0.0	*
Science	2020	9.4%	9.1%	%0.0	*	%0.0	%0.0	1	'	•	•	0.0%	0.0%	•
	2019	10.4%	15.5%	%0.0	%0.0	%0.0	%0.0	*	*	'	,	0.0%	%0.0	*
Social Studies	2020	12.4%	7.1%	%0.0	*	%0.0	%0.0	1	'	•	'	0.0%	%0.0	-
	2019	13.9%	4.9%	%0.0	%0.0	%0.0	%0.0	*	*	•	1	0.0%	%0.0	*
AP/IB Results (Examinees >= Criterion) (Grad	erion) (Gra	des 11-12)	2)											
All Subjects	2020	29.0%	66.1%		•	•	'	٠	•	•	'	•	'	-
	2019	51.0%	62.7%	•	•	,	•	•	1	•	•	1	•	,
English Language Arts	2020	50.1%	58.9%	•	*	•	•	•	'	'	·	'	'	•
	2019	41.2%	62.3%	•	•	•	•	•	٠	'	•	1	,	T
Mathematics	2020	56.5%	*	•	•	1	٠	ī	•	1	1	1	•	•
	2019	52.2%	%0.09	٠	•	11	•	•	•	'	'	•	•	ī
Science	2020	47.6%	35.0%	•	•	•	•	•	1	'	1	1	,	ı
	2019	40.6%	50.4%	•	•	•	•	1	•	•	ŧ	1	•	•

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	Academic				African			American	ů.	Pacific	Two or More	7	Econ	W. S
	Year	State	District	Campus	State District Campus American Hispanic White Indian	Hispanic	White	Indian	Asian Islander Races	ander	Saces	Ed	Disadv EB/EL	B/EL
Social Studies	2020	52.3%	48.9%	•	•	'			6 6		•	•	•	
	2019	46.3%	58.3%	•	•	'	1	•	٠	•	•	•	'	١
SAT/ACT Results (Annual Graduates)	es)													
Tested	2019-20	76.7%	51.1%	0.0%	*	%0'0	%0.0	*		¢	1	0.0%	%0.0	
	2018-19	75.0%	63.1%	1.9%	*	3.2%	%0.0	*	*	r	*	0.0%	2.8%	*
At/Above Criterion for All Examinees	2019-20	35.7%	50.3%	•	•	•	•	•	•	•	•	'	•	ī
	2018-19	36.1%	43.7%	*	•	*	•	'	•	•	•	•	*	٠
Average SAT Score (Annual Graduates)	iates)													
All Subjects	2019-20	1019	1088	•	'	•	•			•	•	•	•	•
	2018-19	1027	1068	*	•	*	•	•	•	Э	•	•	*	ı
English Language Arts and Writing	2019-20	513	551	•	•	,	٠	•	•	•	r	'	١	
	2018-19	517	542	*	10	*	1	•	•	•	•	•	*	,
Mathematics	2019-20	506	537	•	•	•	1	•	•	•	•	10	٠	Ē
	2018-19	510	526	*	•	*	•	'	•	'	'	•	*	٠
Average ACT Score (Annual Graduates)	iates)													
All Subjects	2019-20	20.2	22.9	•	•	•	•	·	,	٠	•	•	٠	,
	2018-19	20.6	22.4	•	•	•	1	•	t	'	•	1	•	7
English Language Arts	2019-20	19.9	22.7	•	•	•	1		1	1	1	٠	•	
	2018-19	20.3	22.2	•	•	•	•		•	'	D)	•	•	
Mathematics	2019-20	20.1	22.7	•			ı	•	Ü	•	6	1	•	١
	2018-19	20.4	22.0	•		'	•	•	,	£	1	1	•	,
Science	2019-20	20.5	23.2	•	•	'	•	'		1	•	•	•	•
	2018-19	20.8	22.8	•		'	•	'	•	9	٠	ı	•	,

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	Academic Year		District	Campus	African State District Campus American Hispanic White	Hispanic	White	American Indian	Asian	Two or Pacific More Asian Islander Races	Two or More Races	Two or More Special Races Ed	Econ Disadv EB/EL	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)	t Course C	ompleti	on (Grad	es 9-12)										
Any Subject	2019-20	46.3%	38.6%	18.1%	*	12.5%	20.5%	*	1	1	*	10.5%	21.4%	•
	2018-19	44.6%	36.1%	2.5%	*	0.0%	6.1%	*	*	•	*	%0.0	2.4%	*
English Language Arts 2019-20	2019-20	18.2%	10.6%	1.8%	*	0.0%	2.7%	*	'	•	•	7.7%	0.0%	•
	2018-19	17.8%	11.8%	1.6%	*	0.0%	4.5%	*	*	•	*	0.0%	2.9%	*
Mathematics	2019-20	20.7%	18.4%	3.4%	*	0.0%	2.6%	•	•	1	•	%0:0	6.3%	•
	2018-19	20.4%	17.3%	2.2%	*	0.0%	6.3%	*	1	•	1	0.0%	0.0%	•
Science	2019-20	22.4%	18.3%	41.9%	*	27.3%	52.9%	*	1	•	1	33.3%	46.2%	٠
	2018-19	21.7%	21.3%	0.0%	*	%0.0	%0.0	•	1	•	•	0.0%	0.0%	•
Social Studies	2019-20		18.8%	0.0%	*	0.0%	%0.0	•	,	•	*	0.0%	0.0%	•
	2018-19	23.6%	16.5%	0.0%	*	0.0%	0.0%	*	*	1	*	0.0%	0.0%	*
CTE Coherent Sequence (Annual Gi	ce (Annua	Il Gradu	raduates)											
	2019-20 58.5%	58.5%	51.6%	23.4%	*	21.4%	21.4% 23.3%	*	•	•		18.2%	17.2%	'
	2018-19 59.0%	29.0%	61.4%	68.5%	*	74.2%	52.9%	*	*	'	*	77.8%	69.4%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)	Texas Ins	titution	of Highe	r Educati	ion (TX IHE	(i)								
	2018-19 52	52.6%	46.8%	7.4%	*	3.2%	3.2% 11.8%	*	#	•	*	0.0%	2.8%	*
	2017-18 53	53.4%	44.1%	16.2%	*	16.7%	16.7% 17.9%		'	•	*	0.0%	8.6%	*
Graduates in TX IHE Completing On	Completing	One Ye	sar Witho	out Enrol	Iment in a	Developn	ental E	ie Year Without Enrollment in a Developmental Education Course	ourse					
	2018-19 42	42.2%	64.8%	*	•	*	•	•	•			'	*	•
	2017-18 60	%2'09	65.2%	%0.09	•	*	* 50.0%		'	1	•	'	*	*

Texas Education Agency 2020-21 Student Information (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership		8	Enro	Enrollment	
	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Total Students	39	100.0%	4,777	4,777 5,359,040	33	39 100.0%	4,781	5,371,586
Students by Grade:								
Early Childhood Education	0	%0.0	0.3%	0.3%		%0.0	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%		%0.0	3.4%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	%0.0	7.0%	6.7%
Grade 1	0	0.0%	7.6%	7.1%	0	%0.0	7.6%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	7.1%	7.1%	0	%0.0	7.1%	7.1%
Grade 4	0	0.0%	6.8%	7.2%		0.0%	6.8%	7.2%
Grade 5	0	0.0%	7.3%	7.4%	0	%0.0	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	%0.0	7.7%	7.9%
Grade 9	-	2.6%	8.8%	8.1%	_	2.6%	8.7%	8.1%
Grade 10	2	5.1%	8.0%	7.8%	2	5.1%	8.0%	7.8%
Grade 11	12	30.8%	7.1%	7.2%	12	30.8%	7.1%	7.2%
Grade 12	24	61.5%	6.5%	6.8%	24	61.5%	6.5%	6.8%
Ethnic Distribution:								
African American	-	2.6%	1.8%	12.7%	-	2.6%	1.8%	12.7%
Hispanic	7	17.9%	44.9%	52.9%	7	17.9%	44.9%	52.9%
White	30	76.9%	49.6%	26.5%	30	76.9%	49.6%	26.5%
American Indian	0	0.0%	0.3%	0.3%	0	%0.0	0.3%	0.3%
Asian	-	2.6%	1.5%	4.7%	_	7.6%	1.5%	4.7%
Pacific Islander	0	%0.0	0.5%	0.5%	0	0.0%	0.5%	0.2%
Two or More Races	0	0.0%	1.7%	2.7%	0	%0.0	1.7%	2.7%
Sex:								
Female	17	43.6%	48.4%	48.9%		43.6%	48.3%	48.9%
Male	22	56.4%	51.6%	51.1%	22	56.4%	51.7%	51.1%
Economically Disadvantaged	18	46.2%	53.9%	60.3%	8	46.2%	53.9%	60.2%
Non-Educationally Disadvantaged	21	53.8%	46.1%	39.7%	21	53.8%	46.1%	39.8%
Section 504 Students	ω	20.5%	12.1%	7.2%		20.5%	12.1%	7.2%
EB Students/EL	2	5.1%	7.5%	20.7%	2	5.1%	7.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	2.1%	1.3%	1.2%				
Students w/ Dyslexia	2	5.1%	7.0%	4.5%		5.1%	7.0%	4.5%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%

Texas Education Agency 2020-21 Student Information (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	
	Can	Campus			Carr	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Homeless	7	17.9%	1.3%	1.1%	7	17.9%	1.3%	1.1%
Immigrant	0	0.0%	0.5%	2.0%		%0:0	0.5%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	%0:0	0.1%	0.3%
Title I	7	17.9%	70.0%	64.5%	7	17.9%	70.0%	64.5%
Military Connected	0	0.0%	0.7%	2.7%	0	%0.0	0.7%	2.7%
At-Risk	37	94.9%	44.9%	49.5%	37	94.9%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	7	5.1%	7.4%	21.0%	7	5.1%	7.4%	20.9%
Gifted and Talented Education	0	0.0%	8.2%	8.3%	0	0.0%	8.2%	8.3%
Special Education	9	15.4%	12.0%	11.1%	9	15.4%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	9							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	45.6%	42.5%				
Students with Physical Disabilities	0	0.0%	22.4%	21.3%				
Students with Autism	0	0.0%	11.7%	14.1%				
Students with Behavioral Disabilities	*	*	17.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	78	91.8%	11.9%	13.8%				
By Ethnicity: African American	7	2.4%	0.4%	2.8%				
Hispanic	28	32.9%	4.7%	7.1%				
White	44	51.8%	6.4%	3.1%				
American Indian	-	1.2%	%0.0	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	%0.0	%0.0	0.0%				
Two or More Races	m	3.5%	0.5%	0.4%				
Count and Percent of Special Ed Students who are Mobile	19	95.0%	19.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	11.1%	13.6%				
	48	94.1%	14.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	*	63.6%	14.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

tion Car		No Educa	Non-Special Education Rates	es-	-Special Education Rates-	cial Educa Rates—	ation
arten	Student Iformation	Campus	District	State	Campus	District	State
arten	etention R	ates by G	rade:			ŀ	
	indergarten		4.5%	1.4%	٠	12.8% 4.8%	4.8%
	rade 1	•	2.0%	1.9%	•	0.0%	0.0% 3.2%
	rade 2	•	2.5%	1.0%	•	8.2%	8.2% 1.4%
	rade 3	•	1.0%	0.5%	•	2.6%	2.6% 0.6%
	rade 4	•	0.3%	0.3%	•	0.0%	0.0% 0.4%
%0.0	rade 5	•	0.7%	0.2%	•	0.0%	0.0% 0.3%
, , 000	irade 6	•	%0.0	0.2%	'	0.0%	0.0% 0.3%
• 0:0	rade 7	1	0.0%	0.3%	•	0.0%	0.0% 0.3%
0.0%	rade 8	•	0.6%	0.2%	•	0.0%	0.0% 0.4%
	Grade 9	0.0%		4.7%	0.0%	21.1% 7.8%	7.8%

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

	Campus District State	District	State
Elementary:			
Kindergarten	•	19.8	17.7
Grade 1	•	20.2	18.0
Grade 2	•	21.7	18.0
Grade 3	•	21.5	18.2
Grade 4	•	18.9	18.3
Grade 5	٠	20.9	19.8
Grade 6	٠	19.4	19.4
Secondary:			
English/Language Arts	7.9	20.0	15.7
Foreign Languages	1.0	22.3	17.8
Mathematics	4.2	20.7	16.9
Science	5.4	21.9	17.9
Social Studies	0.6	24.0	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

Count/Average Percent 1		Campus	-		
signal Staff: . 7.0 100.0% sional Staff: . 7.0 100.0% thers assional Support 1.5 21.4% bus Administration (School Leadership) 1.0 14.3% tional Aides: . 0.0 0.0% and Librarians 1.0 1.0 1.43% the Counselors 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0	Staff Information	Count/Average	Percent	District	State
sional Staff: i.hers Sessional Support by Administration (School Leadership) itional Aides: itional Aides	Total Staff	7.0		100.0%	100.0%
thers sessional Support pus Administration (School Leadership) tional Aides: fians and Counselors (Headcount): ne Librarians ne Librarians ne Counselors nic ne Counselors	Professional Staff:	7.0	100.0%	60.3%	64.3%
pus Administration (School Leadership) tional Aides: ians and Counselors (Headcount): ne Librarians ne Librarians ne Counselors ner by Ethnicity: ner by Manana ner by Sex: ner by Highest Degree Held: ner by Years of Experience: ner by Years of Experience: ner by Years Experience ner by Years Experience ner Specience ner Specienc	Teachers	4.5	64.3%	48.2%	49.6%
pus Administration (School Leadership) 1.0 tional Aides: lans and Counselors (Headcount): ne Librarians ne Librarians ne Librarians ne Counselors ners by Ethnicity: ne Librarians no Counselors ne Counselors no Counselors ne Counselors no Counselors ne Counselors no Counselors ne Counselors no Co	Professional Support	1.5	21.4%	7.1%	10.6%
tional Aides: lans and Counselors (Headcount): ne Librarians ne Librarians ne Counselors no on the Counselors	Campus Administration (School Leadership)	1.0	14.3%	3.3%	3.0%
ians and Counselors (Headcount): The Librarians The Librarians The Librarians The Librarians The Librarians The Librarians The Counselors The Counselors Thiority Staff: The Counselors Thiority Staff: The Counselors Thiority Staff: The Counselors	Educational Aides:	0.0	0.0%	14.3%	10.6%
ne Librarians ne Counselors ne Counselors ne Counselors ne Counselors ne Counselors ne Counselors no Minority Staff: ers by Ethnicity: n American nic ers by Ethnicity: n American nic ers by Ethnicity: n American nic ers by Ethnicity: n American no 0.0 ers by Sex: n Indian no More Races ers by Highest Degree Held: nors ers by Highest Degree Held: nors ers by Vears of Experience: ning Teachers ers by Vears of Experience ning Teachers ers Experience no 0.0 ears Experience no 0.0	Librarians and Counselors (Headcount):				
ne Counselors ne Counselors ne Counselors ne Counselors ne Counselors no me Counselors no mers by Ethnicity: no American no mers by Ethnicity: no American no More Races ers by Highest Degree Held: nors ers by Highest Degree Held: nors ers by Years of Experience nors so one ers by Years of Experience nors ars Experience nors nors so one ers by Years of Experience ers by Years Fxperience nors so one ers by Years Fxperience nors so one ers Experience nors so one ers Experience nors so one ers Experience nors vears Experience vears Experience vears Experience vears Experience vears Experience vears Experience	Full-time Librarians	0.0	n/a	0.0	4,290.0
1.0 The Counselors The Counselors The Counselors Thinority Staff: The Staff: The Standar The Standar The Standar The Standar The Standar The	Part-time Librarians	0.0	n/a	2.0	582.0
ne Counselors Ainority Staff: ers by Ethnicity: American ic in Indian ic islander islander islander islander islander islander islander islander in Indian io io islander io io io io io io io io io i	Full-time Counselors	1.0	n/a	13.0	13.0 13,211.0
ers by Ethnicity: • American inc inc • American inc inc • American inc inc inc inc inc inc inc	Part-time Counselors	0.0	n/a	2.0	1,126.0
ers by Ethnicity: of American inc of American of Amer	Total Minority Staff:	0.0	0.0%	28.9%	51.5%
ic an Indian 0.0 islander 0.0 i	Teachers by Ethnicity:				
inc an Indian 0.0 1.5 1 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1	African American	0.0	%0.0	%9.0	11.1%
#5 1 an Indian blood standar whore Races ers by Sex: ers by Sex: cers by Highest Degree Held: fors ors are ors are ors ing Teachers ars Experience ears Experience ors vears Experience	Hispanic	0.0	0.0%	16.9%	28.4%
is Indian is lander wore Races ers by Sex: ers by Highest Degree Held: ors ors ors ing Teachers ing Teachers ors ers Experience ors ors ors ors ors ors ors or	White	4.5	100.0%	81.2%	26.9%
islander Wore Races ers by Sex: ers by Highest Degree Held: ors ors date ors sate ing Teachers ars Experience ears Experience ors vears Experience	American Indian	0.0	%0:0	0.3%	0.3%
Islander More Races ers by Sex: ers by Highest Degree Held: ors ors stree ors date ers by Years of Experience: ining Teachers ors ers Experience ors ors ors ors ors ors ors or	Asian	0.0	0.0%	0.3%	1.8%
ers by Sex: ers by Sex: ers by Highest Degree Held: ors ors ste ers by Highest Degree Held: ors ors ste ers by Years of Experience: ors ors ors ors ors ors ors or	Pacific Islander	0.0	0.0%	0.0%	0.2%
ers by Sex: ers by Highest Degree Held: gree ors ors ste thing Teachers ars Experience ears Experience ors ors ors ors ors ors ors or	Two or More Races	0.0	0.0%	0.6%	1.2%
ess	Teachers by Sex:				
ree Held: 0.0 perience: 0.0 perience: 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	Males	0.5	11.2%	21.3%	23.8%
perience: 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.	Females	4.0	88.8%	78.7%	76.2%
0.0 0.5 0.0 0.0 0.0 0.0 0.0 0.0	Teachers by Highest Degree Held:				
4.0 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.5 0.0 0.5 0.5	No Degree	0.0	0.0%	1.0%	1.2%
0.5 0.0 0.0 0.0 0.0 0.5 0.5 0.5 0.5 0.5	Bachelors	4.0	88.8%	76.3%	73.0%
0.0 0.0 0.0 0.5 1 0.5 4	Masters	0.5	11.2%	22.1%	25.0%
0.0 0.0 0.5 1 0.5 4.0 8	Doctorate	0.0	0.0%	%9.0	0.7%
0.0 0.0 1 0.0 0.0 8 0.4	Teachers by Years of Experience:				
0.0 0.5 1 0.0 8 0.4	Beginning Teachers	0.0	0.0%	1.5%	6.7%
0.0	1-5 Years Experience	0.0	%0.0	29.1%	27.8%
0.0	6-10 Years Experience	0.5	11.2%	16.6%	20.3%
4.0	11-20 Years Experience	0.0	%0.0	33.2%	29.1%
	21-30 Years Experience	4.0	88.8%	15.8%	13.0%
0.0	Over 30 Years Experience	0.0	0.0%	3.9%	3.1%

Texas Education Agency 2020-21 Staff Information (TAPR) HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

		Campus	1	
Staff Information	#it	Count/Average Pe	age Percent District	State
Number of Students per Teac	er Teacher	8.7	n/a 15.3	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	7.9	6.4
Average Years Experience of Principals with District	21.0	9.9	5.5
Average Years Experience of Assistant Principals	0.0	5.6	5.5
Average Years Experience of Assistant Principals with District	0.0	4.8	4.8
Average Years Experience of Teachers:	22.4	12.3	11.2
Average Years Experience of Teachers with District:	15.4	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	ies only):		
Beginning Teachers	•	\$50,726	\$50,849
1-5 Years Experience	•	\$51,242	\$53,288
6-10 Years Experience	\$49,350	\$48,751	\$56,282
11-20 Years Experience	•	\$53,955	\$59,900
21-30 Years Experience	\$60,475	\$59,688	\$64,637
Over 30 Years Experience		\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$59,232	\$53,538	\$57,641
Professional Support	\$56,588	\$60,593	\$68,030
Campus Administration (School Leadership)	\$104,026	\$80,912	\$83,424
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	Campus	snd		
Program Information	Count	Percent	Count Percent District	State
Teachers by Program (population served):	on serve	÷		V
Bilingual/ESL Education	0.0	0.0%	3.2%	6.2%
Career and Technical Education	0.2	4.4%	4.4%	5.1%
Compensatory Education	0.0	0.0%	2.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	4.3	95.6%	77.6%	71.0%
Special Education	0.0	0.0%	9.1%	9.4%
Other	0.0	0.0%	3.2%	3.6%

Texas Education Agency

HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY 2020-21 Staff Information (TAPR)

- 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.

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: PETERSON MIDDLE

Campus Number: 133903041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency 2020-21 STAAR Performance (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	School	State D	school Year State District Cambus American	ampus A		Hispanic White	Ame White In	American Indian As	Two or Pacific More Asian Islander Races	T Pacific M Slander R	Two or S More C Races (C	Special Special Continu- Ed Ed ously (Current) (Former) Enrolled	Special (Ed		Non- Special Continu-Continu- Ed ously ously Former) Enrolled Enrolled	Econ Disady A	Non- (Current Continu- cously Econ &
			STAA	STAAR Performance		ss by Te		le, Subje	ct, and P	erform	ance Lo	svel					
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	72%	72%	*	%59	%78	*	*	•	*	41%	*	72%	74%	63%	20%
At Meets Grade Level or Above	2021	32%	46%	46%	*	34%	%09	*	*	•	*	19%	*	46%	45%	36%	32%
At Masters Grade Level	2021	15%	19%	19%	*	12%	28%	*	*	٠	*	3%	*	18%	23%	10%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	%89	74%	74%	*	65%	85%	*	*	1	*	46%	*	75%	72%	63%	62%
At Meets Grade Level or Above	2021	36%	33%	33%	*	21%	46%	*	*	,	*	22%	*	33%	31%	18%	12%
At Masters Grade Level	2021	15%	12%	12%	*	2%	20%	*	*	•	*	%8	*	14%	%6	%9	4%
Grade / Reading																	
At Approaches Grade Level or Above	2021	%69	78%	78%	*	72%	%98	1	*	*	*	39%	*	80%	70%	71%	%29
	2019	%9/	%6/	%6/	22%	73%	84%	*	*		83%	45%	*	82%	%69	%02	71%
At Meets Grade Level or Above	2021	45%	22%	22%	*	46%	%99	•	*	#	*	21%	*	26%	51%	45%	31%
	2019	46%	23%	23%	43%	39%	64%	*	*	•	%/9	34%	*	54%	51%	39%	45%
At Masters Grade Level	2021	25%	35%	35%	*	79%	45%	٠	*	*	*	%8	*	35%	35%	24%	18%
	2019	%62	32%	32%	78%	23%	39%	*	*		%29	17%	*	32%	33%	24%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	22%	%59	%59	*	26%	%92		*	*	*	32%	*	%89	25%	22%	23%
	2019	75%	77%	77%	71%	%89	85%	*	*	•	%29	41%	*	%62	%89	%89	%92
At Meets Grade Level or Above	2021	27%	34%	34%	*	22%	48%	•	*	*	*	18%	*	33%	37%	21%	10%
	2019	43%	43%	43%	43%	32%	23%	*	*		%29	31%	*	45%	38%	31%	37%
At Masters Grade Level	2021	12%	15%	15%	*	%	24%		*	*	*	3%	*	16%	14%	%/	2%
	2019	17%	15%	15%	%0	10%	18%	*	*	•	33%	78%	*	16%	%6	13%	11%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	%29	%29	*	54%	82%	•	*	*	*	18%	*	%89	62%	21%	45%
	2019	%02	71%	71%	22%	63%	%62	*	*	,	%08	41%	*	74%	63%	%09	%89
At Meets Grade Level or Above	2021	33%	38%	38%	*	25%	52%	•	*	*	*	13%	*	38%	36%	25%	15%
	2019	45%	41%	41%	43%	24%	54%	*	*		%09	34%	*	42%	37%	28%	16%

TEA | Governance and Accountability | Performance Reporting

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	School		District O	snome	African State District Campus American Hi	Hispanic White	White Ar	American Indian As	Pacific Asian Islander	Two or c More	Special Ed (Current)	Non- Special Special Continu- Continu- Ed Ed ously ously (Current) (Former) Enrolled Enrolled	Continu- ously Enrolled	Non- Special Continu- Continu- Ed ously ously (Former) Enrolled Enrolled	Econ Disady I	EB/EL (Current Econ & Disadv Monitored)
At Masters Grade Level	2021	10%	12%	12%		8%		1	*	*	3%	*	12%	13%		%0
	2019	18%	19%	19%	14%	11%	25%	*	*	% 09 -	10%	*	20%	17%	12%	8%
Grade 8 Reading+																
At Approaches Grade Level or Above	2021	73%	81%	81%	83%	81%	81%	*	*	- 75%	43%	*	83%	75%	74%	40%
	2019	%98	88%	88%	#£	84%	93%	•	*	- 100%	45%	*	88%	87%	%62	81%
At Meets Grade Level or Above	2021	46%	52%	25%	33%	43%	%09	*	*	- 38%	21%	*	23%		38%	30%
	2019	22%	62%	62%	*	23%	71%	,	*	- 83%	21%	*	63%	%09	21%	42%
At Masters Grade Level	2021	21%	27%	27%	33%	17%	33%	*	*	- 25%	5%	*	28%	23%	13%	7%
	2019	28%	33%	33%	*	25%	40%	•	*	% 29 -	7%	*	34%	29%	22%	23%
Grade 8 Mathematics+																
At Approaches Grade Level or Above	2021	62%	%59	65%	*	%99	64%	•	*	- 57%	31%		%69	54%		64%
	2019	88%	88%	88%	*	82%	93%	•	*	- 100%	48%	*	88%	84%	81%	80%
At Meets Grade Level or Above	2021	36%	38%	38%	*	36%	40%	•	*	- 29%	24%	•	40%	34%	32%	36%
	2019	22%	61%	61%	*	53%	20%	•	¥	- 80%	24%	*	29%	%69	21%	20%
At Masters Grade Level	2021	11%	%9	%9	*	2%	%9		*	%0 -	4%	•	%9	%9	%9	%0
	2019	17%	23%	23%	*	16%	30%	٠	*	- 40%	17%	*	23%	25%	15%	27%
Grade 8 Science																
At Approaches Grade Level or Above	2021	%89	%08	%08	83%	74%	84%	*	*	- 75%	43%	*	83%	71%	72%	%29
	2019	81%	85%	85%	*	80%	%06		*	- 100%	36%	*	85%		77%	%89
At Meets Grade Level or Above	2021	43%	28%	28%	%29	51%	64%	*	*	- 38%	21%	*	58%		46%	33%
	2019	51%	26%	29%	*	47%	72%	•	*	- 100%	21%	*	29%	62%	44%	35%
At Masters Grade Level	2021	24%	33%	33%	33%	79%	38%	*	*	- 13%	7%	*	35%	76%	18%	17%
	2019	25%	34%	34%	*	20%	46%		*	% 29 -	14%	*	33%	36%	21%	19%
Grade 8 Social Studies																
At Approaches Grade Level or Above	2021	21%	73%	73%	20%	65 %	%08	*	*	- 75%	44%	*	75%	%99	62%	20%
	2019	%69	73%	73%	*	%29	%82		*	- 83%	36%	*	72%		%59	%59
At Meets Grade Level or Above	2021	78%	46%	46%	20%	33%	26%	*	*	- 50%	72%	*	47%		32%	17%
	2019	37%	39%	39%	*	28%	47%	•	*	~ 67%	73%	*	37%	45%	30%	78%

TEA | Governance and Accountability | Performance Reporting

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	School	State	District	Sing Be	African State District Campus American P	Lispanio	Hisbanic White	American Indian		Two or Or Pacific More		Special Ed Current)	Special Ed (Former)	Special Continu- Continu- Ed ously ously Former) Enrolled	Non- Continu- ously	Econ Disadv	Special Special Continu- Continu- Ed Ed ously ously Econ & Current (Former) Enrolled Enrolled Disady Monitored)
At Masters Grade Level	2021	14%	21%	21%		16%	25%		*	•		%9	*	23%	17%	13%	%0
	2019	21%	21%	21%	*	14%			*	•	20%	14%	*	21%	22%	15%	13%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	86%	100%	*	100%	100% 100%	*	*	1	*	*	*	100%		100%	100%
	2019	85%	%06	100%	•	•	* 100%	'	*	1	*	•	•	100%	100%	100%	*
At Meets Grade Level or Above	2021	41%	49%	84%	*	71%	93%	*	*	٠	*	*	*	85%	83%	75%	%09
	2019	61%	%59	100%	1	*	100%	٠	*	•	*	•	,	100%	100%	100%	*
At Masters Grade Level	2021	23%	28%	62%	**	46%	, 70%	*	*	•	*	*	*	63%	61%	45%	40%
	2019	37%	40%	100%	•	*	* 100%	'	*	1	*	•		100%	100%	100%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	%29	78%	74%	21%	%29	81%	%29	88%	*	68%	38%	27%	76%	%89	%59	28%
	2019	78%	83%	80%	%89	74%	%98 °	*	100%	•	88%	45%	88%	81%	26%	71%	73%
At Meets Grade Level or Above	2021	41%	51%	46%	28%	35%	, 57%	%29	65%	*	41%	21%	43%	46%	44%	33%	24%
	2019	20%	25%	25%	35%	40%	, 62%	*	93%	•	%9/	28%	23%	25%	21%	39%	36%
At Masters Grade Level	2021	18%	24%	25%	21%	15%	, 29%	%29	38%	*	17%	4%	75%	22%	20%	12%	7%
	2019	24%	27%	76%	16%	17%	33%	*	75%	•	26%	15%	41%	27%	24%	18%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	77%	77%	28%	72%	83%	*	%88	*	%29	41%	40%	78%	73%	%69	63%
	2019	75%	81%	83%	22%	%62	%88	*	100%	'	%76	45%	80%	85%	77%	74%	75%
At Meets Grade Level or Above	2021	45%	54%	21%	17%	41%	, 62%	*	63%	*	45%	20%	40%	25%	49%	39%	32%
	2019	48%	53%	21%	36%	46%	%49 (*	100%	•	75%	28%	%09	28%	22%	45%	45%
At Masters Grade Level	2021	18%	25%	27%	17%	18%	36%	*	38%	*	25%	4%	20%	27%	76%	16%	11%
	2019	21%	24%	33%	27%	24%	39%	*	63%	•	%49	12%	%09	33%	31%	23%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	78%	71%	45%	%59	%62	*	%88	*	28%	37%	%09	74%	65 %	%29	%09
	2019	85%	86%	83%	82%	75%	%06	*	100%	•	83%	45%	100%	84%			78%
At Meets Grade Level or Above	2021	37%	45%	38%	. %/1	75%		*	63%	*	45%	25%	40%	40%	38%		20%
	2010	22%	26%	Z40%	36%	70×V	7029	*	7000		750%	780%	80%	%P'S	701	70CV	7007

PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY Texas Education Agency 2020-21 STAAR Performance (TAPR)

	School	State D	District C	sndwe	African State District Campus American Hispanic White	spanic V	White	American Indian	Asian Is	Pacific Asian Islander I	Two or More Races (Special Ed Current)	Special Ed (Former)	Special Special Continu- Continu- Ed Ed ously ously (Current) (Former) Enrolled Enrolled	Non- Continu- ously Enrolled	Econ	EB/EL (Current & Econ & Disadv Monitored)
At Masters Grade Level	2021	18%	23%	16%	17%	%6	23%	*	25%	*	17%	2%	20%	17%	15%	%8	2%
	2019	26%	78%	22%	%6	14%	%67	*	%88	•	45%	22%	%09	23%	18%	15%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2021	28%	%99	%29	*	54%	82%	1	*	*	*	18%	*	%89	62%	22%	45%
	2019	%89	71%	71%	27%	63%	%62	*	*	•	%08	41%	#	74%	63%	%09	%89
At Meets Grade Level or Above	2021	30%	36%	38%	*	25%	25%	•	*	*	*	13%	*	38%	36%	25%	15%
	2019	38%	37%	41%	43%	24%	24%	*	*	•	%09	34%	*	45%	37%	28%	16%
At Masters Grade Level	2021	%6	11%	12%	*	%8	17%	•	*	*	*	3%	*	12%	13%	2%	%0
	2019	14%	15%	19%	14%	11%	25%	*	*	•	%09	10%	*	20%	17%	12%	8%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	84%	%08	83%	74%	84%	*	*	1	75%	43%	*	83%	71%	72%	%29
	2019	81%	%06	85%	*	%08	%06	•	*	'	100%	36%	*	85%	87%	77%	68%
At Meets Grade Level or Above	2021	44%	%09	28%	%29	51%	64%	*	*	•	38%	21%	*	28%	21%	46%	33%
	2019	54%	%69	28%	*	47%	72%	ı	*	'	100%	21%	*	26%	62%	44%	35%
At Masters Grade Level	2021	%07	27%	33%	33%	76%	38%	*	*	1	13%	7%	*	35%	76%	18%	17%
	2019	25%	36%	34%	*	20%	46%	'	*	1	%/9	14%	*	33%	36%	21%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	84%	73%	20%	%59	%08	*	*	•	75%	44%	*	75%	%99	%29	20%
	2019	81%	85%	73%	*	%/9	78%	•	*	•	83%	36%	*	72%	75%	%59	%59
At Meets Grade Level or Above	2021	49%	62%	46%	20%	33%	%95	*	*	•	%09	25%	*	47%	43%	32%	17%
	2019	25%	%09	39%	*	28%	47%	1	*	•	%29	29%	*	37%	45%	30%	75%
At Masters Grade Level	2021	%62	37%	21%	33%	16%	25%	*	*	•	13%	%9	*	23%	17%	13%	%0
	2019	33%	35%	21%	*	14%	28%	1	*	•	20%	14%	*	21%	22%	15%	13%

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

⁻ Indicates there are no students in the group.

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

Texas Education Agency 2018-19 Progress (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

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

										ģ		Special	Special	Special Continu- Continu	Non- Continu-		EB/EL (Current
	Year	State [Vear State District Campu	Campus	Amcan American Hispanic White Indian	Hispanic W	hite _	nencan ndian A	r Sian Is	lander	More Races (Asian Islander Races (Current) (Former)	(Former)	Enrolled		Disadv	Mon
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				Schoo	ool Progress Domain - Academic Growth Score by Grade and Subject	Domain - A	Cadem	ic Growt	h Score	by Gra	de and	Subject					
Grade 7 ELA/Reading	2019	77	92	9/	75	75	92	*	*	5	83	55	*	75	78	74	76
	2018	9/	73	73	09	69	76	•	*	,	6	9/	*	74	89	69	85
Grade 7 Mathematics	2019	62	29	29	29	25	49	*	*	,	83	61	*	09	23	29	51
	2018	29	65	65	09	23	71		*		29	23	*	99	63	63	89
Grade 8 ELA/Reading	2019	77	81	2	*	81	81	•	*	,	100	65	*	81	80	81	81
	2018	79	77	77	•		80	*	75	•	4	09	*	77	79	72	78
Grade 8 Mathematics	2019	82	82	82	*	83	80	•	*	j	100	28	*	84	75	78	82
	2018	8	87	87	*	_	93	*	98	y	83	29	*	88	98	86	86
End of Course Algebra I	2019	75	9/	100		*	100	,	*).	*	•	•	100	100	100	*
	2018	72	80	100	•	100	001	•	*		*	,	•	100	100	*	*
All Grades Both Subjects	2019	69	29	75	83		76	*	91	ï	95	09	88	75	72	72	72
	2018	69	89	9/	69		80	*	88	•	77	65	79	77	74	72	79
Ail Grades ELA/Reading	2019	89	29	78	82	78	78	*	81	•	95	09	*	78	79	78	78
	2018	69	68	75	61	73	78		82	E	77	89	75	75	74	20	82
All Grades Mathematics	2019	2	99	7	80	89	73	*	100	•	95	29	*	73	64	29	65
	2018	20	89	77	78	72	83	*	93	,	77	62	83	78	74	74	76

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	School	State D	istrict (Campus	Total E School Bilingual Year State District Campus Education	BE-Trans Early Exit	BE-Trans B Late Exit Tv	ALP BE-Trans BE-Dual BE-Dual Bilingual Late Exit Two-Way One-Way (Exception)	Dual B	ALP Bilingual To	ESL Based	ESL ontent- 3ased P	ESL ALP content- ESL ESL Based Pull-Out (Waiver)		EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
					STAARP	erforman	ce Rate by S	STAAR Performance Rate by Subject and Performance Level	erforma	nce Level	200	1000			100			
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	%29	78%	74%	•	,	•		ı	7 -	46%	•	46%	•	20%	75%	46%	84%
	2019	78%	83%	%08	•	•	•		ï	u,	54%	21%	54%		'		24%	
At Meets Grade Level or Above	2021	41%	21%	46%	3	•	•	,	ï	•	18%	,	18%	•	17%	48%	18%	36%
	2019	20%	22%	25%	•	•	•	,	ď		2%	%0	8%		•		% L	
At Masters Grade Level	2021	18%	24%	22%	•	1	•		,	•	%9	•	%9	•	17%	23%	%/	% 6
	2019	24%	27%	76%	,	,	×	,	Ŷ		1%	%0	1%		1		1%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	%89	77%	77%			٠		ï	-	48%		48%	1	*	78%	48%	94%
3	2019	75%	81%	83%	•	•	•		Ÿ	,	53%	*	23%		'		23%	
At Meets Grade Level or Above	2021	45%	54%	21%		•	•	•	•	-	21%	Ü	21%	£	•	23%	22%	20%
	2019	48%	23%	21%	•	•	•	,	T		%9	*	7%		•		%9	
At Masters Grade Level	2021	18%	25%	27%	•	•		·	r	•	2%	•	2%	E	*	29%	%9	19%
	2019	21%	24%	33%	•	•		,			%0	*	%0		,		%0	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	%99	78%	71%		•				(25%	٠	25%	•	*	72%	25%	81%
	2019	82%	%98	83%	ř	6			ï	w)	63%	*	%09		•		63%	
At Meets Grade Level or Above	2021	37%	45%	39%	7	•	•	•	r	•	%91	٠	16%	•	*	41%	16%	27%
	2019	25%	%95	54%	•		v:	ŕ	ï	_	13%	*	13%		•		13%	
At Masters Grade Level	2021	18%	23%	16%	10	E.	•	•		,	%8	•	8%	4	*	18%	%8	%0
	2019	%97	29%	22%	•		•				3%	*	3%		1		3%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	28%	%99	%29		1	٠		-	,	21%	•	21%	,	*	%69	23%	87%
	2019	%89	71%	71%	•	•	•		,	U)	26%	*	26%		•		29%	
At Meets Grade Level or Above	2021	30%	36%	38%	6	•	•			-	13%	•	13%		*	41%	12%	27%
	2019	38%	37%	41%	•	•	•	ì			%0	*	%0		'		%0	
At Masters Grade Level	2021	%6	11%	12%	•	,	•	1	S	•	%0	,	%0	9	*	13%	%0	7%
	2019	14%	15%	19%	•	1	ា	4	•		%0	*	%0		•		%0	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	84%	%08	3	•	•			4	47%	٠	47%	•	•	81%	47%	88%
	2019	81%	%06	85%	•	1	×	÷		4	40%	*	43%		•		40%	
At Meets Grade Level or Above	2021	44%	%09	28%	•	•	3	2	1	- 2	20%	,	20%	•	•	%09	70%	23%
	2019	24%	%69	29%	•	•	i i	2	ì		2%	*	2%		•		7%	
At Masters Grade Level	2021	20%	27%	33%	٠		×			- 2	20%	•	20%	•	•	34%	20%	18%
	2019	25%	36%	34%	**	e.	7				%0	*	%0		1		%0	
All Grades Social Studies																		

-Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

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

				THE REAL PROPERTY.										ושים ש		2	onitored
					BE-Trans				ALP		ESL		Ę.	with		Total	왕
	School	State	District	School State District Cambus Education	m m		BE-Dual Two-Way	BE-Dual One-Way	= E	Sign	ntent- ased P	al Content- ESL E	SL aiver)	Parental P Denial E	Never EB/EL (C	r EB/EL For	Former EB/EL
At Approaches Grade Level or Above 2021	2021	73%	84%	73%						47		47%		•	75%	47%	26%
-	2019	81%	85%	73%	3 ² 0		'	•		47%	*	20%		•		47%	
At Meets Grade Level or Above	2021	49%	62%	46%	•			¥	•	20%	•	70%	·	•	49%	%02	18%
	2019	25%	%09	36%	4			257		7%	*	7%		•		7%	
At Masters Grade Level	2021	29%	37%	21%		88		•	•	%0	•	%0	T.	•	23%	%0	%0
	2019	33%	35%	21%	•		•	•		%0	*	%0		•		%0	

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

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

⁻ Indicates there are no students in the group.

TEA | Governance and Accountability | Performance Reporting

Texas Education Agency 2020-21 STAAR Participation (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	State	District (ampus /	African State District Campus American	American Hispanic White Indian	White	American Indian	Asian I	Pacific Slander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Special Special Continu- Continu- Ed Ed ously ously Current) (Former) Enrolled Enrolled	Non- Continu- ously Enrolled	Econ Disady	Two or Special Special Continu- Continu- Continu- & Current Pacific More Ed Ed ously Ously Econ & Asian Islander Races (Current) (Former) Enrolled Enrolled Disadv Monitored)
					2021 S	(All Grades)	2021 STAAR Participation (All Grades)	uo.								
All Tests																
Assessment Participant	88%	%86	%86	100%	%46	%86	100%	100% 100%	*	100%	%96	100%	%86	%96	%26	%66
Included in Accountability	83%	94%	94%	100%	94%	94%	100%	93%	*	85%	%68	100%	%96	87%	93%	94%
Not Included in Accountability: Mobile	3%	4%	4%	%0	3%	4%	%0	%/	*	15%	7%	%0	7%	%6	4%	3%
Not Included in Accountability: Other Exclusions	%	%0	%0	%0	%0	%0	%0	%0	*	%0	%0	%0	%0	%0	%0	2%
Not Tested	12%	2%	2%	%0	3%	2%	%0	%0	146 (2002)	%0	4%	%0	2%	4%	3%	1%
Absent	2%	1%	1%	_%0	1%	1%	%0	%0	*	%0	1%	%0	1%	1%	1%	1%
Other	10%	1%	1%	%0	1%	5%	%0	%0	*	%0	3%	%0	1%	3%	2%	%0
					2019 S	FAAR Partic (All Grades)	2019 STAAR Participation (All Grades)	LO								
All Tests																
Assessment Participant	%66	100%	100%	100%	100%	100%	*	100%		%86	100%	94%	100%	100%	100%	100%
Included in Accountability	94%	%96	%26	%06	98%	%96	*	100%	'	%86	95%	94%	%66	91%	%86	100%
Not Included in Accountability: Mobile	4%	3%	3%	10%	2%	4%	*	%0	'	%0	2%	%0	1%	%6	2%	%0
Not Included in Accountability: Other Exclusions	1%	%0	%0	%0	%0	%0	*	%0		%0	%0	%0	%0	%0	%0	%0
Not Tested	1%	%0	%0	%0	%0	%0		%0	8	2%	%0	%9	%0	%0	%0	%0
Absent	1%	%0	%0	%0	%0	%0	*	%0		2%	%0	%9	%0	%0		%0
Other	%0	%0	%0	%0	%0	%0	*	%0	•	%0	%0	%0	%0	%0	%0	%0

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	African State District Campus American Hispanic White		American	Asian I	Two or Pacific More Asian Islander Races	Two or More Races	Special Ed	Econ Disady EB/EL	EB/EL
Attendance Rate											10000		100
2019-20	98.3%	98.0%	98.0%	98.5%	98.1% 97.8%	97.8%	*	%9.66	*	98.4%	96.5%	97.7%	97.7% 99.1%
2018-19	95.4%	95.9%	95.9%	92.6%	96.1% 95.6%	95.6%	*	98.7%	*	94.1%	93.6%	95.1%	95.1% 97.2%
Chronic Absenteeism	c												
2019-20	6.7%	6.3%	6.0%	4.8%	6.4%	5.8%	*	%0.0	*	7.7%	13.2%	7.1%	%0.0
2018-19	11.4%		10.5%	14.3%		8.4% 12.8%	*	%0.0	*	9.1%	19.7%	14.1%	2.6%
Annual Dropout Rate (Gr 7-8)	(Gr 7-8)												
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	%0.0	*	0.0%	0.0%	0.0%	%0.0
2018-19	0.4%	0.0%		%0.0	0.0%	%0.0	*	0.0%	*	%0.0	%0.0	0.0%	%0.0
Annual Dropout Rate (Gr	(Gr 9-12)	_											
2019-20	1.6%	0.0%	•		•	ľ		'	'	•	'	,	1
2018-19	1.9%	0.1%	•	•	•		'	1	,	•	•	1	1
4-Year Longitudinal Rate		(Gr 9-12)											
Class of 2020													
Graduated	90.3%	93.7%			•	•	•	1		٠	1	•	1
Received TxCHSE	0.4%	2.6%	•	•	•	1	1	1	•	,			•
Continued HS	3.9%	3.4%	•	•	•	•	,	T		•	1	-	'
Dropped Out	5.4%	0.3%	•	•	•	•		5	•	'	•	'	i.c
Graduates and TxCHSE 90.7%	SE 90.7%	96.3%	•	•	•	•	1	1	,		5	1	•
Graduates, TxCHSE, and Continuers	94.6%	99.7%	•		1	,	•	•	'	•	1	Y.	9
Class of 2019				1									
Graduated	90.0%	94.3%		•	•	٠		1	•	'	'	,	٠
Received TxCHSE	0.5%	1.6%	•	•	18	•	•	•	•	'	•	•	٠
Continued HS	3.7%	4.1%	•	•	•	•	•	•	,	1	•		•
Dropped Out	5.9%	0.0%	•	ું.		٠	•	•	•	'	•	1	à
Graduates and TxCHSE 90.4%	SE 90.4%	95.9%	•			1	•	1	1	•	•		1
Graduates, TxCHSE, and Continuers	94.1%	94.1% 100.0%	•		1	•	1	5	•		•	1	•
5-Year Extended Longitudinal Rate (Gr 9-12)	gitudinal	Rate (G	r 9-12)										
Class of 2019													
Graduated	92.0%	97.6%					•	*	•		1	•	•
Received TxCHSE	0.5%	1.8%	•	49		•	•	•	•	,	•	•	•
Continued HS	1.3%	0.5%	•	٠	•	•	•	•	•	•	•	•	Y
Dropped Out	6.1%	%0:0	•	•	•	•	•		•	•		'	ï
Graduates and TxCHSE 92.6%	E 92.6%	99.5%	•	'	•	1	ı II	2	•			,a 	1

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	African State District Campus American Hispanic White	hite	American Indian	Sian I	Two or Pacific More Asian Islander Races	Two or More		Special Econ Ed Disadv	Econ Disadv EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.9% 100.0%	•					1	1	·		'	
Class of 2018													
Graduated	92.2%	97.5%		ľ		. 1	•	•	•	•			1
Received TxCHSE	0.6%	1.7%	•			'	•	•	•	1		<u>'</u>	3
Continued HS	1.1%	0.8%	•	•	E:	1.	٠	•	1	•	•	_	1
Dropped Out	6.1%	0.0%	•		•	•	•	•	•	•	55	100	•
Graduates and TxCHSE	E 92.8%	99.2%	•	•		10	•	•	'	•	•		•
Graduates, TxCHSE, and Continuers	93.9%	100.0%	•		•	£	1	£	•	'	•		e
6-Year Extended Longitudinal Rate (Gr 9-12)	gitudinal	Rate (G	ir 9-12)										
Class of 2018													
Graduated	95.6%	98.3%	•	ľ		•		•	•				
Received TxCHSE	0.7%	1.7%	•		20	•	•	•	•	'	•		•
Continued HS	0.6%	%0.0	•	•		9	•	٠	•	•	92		•
Dropped Out	6.1%	%0.0	•	•	•	•	•	1	•	'	•		1
Graduates and TxCHSE	E 93.3%	100.0%	•	•	•	*	•	٠	'	'	5		1
Graduates, TxCHSE, and Continuers	93.9%	100.0%	•			•	•	1	1	•			1
Class of 2017													
Graduated	92.4%	97.0%			•	1		•		'	•	Ì	ı
Received TxCHSE	0.7%	2.2%	•	•		•	٠	•	8	'	•		٠
Continued HS	9.0	0.0%	1	•	*	٠	•	٠	'	•		ļ	1
Dropped Out	6.3%	0.8%	•		: :	•	•	•	•	•	•		•
Graduates and TxCHSE 93.2%	E 93.2%	99.2%	•	•	•	١	•	•	'	,	e e		1
Graduates, TxCHSE, and Continuers	93.7%	99.2%	•			1	•		1	'			•
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)	ation Ra	te Witho	out Exclus	ions (Gr	12)								
Class of 2020	90.3%	91.1%				,		'		ĺ	,		
Class of 2019	%0.06	92.0%	•	•	1	•	,	t	•	•			٠
RHSP/DAP Graduates (L	(Longit	ongitudinal Rate)	tate)										
Class of 2020	83.0%	*	•	ľ		١		٠		ľ			•
Class of 2019	73.3%	*			•	•	•	,	٠	'			1
FHSP-E Graduates (Longitudinal Rate)	ongitudi	nal Rate	æ										
Class of 2020	4.3%	2.0%	•	•		•	•	٠	•	'			•
Class of 2019	4.2%	0.6%	•	•	•	•		1	1		i	1	•
FHSP-DLA Graduates (L		ongitudinal Rate)	ate)										

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	Two or or African American Pacific More SI State District Campus American Hispanic White Indian Asian Islander Races	lispanic	White	American Indian	Asian	Two or Pacific More Special Econ Islander Races Ed Disada	Two or More Races	oecial Ed	Econ Disadv EB/EL	EB/EL
Class of 2020	83.5%	83.5% 78.4%	•		•	1	•	'	•		•		•
Class of 2019	83.5%	83.5% 78.4%	•	•		1	•	1	3	1	•	31	٠
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	HSP-DL	♦ Gradua	tes (Long	jitudinal Ra	te)								
Class of 2020	87.8%	87.8% 80.4%		•	•	*	'	•	'	•	'	'	1
Class of 2019	87.6%	87.6% 78.6%	•	•	1	'	1	•		•	•	'	•
RHSP/DAP Graduates (Annual Rate)	(Annua	I Rate)											
2019-20	38.6%	*	•	•	•	'	•		'	•	'		٠
2018-19	32.7%	*	1	7	•	1	7		'	*		'	5
FHSP-E Graduates (Annual Rate)	nnual Ra	ate)											
2019-20	4.4%	1.9%	•		•	'	'	,	•	'	•	•	•
2018-19	4.4%	%9.0	•	13	•	1	'	'	•	1	'	•	•
FHSP-DLA Graduates (Annual Rate)	(Annual	I Rate)											
2019-20	81.8%	81.8% 75.9%			'	•	•	'	•	1	ľ		•
2018-19	82.1%	82.1% 78.7%	•		•	1	•	1	'		Ì	•	1
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	HSP-DL	♦ Gradua	tes (Annı	ual Rate)									
2019-20	82.8%	77.8%	٠	٠	'	1	•	•	'	,	•		•
2018-19	85.9%	79.0%	•	•	'	1	•		'	•		'	,

Texas Education Agency 2020-21 Graduation Profile (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

Graduatec (2010-20 Annual Graduatec)				
Canada Cara Canada	iates)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		7/C-1/1/20
Total Graduates	•		370	370 360,220
By Ethnicity:				
African American	•	•	S	5 44,729
Hispanic	•	•	163	163 184,060
White	•	•	188	188 105,215
American Indian	•	•	2	1,226
Asian	•	•	9	17,126
Pacific Islander	•	•	0	557
Two or More Races		'	9	7,307
By Graduation Type:				
Minimum H.S. Program	1		0	1,512
Recommended H.S. Program/Distinguished Achievement Program	•	'	-	952
Foundation H.S. Program (No Endorsement)	,	'	82	49,535
Foundation H.S. Program (Endorsement)	•	•	7	15,689
Foundation H.S. Program (DLA)	١	'	280	280 292,532
Special Education Graduates	'	'	41	41 29,018
Economically Disadvantaged Graduates	1	•	169	169 187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates		•	Ħ	29,639
At-Risk Graduates	•	,	177	177 148,836

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

							100		Two	The state of the s		
	Academic			African				Pacific	More	Special		
	Year	State	District Car	npus America	State District Campus American Hispanic White	te Indian	Asian	Asian Islander Races	Races	B	Disadv EB/EL	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates) -	ion) (Annu	al Gradu	ates) -									
Reading	2019-20	30.1%	14.1%				٠	•	1	•	1	
	2018-19	33.4%	22.0%	•	•	1	1	1	•	1	•	•
Mathematics	2019-20	21.2%	%2.6		,	i.	1	•	•	•	•	
	2018-19	24.7%	15.4%	•		•		•	•	9	6	•
Both Subjects	2019-20	16.4%	6.5%	•			1	1	ı	•	•	1
	2018-19	18.8%	11.3%		•	1	•	,	•		•	۱
Completed and Received Credit for College P	r College F		rrses (Annu	ep Courses (Annual Graduates)								
English Language Arts	2019-20	7.3%	%0.0		ı	1	•	•	1	1		•
,	2018-19	5.1%	%0.0			,	•	1	•	'	,	,
Mathematics	2019-20	9.7%	%0.0		,		0	•	•	'	,	•
	2018-19	7.3%	%0.0	•			6	•	1	•	1	1
Both Subjects	2019-20	4.2%	%0:0	•		•	٠	•	1	•	i)	1
	2018-19	2.6%	%0.0	•		1	1	1	1	'		•
AP/IB Results (Participation) (Grades 11-12)	des 11-12)											
All Subjects	2020	22.0%	16.9%				1	•	•	'	4	•
	2019	25.2%	20.6%	•			1	1	•	'	5	ı
English Language Arts	2020	12.7%	8.5%			1	•	1	1	. (1	٠
	2019	14.5%	9.5%			r.	•5	•	1	50	•	1
Mathematics	2020	6.4%	0.5%			5	1	1	•	'	٠	ſ.
	2019	7.4%	2.1%	•	,		T	1	1	•	1	•
Science	2020	9.4%	9.1%	•			•	1	٠	3	1	•
	2019	10.4%	15.5%	,	2	1	9	•	1	1	•	,
Social Studies	2020	12.4%	7.1%		1			1	٠	(•	
	2019	13.9%	4.9%	,				•	•		•	1
AP/IB Results (Examinees >= Criterion) (Grades 11-12)	erion) (Grav	des 11-1	7)									
All Subjects	2020	29.0%	%1.99		•	ı	,	•	•	1	•	,
	2019	51.0%	62.7%	•			,	•	•	1	'	•
English Language Arts	2020	50.1%	28.9%			•	900	1	٠		•	٠
	2019	41.2%	62.3%	•		1	•	•	•	•	•	•
Mathematics	2020	26.5%	*	•		,	٠	•	•	,	,	,
	2019	52.2%	%0.09				1	1	1	•	,	,
Science	2020	47.6%	35.0%				1	•	١	65		c
	2019	40.6%	50.4%			r	10	•	1	'	•	é

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

The state of the s		Ì	-		STATE OF TAXABLE PARTY.	-	ĺ		The second					
	Academic				African			American		Pacific	Two Or More	Two or More Special Econ	Econ	
	Year		District	Campus	American	State District Campus American Hispanic White Indian	White	2000	Asian	Asian Islander Races	Races	PH	Disadv EB/EL	EB/EL
Social Studies	2020	52.3%	48.9%	000000	•	•		٠	1	•	1	1	•	,
	2019	46.3%	58.3%	•	•	•	'		•	•	•	•	•	'
SAT/ACT Results (Annual Graduates)	es)													
Tested	2019-20	76.7%	51.1%	C •			۲.	1	1	1	1	•	•	•
	2018-19	75.0%	63.1%	•	•		•	•	1	•	1	'	•	'
At/Above Criterion for All Examinees	2019-20	35.7%	50.3%	*	•	•	*	•	1	•	٠	•	'	•
		36.1%	43.7%	٠	•	•	•	•			٠	'	'	
Average SAT Score (Annual Graduates)	ates)													
All Subjects	2019-20	1019	1088	*		٠	*	1	•	•	'	•	'	'
Į.	2018-19	1027	1068	•	•	**	•	1	•	•	1	,	1	•
English Language Arts and Writing	2019-20	513	551	*	•	1	*	•	•	•	•		'	•
	2018-19	517	542	•	•	1	•	1	1	1	•		•	1
Mathematics	2019-20	506	537	*	•		*	•	1	1			1	
	2018-19	510	526	•	•	1	'	•	1	']	•	1	'	'
Average ACT Score (Annual Graduates)	ates)													
All Subjects	2019-20	20.2	22.9	•	•	٠	•	•		•	1	'	•	
	2018-19	20.6	22.4	•	•	2	•	1		•	1		'	•
English Language Arts	2019-20	19.9	22.7	•	•	1	,	•	1	•	•	•	•	•
	2018-19	20.3	22.2	•	•	•	,	1	•	ı	'	•	'	•
Mathematics	2019-20	20.1	22.7	•	'	•	•	1	19		'	•		'
	2018-19	20.4	22.0	•	•	•	r	1	*	•	•	ņ	•	•
Science	2019-20	20.5	23.2	•	•		•	•	1	•	•	'	•	•
	2018-19	20.8	22.8	•	•	ž.	1	1	•	•	•		'	•

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Student Information (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership	San		Enro	Enrollment	
	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Total Students	1,089	1,089 100.0%	4.777	4,777 5,359,040 1,089 100.0%	1,089	100.0%	4,781	4,781 5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	%0.0	3.4%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	7.1%	7.1%	0	%0.0	7.1%	7.1%
Grade 4	0	%0.0	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 5	0	%0.0	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 6	350	32.1%	7.3%	7.7%	350	32.1%	7.3%	7.7%
Grade 7	372	34.2%	7.8%	7.9%	372	34.2%	7.8%	7.8%
Grade 8	367	33.7%	7.7%	7.9%	367	33.7%	7.7%	7.9%
Grade 9	0	%0.0	8.8%	8.1%	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	0.0%	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%		0.0%	7.1%	7.2%
Grade 12	0	%0.0	6.5%	6.8%	0	0.0%	6.5%	6.8%
Ethnic Distribution:								
African American	15	1.4%	1.8%	12.7%	15	1.4%	1.8%	12.7%
Hispanic	525	48.2%	44.9%	52.9%	525	48.2%	44.9%	25.9%
White	528	48.5%	49.6%	26.5%	528	48.5%	49.6%	26.5%
American Indian	_	0.1%	0.3%	0.3%	_	0.1%	0.3%	0.3%
Asian	6	0.8%	1.5%	4.7%	6	0.8%	1.5%	4.7%
Pacific Islander	-	0.1%	0.2%	0.5%	_	0.1%	0.2%	0.2%
Two or More Races	10	0.9%	1.7%	2.7%	5	%6.0	1.7%	2.7%
Sex:								
Female	516	47.4%	48.4%	48.9%		47.4%	48.3%	48.9%
Male	573	52.6%	51.6%	51.1%	573	52.6%	51.7%	51.1%
Economically Disadvantaged	580	53.3%	53.9%	60.3%	580	53.3%	53.9%	60.2%
aged	509	46.7%	46.1%	39.7%	509	46.7%	46.1%	39.8%
	204	18.7%	12.1%	7.2%	204	18.7%	12.1%	7.2%
EB Students/EL	99	6.1%	7.5%	20.7%	99	6.1%	7.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	22	2.8%	1.3%	1.2%				
Students w/ Dyslexia	109	10.0%	7.0%	4.5%	109	10.0%	7.0%	4.5%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%

Texas Education Agency 2020-21 Student Information (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	
	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Homeless	1	1.0%	1.3%	1.1%	-	1.0%	1.3%	1.1%
Immigrant	1	0.1%	0.5%	2.0%	-	0.1%	0.5%	7.0%
Migrant	7	0.5%	0.1%	0.3%	7	0.5%	0.1%	0.3%
Title I	1,089	100.0%	70.0%	64.5%	1,089	100.0%	70.0%	64.5%
Military Connected	22	2.0%	0.7%	2.7%	22	2.0%	0.7%	2.7%
At-Risk	473	43.4%	44.9%	49.2%	473	43.4%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	65	%0.9	7.4%	21.0%	65	%0.9	7.4%	20.9%
Gifted and Talented Education	129	11.8%	8.2%	8.3%	129	11.8%	8.2%	8.3%
Special Education	132	12.1%	12.0%	11.1%	132	12.1%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	132							
By Type of Primary Disability Students with Intellectual Disabilities	86	65.2%	45.6%	42.5%				
Students with Physical Disabilities	6	6.8%	22.4%	21.3%				
Students with Autism	14	10.6%	11.7%	14.1%				
Students with Behavioral Disabilities	23	17.4%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	69	8.9%	11.9%	13.8%				
By Ethnicity:	ſ	ć	,	ò				
African American	יי יי	0.4%	0.4% % 1.4%	2.8%				
Hispanic	22	2.8%	4.7%	7.1%				
White	41	5.3%	6.4%	3.1%				
American Indian	0	%0.0	%0.0	0.1%				
Asian	7	0.3%	0.1%	0.4%				
Pacific Islander	0	0.0%	%0.0	0.0%				
Two or More Races	-	0.1%	0.5%	0.4%				
Count and Percent of Special Ed Students who are Mobile	13	14.1%	19.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	1	3.4%	11.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile Student Attrition (2019-20):	4	9.6%	14.6%	16.0%				
Total Student Attrition	33	9.5%	14.2%	16.6%				

Texas Education Agency 2020-21 Student Information (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

Student Information Campus District State Campus District State Campus District State Retention Rates by Grade: Retention Rates by Grade: 4.5% 1.4% - 12.8% 4.8% 4.8% Grade 1 Grade 2 - 5.0% 1.9% - 0.0% 3.2% Grade 2 Grade 3 - 1.0% 0.5% - 2.6% 0.6% 0.4% Grade 5 Grade 5 - 0.7% 0.2% - 0.0% 0.3% Grade 5 Grade 6 - 0.0% 0.2% - 0.0% 0.3% Grade 6 Grade 7 0.0% 0.0% 0.3% 0.0% 0.0% 0.0% 0.0% 0.4% Grade 8 0.6% 0.6% 0.2% 0.0% 0.0% 0.0% 0.4% 0.0% 0.0% 0.0% 0.0		No Educa	-Non-Special Education Rates-	-Sa	Special Education Rates	cial Educa Rates	ation
o.0%	udent	Campus	District	State	Campus	District	State
o.0%	stention Ra	stes by G	rade:				
0.00	ndergarten	•	4.5%	1.4%	,	12.8% 4.8%	4.8%
0.0%	ade 1	•	5.0%	1.9%	•	0.0%	0.0% 3.2%
0.0%	ade 2	•	2.5%	1.0%	•	8.2%	8.2% 1.4%
	ade 3	•	1.0%	0.5%	•	2.6%	2.6% 0.6%
%0.0 %0.0	ade 4	'	0.3%	0.3%	,	0.0%	0.0% 0.4%
0.0%	ade 5	'	0.7%	0.2%	,	0.0%	0.0% 0.3%
%9.0	ade 6	•	0.0%	0.2%	•	0.0%	0.0% 0.3%
%9.0	ade 7	%0.0		0.3%	0.0%	0.0%	0.0% 0.3%
•	ade 8	0.6%	0.6%	0.2%	0.0%	0.0%	0.0% 0.4%
	ade 9	•	5.1%	4.7%	•	21.1% 7.8%	7.8%

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

Information	Campus Dietrict State	Dietrict	Chate
Flomontane	cadima		
Elementary.			
Kindergarten	•	19.8	17.7
Grade 1	•	20.2	18.0
Grade 2	,	21.7	18.0
Grade 3	•	21.5	18.2
Grade 4	•	18.9	18.3
Grade 5	,	20.9	19.8
Grade 6	19.4	19.4	19.4
Secondary:			
English/Language Arts	22.5	20.0	15.7
Foreign Languages	24.7	22.3	17.8
Mathematics	20.5	20.7	16.9
Science	21.6	21.9	17.9
Social Studies	23.1	24.0	18.3

Texas Education Agency 2020-21 Staff Information (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

		Contract of the last		
Staff Information C	Count/Average Percent District	Percent	District	State
Total Staff	89.2	100.0%	100.0%	100.0%
Professional Staff:	78.4	87.9%	60.3%	64.3%
Teachers	8.69	78.3%	48.2%	49.6%
Professional Support	5.4	6.0%	7.1%	10.6%
Campus Administration (School Leadership)	3.2	3.6%	3.3%	3.0%
Educational Aides:	10.8	12.1%	14.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,290.0
Part-time Librarians	1.0	n/a	2.0	582.0
Full-time Counselors	2.0	n/a	13.0	13.0 13,211.0
Part-time Counselors	2.0	n/a	2.0	1,126.0
8 4				
Total Minority Staff:	21.1	23.6%	28.9%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	%9:0	11.1%
Hispanic	17.0	24.4%	16.9%	28.4%
White	52.8	75.6%	81.2%	26.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	%0.0	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.2%
Teachers by Sex:				
Males	17.4	25.0%	21.3%	23.8%
Females	52.4	75.0%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	56.3	80.6%	76.3%	73.0%
Masters	13.5	19.4%	22.1%	25.0%
Doctorate	0.0	%0.0	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.5	0.7%	1.5%	6.7%
1-5 Years Experience	28.2	40.4%	29.1%	27.8%
6-10 Years Experience	6'6	14.2%	16.6%	20.3%
11-20 Years Experience	18.8	27.0%	33.2%	29.1%
21-30 Years Experience	8.6	12.3%	15.8%	13.0%
Over 30 Years Experience	3.8	5.5%	3.9%	3.1%

Texas Education Agency 2020-21 Staff Information (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

	State
	. District
Campus	ount/Average Percent
	0
	Staff Information

14.5

15.3

n/a

15.6

Number of Students per Teacher

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.5	7.9	6.4
Average Years Experience of Principals with District	1.5	9.9	5.5
Average Years Experience of Assistant Principals	3.7	5.6	5.5
Average Years Experience of Assistant Principals with District	3.7	4.8	4.8
Average Years Experience of Teachers:	11.5	12.3	11.2
Average Years Experience of Teachers with District:	7.7	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	es only):		
Beginning Teachers	\$47,243	\$50,726	\$50,849
1-5 Years Experience	\$50,331	\$51,242	\$53,288
6-10 Years Experience	\$47,258	\$48,751	\$56,282
11-20 Years Experience	\$55,454	\$53,955	\$59,900
21-30 Years Experience	\$60,289	\$59,688	\$64,637
Over 30 Years Experience	\$62,557	\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,154	\$53,538	\$57,641
Professional Support	\$59,868	\$60,593	\$68,030
Campus Administration (School Leadership)	\$86,267	\$80,912	\$83,424
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	— Carr	Campus		
Program Information	Count	Percent	Count Percent District State	State
Teachers by Program (population served):	on serve	d):		
Bilingual/ESL Education	0.2	0.2%	3.2%	6.2%
Career and Technical Education	2.7	3.9%	4.4%	5.1%
Compensatory Education	0.0	0.0%	2.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	61.0	87.4%	77.6%	71.0%
Special Education	5.9	8.5%	9.1%	9.4%
Other	0.0	0.0%	3.2%	3.6%

Texas Education Agency

2020-21 Staff Information (TAPR) PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: DANIELS EL

Campus Number: 133903101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency 2020-21 STAAR Performance (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

	School	, to	t	African	African	rigen	White	Two Two or Special Special Continu- American Pacific More Ed Ed ously Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled	Pa Asian Isla	Pacific 1	Two or S More Sages (C	Special Ed Current)	Special Ed (Former)	Continu- ously Enrolled	Special Continu- Continu- Ed ously ously		EB/EL (Current Econ & Disady Monitored)
	103		STA	AR Perfor	STAAR Performance Rates by Tested Grade, Subject, and Performance Level	es by Te	ssted G	rade, Subj	ect, and	Perform	nance L	evel					
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	%29	81%	93%	#	95%	%26	•	*	1	1	%88	'	94%	88%	91%	*
	2019	%92	88%	91%	**	%06	93%	•		*	*	75%	'	95%			86%
At Meets Grade Level or Above	2021	39%	53%	%09	*	54%	72%	•	*	ι	1	63%	•	%09			*
	2019	45%	52%	48%	*	41%	28%	•	•	*	*	20%	•	46%	_	-	43%
At Masters Grade Level	2021	19%	27%	56 %	*	19%	38%	•	*	•	•	13%	•	31%			*
	2019	27%	34%	73%	*	22%	39%	•	•	*	*	%0	1	28%	38%	25%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	83%	93%	*	95%	%26	1	*	•	1	75%		%56			*
	2019	%62	91%	91%	*	%06	93%	•	1	*	*	75%	•	95%	•		85%
At Meets Grade Level or Above	2021	31%	49%	28%	*	20%	72%	•	*	•	٠	26%		28%			*
	2019	49%	63%	68 %	#	%69	%29	•	•	*	*	75%	'	%29	75%		46%
At Masters Grade Level	2021	14%	23%	78%	*	25%	34%	•	*	•	٠	25%	•	31%			*
	2019	25%	34%	37%	*	42%	33%	1	1	*	*	25%	•	36%	20%	34%	46%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	72%	72%	*	%59	%62	•	*	•	*	71%	*	71%			*
	2019	75%	81%	75%	*	75%	77%	1	*	•	•	43%	*	73%			%29
At Meets Grade Level or Above	2021	36%	43%	39%	*	24%	21%	1	*	•	*	71%	*	38%			*
	2019	44%	48%	45%	*	41%	43%	1	*	•	•	29%	*	39%		•	47%
At Masters Grade Level	2021	17%	22%	18%	*	11%	21%	•	*	•	*	43%	*	19%		,	*
	2019	22%	79%	18%	*	16%	23%	'	*	'	•	%0	*	16%	33%	12%	%/
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	29%	74%	72%	**=	29%	%98	•	*	1	*	71%	*	74%			*
	2019	75%	83%	82%	*	%62	87%	1	*	1	•	22%	*	80%	_		87%
At Meets Grade Level or Above	2021	36%	46%	48%	*	38%	%19	•	*	1	*	71%	*	48%			*
	2019	48%	51%	46%	*	46%	21%	•	*	٠	٠	29%	#	47%			47%
At Masters Grade Level	2021	21%	35%	38%	*	24%	54%	•	*	ı	#	21%	*	36%			*
	2019	28%	31%	30%	*	23%	43%	•	*	1	•	%0	*	27%	. 56%	19%	7%
Grade 4 Writing																	

Texas Education Agency 2020-21 STAAR Performance (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

	School		istrict C	African State District Camous American		Hispanic White	White A	American Indian A	Two or Pacific More Asian Islander Races	T Pacific M Slander Ra	Two or Si More C	Special Special Ed Ed (Current) (Former)	pecial (Ed	Special Continu- Continu- Ed ously ously Econ & (Former) Enrolled Enrolled Disady Monitored)	Non- Continu- ously	Econ Disady M	EB/EL (Current & lonitored)
At Approaches Grade Level or	2021	53%	%99	71%		29%	83%		*	1	*	71%	*	%69	77%	%09	*
DADGC.	2019	%29	%02	%19	*	26%	%02	•	*	•	1	%62	*	26%	20%	%05	%09
At Meets Grade Level or Above	2021	27%	33%	33%	*	24%	41%	1	*	1	*	21%	*	32%	38%	23%	*
	2019	35%	33%	22%	*	19%	30%	l •	*	•		78%	*	19%	20%	14%	13%
At Masters Grade Level	2021	8%	%6	7%	*	%0	2%	1	*	٠	*	14%	*	7%	%	3%	*
	2019	11%	10%	1%	*	7%	%0	•	*			%0	*	%0	10%	%0	%0
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	%62	77%	*	76%	84%	•		*		75%	*	77%	75%	%89	*
	2019	%98	94%	95%	•	91%	93%	•	,	ı	ı	*	•	95%	86%	88%	87%
At Meets Grade Level or Above	2021	46%	23%	21%	*	46%	%65	•	ι	*	ŧ	%09	*	24%	33%	36%	*
	2019	54%	26%	21%		45%	63%	•	•	١	٠	*	'	48%	86%	43%	20%
At Masters Grade Level	2021	30%	34%	78%	*	22%	41%			*	1	25%	*	31%	17%	20%	*
	2019	%67	28%	25%	•	14%	40%	•		•		*	•	50%	43%	14%	1%
Grade 5 Mathematics+																	,
At Approaches Grade Level or Above	2021	%02	%06	92%	*	%26	%16	•	ı	*	•	75%	*	95%	92%	93%	•
	2019	%06	%96	%26	٠	%56	100%	t	•	•		*	'	%26	100%	95%	93%
At Meets Grade Level or Above	2021	44%	%09	%29	*	65%	72%	1	•	*	•	75%	*	72%	45%	%19	*
	2019	28%	62%	73%	•	%89	83%	•		•		#	•	72%	86%	%69	23%
At Masters Grade Level	2021	25%	38%	41%	*	35%	47%	•	•	*	1	38%	*	49%	%0	32%	*
	2019	36%	41%	48%	ł	43%	%09	٠	•	•	٠	*		49%	43%	43%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	80%	77%	*	73%	84%	•		*		63%	*	77%	75%	64%	* 60
	2019	75%	%06	%26	•	%L6	93%			1	•	,	• •	97.76	0,00	0,500	9/.00
At Meets Grade Level or Above	2021	31%	46%	45%	#	30%	%99	•		*	1	20%	*	46%	42%	86.00	, ,
	2019	46%	%69	71%	•	62%	%06	1		1	,	*	•	%0/	86%	64%	40%
At Masters Grade Level	2021	13%	18%	14%	*	11%	19%	•	,	*	1	72%	*	16%	%	11%	*
	2019	24%	35%	32%	•	18%	63%			٠	٠	*		31%	43%	76%	13%
All Grades All Subjects														West and the second			
At Approaches Grade Level or	2021	%29	78%	81%	47%	78%	87%		- 100%	*	100%	75%	%29	85%	79%	75%	71%
	2019	78%	83%	85%	%95	84%	%68	•	*	*	*	%59	*	85%	85%	82%	80%

Texas Education Agency 2020-21 STAAR Performance (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

					1								The second				EB/EL
											Two or o	Special	Special	Non- Special Special Continu-Continu-	Non- Continu-		(Current
	School		District 0	African State District Campus American		Hispanic White	White	American	Asian Is	Pacific I	More Races (0	Ed Current) (Ed Former)	ously Enrolled	ously Enrolled	Econ Disady I	Pacific More Ed Ed ously ously Econ & Asian Islander Races (Current) (Former) Enrolled Enrolled Disadv Monitored)
At Meets Grade Level or Above	2021	41%	51%	51%		45%	63%	'	100%	*	20%	61%	28%	21%	47%	45%	%29
	2019	20%	22%	23%	11%	49%	%29	•	*	*	*	48%	*	52%	72%	48%	38%
At Masters Grade Level	2021	18%	24%	25%	2%	19%	33%	•	%08	*	%05	27%	33%	28%	14%	19%	21%
	2019	24%	27%	28%	11%	22%	38%	•	*	*	*	2%	*	27%	38%	22%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	77%	81%	29%	79%	87%	'	*	*	*	81%	*	81%	80%	76%	%29
	2019	75%	81%	%98	*	85%	%68	1	*	*	*	%29	*	86%	83%	83%	%08
At Meets Grade Level or Above	2021	45%	24%	21%	%0	43%	63%	1	*	*	*	61%	*	21%	49%	45%	%29
	2019	48%	23%	47%	*	42%	%95	'	*	*	*	39%	*	44%	75%	43%	36%
At Masters Grade Level	2021	18%	25%	24%	%0	17%	34%	•	*	*	*	23%	*	27%	12%	18%	11%
	2019	21%	24%	23%	*	17%	35%	1	*	*	*	%0	*	22%	38%	17%	%6
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	78%	87%	71%	84%	91%	1	*	#	*	74%	*	%68	78%		%68
	2019	85%	86%	%06	*	88%	93%	•	*	*	*	72%	*	%06	95%		88%
At Meets Grade Level or Above	2021	37%	45%	28%	14%	51%	%69	'	*	*	*	%59	*	%09	49%		%68
	2019	52%	%95	63%	*	61%	%69	•	*	*	*	26%	*	62%	75%	22%	49%
At Masters Grade Level	2021	18%	23%	36%	14%	28%	45%	•	*	*	*	32%	*	39%	22%	27%	44%
	2019	%97	78%	36%	*	36%	43%	'	*	*	#	17%	*	38%	20%	33%	76%
All Grades Writing																	
At Approaches Grade Level or Above	2021	28%	%99	71%	*	%65	83%	•	¥		*	71%	*	%69	77%	%09	*
	2019	%89	71%	%19	*	26%	%02	'	*	1	•	73%	*	29%	%02	20%	%09
At Meets Grade Level or Above	2021	30%	36%	33%	*	24%	41%	•	#	•	*	21%	*	32%	38%	23%	*
	2019	38%	37%	25%	*	19%	30%	•	*	•	•	29%	*	19%	20%	14%	13%
At Masters Grade Level	2021	%6	11%	%/	*	%0	%/	•	*	١	*	14%	*	7%	%8	3%	*
	2019	14%	15%	1%	*	2%	%0	1	*	•	1	%0	*	%0	10%	%0	%0
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	84%	77%	*	73%	84%	1	1	#		63%	*	77%	75%		*
	2019	81%	%06	95%	٠	91%	93%	1	•	1	1	*	•	95%	86%		80%
At Meets Grade Level or Above	2021	44%	%09	45%	*	30%	%99	•	•	*	•	20%	*	46%	45%		*
	2019	54%	%69	71%	•	62%	%06	•	,	1	•	*	•	20%	86%	64%	40%
At Masters Grade Level	2021	20%	27%	14%	*	11%	19%	•	1	*	1	25%	*	16%	%0	11%	*
	2019	25%	36%	32%	1	18%	63%	3	1		•	*	1	31%	43%	76%	13%

TEA | Governance and Accountability | Performance Reporting

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
 Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency 2018-19 Progress (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

Grade 4 ELA/Reading 2019 61 59 6 6 50 8 6 6 50 8 6 6 50 8 6 6 6 50 8 6 6 6 50 8 6 6 6 50 8 6 6 6 50 9 7 8 6 5 9 <t< th=""><th></th><th>School</th><th></th><th></th><th></th><th>African</th><th></th><th>4</th><th>American</th><th></th><th>Pacific</th><th>Twoor</th><th>Twoor Special More Ed</th><th>Special Ed</th><th>Special Continu- Continu-</th><th>Non- Continu- ously</th><th>Econ</th><th>EB/EL (Current</th></t<>		School				African		4	American		Pacific	Twoor	Twoor Special More Ed	Special Ed	Special Continu- Continu-	Non- Continu- ously	Econ	EB/EL (Current
2019 61 53 * 50 * 50 * 58 2018 63 66 56 - 51 67 - - 43 * 53 2018 65 54 49 * 45 60 - * 43 * 48 2019 65 61 38 - 70 - 43 * 48 2019 81 30 53 - - 43 * 7 48 2019 81 81 83 - - 60 - * 7 7 7 2018 81 81 8 83 - - 8 7 - 7 8 1 9 2019 89 67 69 - - - - - - - - - - - - - -<		Year	State	District	Schoo	American Progress	Hispanic V	White Acaden	Indian nic Growt	Asian I	stander e by Gra	Races ide and	(Current) Subject	(Former)	Enrolled	Enrolled	Disadv	Monitored
2018 65 66 66 56 - 51 67 - - - 43 - 53 2019 65 54 49 - 45 60 - - 43 - 43 - 48 2019 65 61 36 - 73 5 - - 43 - 48 - 48 - - 48 - - 48 - - 48 - - 48 - - 48 - - 48 - - 48 - - 48 -	ade 4 ELA/Reading	2019	61	59	57		9	53		*	,	v	20	*	28	26	29	09
2019 65 54 49 * 45 60 * * 43 * 43 * 48 2018 65 61 38 - 73 - - 43 * 9 - 93 2019 81 78 75 - 7 * 7 7 39 2019 81 81 81 8 8 - 8 8 - 9 8 9 2019 81 81 8 8 8 8 8 8 9 8 9	1	2018	63	99	26	,	51	29	•	1	,	ŝ	*	•	53	75	55	26
2018 65 61 38 - 30 53 - - - 9 - 9 - 9 - - - - - - - 9 - 9 - - - - - - 9 -	ade 4 Mathematics	2019	65	54	49		45	90	•	*	,	S	43	*	48	61	43	30
2019 81 78 75 - - - 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7 7 - 7 - 7 7 - 7 - 7 - 7 - 7 - 7 9 - 7 - - 8 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 - 9 9 - 9 - 9 9 - 9 - 9 9 - 9 9 - 9 9 - 9 9 9 9 9 9 9 9 9 </td <td></td> <td>2018</td> <td>65</td> <td>61</td> <td>38</td> <td>ı</td> <td>30</td> <td>53</td> <td></td> <td>,</td> <td>•</td> <td>ï</td> <td>*</td> <td></td> <td>39</td> <td>28</td> <td>31</td> <td>17</td>		2018	65	61	38	ı	30	53		,	•	ï	*		39	28	31	17
2018 80 82 80 8 81 83 8 8 9 8 9 8 9 8 9	ade 5 ELA/Reading	2019	81	78	77		78	75			ı	4	*	•	77	79	74	29
2019 83 81 91 - 93 87 - - - 91 - 91 2018 81 80 81 - 78 83 - - 70 - 81 - 81 2019 69 67 69 - 7 6 - 89 - - 89 - 89 -		2018	80	82	80	*	81	83		*	,	T.	09		81	78	78	82
2018 81 80 81 * 78 83 * * 70 * * * 70 * * * 70 * <t< td=""><td>ade 5 Mathematics</td><td>2019</td><td>83</td><td>8</td><td>91</td><td>•</td><td>93</td><td>87</td><td>į</td><td>•</td><td>•</td><td>•</td><td>*</td><td>,</td><td>91</td><td>66</td><td>8</td><td>83</td></t<>	ade 5 Mathematics	2019	83	8	91	•	93	87	į	•	•	•	*	,	91	66	8	83
2019 69 69 70 69 7 69 69 69 69 69 69 69 69 69 69 69 60		2018	8	80	81	*	78	83	•	*		ř	20		81	8	78	9
2018 69 68 62 * .56 71 * * .59 * 61 2019 68 67 68 * 70 64 * * * 61 * 68 2018 69 68 67 * 63 75 * * 65 * 65 2019 70 66 71 * 71 73 * * * 71 71 2018 70 68 57 * 50 67 * 71	Grades Both Subjects		69	29	69	*	20	69	,	*	•	•	28	*	69	70	29	9
2019 68 66 64 - - 61 * 68 2018 69 68 67 * 63 75 - - 50 - 65 2019 70 66 71 * 71 73 - * - 55 * 71 2018 70 68 57 * 50 67 - 68 - 57		2018	69	89	62	*	.56	71		*	•	•	29	•	61	99	28	23
2018 69 68 67 * 63 75 - * - 50 - 65 2019 70 66 71 * 71 73 - * - 55 * 71 2018 70 68 57 * 50 67 - - 68 - 57	Grades ELA/Reading		89	29	89	*	70	2	•	*	,	,	61	*	89	99	29	63
2019 70 66 71 * 71 73 - * * 71 2018 70 68 57 * 50 67 - * - 68 - 57		2018	69	89	29	*	63	75	•	*			20		65	9/	65	89
70 68 57 * 50 67 - * - 68 - 57	Grades Mathematics	2019	70	99	11	•	71	73	•	*	,	•	22	*	71	75	68	22
		2018	70	68	22	*	20	29	£			•	89		22	26	51	39

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

	School	Chate	ţi.	Chate District Campie	Total E Bilingual	BE-Trans Early B	BE-Trans BE-Dual BE-Dual	BE-Dual	BE-Dual	ALP BE-Trans BE-Dual Beingual Total	Total C	ESL Total Content-	ALP ESL ESL Pull-Out (Waiver)		with Parental Never Denial EB/EL		Total EB/EL (Current)	& Former EB/EL
					STAARP	erformanc	e Rate by	Subject a	nd Perfor	STAAR Performance Rate by Subject and Performance Level	N. Carrier							
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	%/9	78%	81%	•	,	•	,	•	'	%49	%29	•	•	•	82%	%29	*
	2019	78%	83%	85%	%08	80%	•	1	•		1	•	1		•		%08	
At Meets Grade Level or Above	2021	41%	51%	51%	٠	٠	•	•	•	•	62%	62%	ř	'	'	20%	62%	*
	2019	20%	25%	23%	38%	38%	,	•	•		•	•	•		,		38%	
At Masters Grade Level	2021	18%	24%	25%	•	,	•	•	•		19%	19%	•	•	•	25%	19%	*
	2019	24%	27%	28%	15%	15%	•	•	•		•	ľ	,		,		15%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	%89	77%	81%			•				63%	63%	•	'	,	81%	63%	*
-	2019	75%	81%	86%	80%	80%	•		•		•	•	E		,		80%	
At Meets Grade Level or Above	2021	45%	54%	51%	٠	•	•	ė.	•	•	- 63%	63%	•	1	•	20%	63%	*
	2019	48%	23%	47%	36%	36%	•	1	•		•	•	10		'		36%	
At Masters Grade Level	2021	18%	25%	24%	,	•	٠	40	•	•	13%	13%	•	•	•	25%	13%	*
	2019	21%	24%	23%	%6	%6	•	1	•		•	'	•		Ì		% 6	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	%99	78%	87%	•	•			9		88%	88%	63	•	•	87%	88%	*
	2019	82%	%98	%06	88%	88%	•	•	*		1	•	•		•		88%	
At Meets Grade Level or Above	2021	37%	45%	28%		•	•	•	•	,	88%	88%		,	•	26%	%88	*
	2019	52%	26%	63%	46%	49%	Ü	•			1	•	1		•		49%	
At Masters Grade Level	2021	18%	23%	36%	•	•	8	•		•	- 38%	38%	1	•	•	35%	38%	*
	2019	26%	%62	39%	76%	79%	•	1	'			•			•		79%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	28%	%99	71%	•	•	٠	•	•		*	*	'	,	•	71%	*	*
	2019	%89	71%	%19	%09	%09		•	•		•	•	,		•		%09	
At Meets Grade Level or Above	2021	30%	36%	33%	•	•		•	•		*	*	,	'	•	32%	*	*
	2019	38%	37%	22%	13%	13%	4	'			•		4		,		13%	
At Masters Grade Level	2021	%6	11%	7%	•	•	•	'	•	ं	*	*	•	•	,	7%	*	*
	2019	14%	15%	1%	%0	%0	•	e!	•		. 1	•	•				%0	
All Grades Science						•												
At Approaches Grade Level or Above	2021	71%	84%	77%	•	•	•	9	•		*	*	'	,	•	79%	*	•
	2019	81%	%06	%76	%08	80%	•	•			•	•	×		,		%08	
At Meets Grade Level or Above	2021	44%	%09	45%	•	•	•	35	•		*	*	•	a.	•	46%	*	•
	2019	24%	%69	71%	40%	40%	1	e.			•	•			•		40%	
At Masters Grade Level	2021	%02	27%	14%	1	•	'	d)	'	•	*	•	•	,	ı	14%	*	
	2019	25%	36%	32%	13%	13%	3	ď			je.	•	,		•		13%	

- * 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.

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TEA | Governance and Accountability | Performance Reporting

Texas Education Agency 2020-21 STAAR Participation (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

All Tests Assessment Participant And Tests Assessment Participant Assessment Participant And Tests Assessment Participant Assessment Participant And Tests Assessment Participant All Tests Assessment Participant All Tests Assessment Participant And Tests A					African			American	ue.	Pa :	Pacific	Two or S	Special	Special Ed	Special Special Continu- Continu-	Non- Continu- ously	Econ	EB/EL (Current
Sts sment Participant 88% 98% 100% 100% 100% 99% - 100% 100% 100% 100% 100% 100% 100% 1		State	District (Sampus	America	n Hispan	ic Whi	te India	n As	ian Isla	nder R	aces ((urrent)	(Former)	Enrolled	Enrolled	Disadv	Monitored)
state that cipant and the contrability. Mobile 3% 98% 100% 100% 100% 99% - 100% 100% 100% 100% 100% 100% 100% 1						202	STAA	R Partici Grades)	pation									
sment Participant 88% 98% 100% 100% 100% 99% - 100% 100% 100% 100% 100% ed in Accountability 83% 94% 97% 100% 97% 97% - 100% 100% 100% 100% 100% 100% 100% 1	All Tests													the state of the s				
ed in Accountability 83% 94% 97% 100% 97% 97% - 100% 1 00% 100% 100% 100% 100% 100%	Assessment Participant	88%		100%	100			%	- 10	%0	*	100%	100%	100%		100%	100%	100%
cluded in Accountability: Mobile 3% 4% 2% 0% 3% 2% - 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Included in Accountability	83%		92%	100			%	- 10	%0	*	100%	100%	100%	%66	91%	%86	100%
cluded in Accountability: Other 1% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Not Included in Accountability: Mobile	3%		5%	ŏ	_		%	•	%0	*	%0	%0	%0	1%	%6	2%	%0
seted 12% 2% 0% 0% 1% - 0% 8 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Not Included in Accountability: Other Exclusions	1%		%0	ō			%		%0	*	%0	%0	%0	%0	%0		%0
tit 10% 1% 0% 0% 0% 0% - 0% 8 0% 0% 0% 0% 0% 0% 10% 0% 0% 10% 10% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0	Not Tested	12%		%0	Ó			%		%0	*	%0	%0	%0	%0	%0	%0	%0
sts 2019 STAAR Participation (All Grades) state Smeat Participant 99% 100% 100% 100% 100% 100% 100% 100% 1	Absent	2%		%0	ŏ			%	,	%0	*	%0	%0	%0	%0	%0	%0	%0
2019 STAAR Participation sts (All Grades) sment Participant 99% 100% </td <td>Other</td> <td>10%</td> <td></td> <td>%0</td> <td>ŏ</td> <td></td> <td></td> <td>%</td> <td>,</td> <td>%0</td> <td>*</td> <td>%0</td> <td>%0</td> <td>%0</td> <td>%0</td> <td>%0</td> <td>%0</td> <td>%0</td>	Other	10%		%0	ŏ			%	,	%0	*	%0	%0	%0	%0	%0	%0	%0
sts sment Participant 99% 100%<						2019	STAA (All	R Particil Grades)	pation									
sment Participant 99% 100	All Tests																	The second second
ed in Accountability 94% 96% 97% 100% 97% 97% - * * * 82% * 9 cluded in Accountability: Mobile 4% 3% 3% 0% 3% - * * * * 18% * 9 cluded in Accountability: Other 1% 0% 0% 0% 0% 0% - * * * * * 0% * sions 1% 0% 0% 0% 0% 0% 0	Assessment Participant	%66		100%	100		% 100	%			*		100%		100%	100%	100%	%66
cluded in Accountability: Mobile 4% 3% 3% 3% 3% - * * 18% * cluded in Accountability: Other 1% 0% 0% 0% 0% - * * 0% * sions 1% 0% 0% 0% 0% - * * 0% * it 0% 0% 0% 0% - * * 0% * it 0% 0% 0% 0% 0% * 0% *	Included in Accountability	94%		%26	100			%	ı	*	*	*	82%	*	% 66	79%	92%	%66
cluded in Accountability: Other 1% 0% 0% 0% 0% - * * * * * 0% * sions	Not Included in Accountability: Mobile	4%		3%	ŏ			%	ı	*	*	*	18%	*	%0	21%	3%	%0
ested 1% 0% 0% 0% 0 - * * * * 0%	Not Included in Accountability: Other Exclusions	1%		%0	ŏ			%		*	*	*	%0	*	%0	%0	%0	%0
tt 1% 0% 0% 0% 0% 0 - * * * * 0% 4 * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Not Tested	1%		%0	Ó	100		%	AND THE	*	*	*	%0		%0	%0	%0	1%
* %0 * * * - %0 %0 %0 %0 %0 %0	Absent	1%		%0	ŏ			%	٠	*	*	*	%0	*	%0			%0
	Other	%0		%0	Ŏ	87		%	1	*	*	*	%0	*	%0	%0	%0	1%

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

⁻ Indicates there are no students in the group.

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

Attendance Rate 2019-20 2019-20 2019-20 2019-20 2019-20 2019-20 Chronic Absenteesism 6.7% 6.3		State	District	Campus	African Americar State District Campus American Hispanic White Indian	Hispanic	White	American Indian		Two or Pacific More Asian Islander Races	Two or More Races	Special Ed	Econ Disadv EB/EL	EB/EL
11.4% 98.3% 98.0% 99.1% 99.3% 98.1% 98.3% 98.1% 98.3	Attendance Rate													
95.4% 95.9% 96.4% 97.9% 96.2% 96.5% * 98.5% * 94.9% Intereism 11.4% 9.5% 4.3% 0.0% 3.9% 3.1% * 0.0% * 14.3% 7.5% 1.4% 0.0% 0.0% 4.8% 4.0% * 0.0% * 14.3% 7.5% 1.4% 0.0% 1.9% 0.0% 0.0% 1.9% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0	2019-20	98.3%		98.2%	99.1%		98.1%	*	*	*	97.6%			98.9%
nteeism 6.7% 6.3% 4.3% 0.0% 4.8% 4.0% * 0.0% * 14.3% 7.5% ut Rate (Gr 7-8) 0.5% 0.0%	2018-19	95.4%		96.4%	97.9%		, 96.5%	*	98.5%			94.9%		97.2%
1.4% 9.5% 4.3% 0.0% 3.9% 3.1% 0.0% 0.0% 1.4.3% 7.5% 1.4% 9.5% 4.3% 0.0% 4.8% 4.0% 0.0% 1.4.3% 7.5% 1.4% 0.5% 0.0%	Chronic Absenteeisn	=												
ut Rate (Gr 7-8) 0.5%	2019-20	6.7%		3.5%	0.0%			*	0.0%	*	14.3%		4.7%	0.0%
ut Rate (Gr 7-8) 0.5% 0.0%	2018-19	11.4%		4.3%	0.0%			*	0.0%			6.1%	4.6%	1.2%
0.5% 0.0%	Annual Dropout Rate	(Gr 7-8)												
0.4% 0.0%	2019-20	0.5%		٠				'	•	'	'	•		
udinal Rate (Gr 9-12) 1.6% 0.0% 1.9% 0.1% 90.3% 93.7% 1-5.4% 0.3% 1-5.4% 0.3% 1-5.5% 0.0% 1-5.9% 0.0%	2018-19	0.4%		•	'		10.0	'	•	•	'	'	'	
1.6% 0.0%	Annual Dropout Rate	(Gr 9-12)	_		*									
Holinal Rate (Gr 9-12) 90.3% 93.7%	2019-20	1.6%		•	•			•	•	•	•	•	'	
HSE 0.4% 2.6%	2018-19	1.9%		•	'	•	'	•		•	'	1		'
HSE 0.4% 2.6%	4-Year Longitudinal F	Rate (Gr 9	9-12)											
HSE 0.4% 2.6%	Class of 2020													
HSE 0.4% 2.6%	Graduated	90.3%		•				,	٠			•		
3.9% 3.4%	Received TxCHSE	0.4%		•	•	6.	1	3		•	•		'	•
5.4% 0.3%	Continued HS	3.9%		•		53	,	•	•		•		•	'
PLYCHSE 90.7% 96.3%	Dropped Out	5.4%		•	•			•	•	•	'		1	'
CHSE, 94.6% 99.7%	Graduates and TxCHS			•		ş		•	E.	•	'	•		'
90.0% 94.3%	Graduates, TxCHSE, and Continuers	94.6%		•	'		'		•	•	•		- 1	1
90.0% 94.3%	Class of 2019													
HSE 0.5% 1.6%	Graduated	%0.06		•	·			•	100	ľ	à	•		١
3.7% 4.1%	Received TxCHSE	0.5%		•	•	•	•	•	1	•	21	'	•	'
5.9% 0.0%	Continued HS	3.7%		•	'	•	,	1	751	•	-	1	•	•
EHSE, 94.1% 100.0%	Dropped Out	2.9%		•	•	1.5		31				•	•	'
CHSE, 94.1% 100.0% - led Longitudinal Rate (Gr 9-12) 92.0% 97.6% - 4SE 0.5% 1.8% - 1.3% 0.5% - 6.1% 0.0% -	Graduates and TxCHS	SE 90.4%		•	•			•		'		0	9	9
S-Vear Extended Longitudinal Rate (Gr 9-12) Class of 2019 Craduated 92.0% 97.6% -	Graduates, TxCHSE, and Continuers	94.1%	100.0%	•	5.	10		10	•	•		'	•	
92.0% 9 4SE 0.5% 1.3% 6.1% TxCHSE 92.6% 9	5-Year Extended Lon	gitudinal	Rate (GI	9-12)										
92.0% 9 CHSE 0.5% S 1.3% ATXCHSE 92.6% 9	Class of 2019													
CHSE 0.5% S 1.3% 6.1% Pd TxCHSE 92.6% 9	Graduated	92.0%		•					•				•	1
5 1.3% 6.1% nd TxCHSE 92.6% 9	Received TxCHSE	0.5%		•	٠			•	•	•	,	•		E
6.1% nd TxCHSE 92.6% 9	Continued HS	1.3%		•				•	•	•	٠	,	1	1
%9.2	Dropped Out	6.1%		•	1			3	•	•		•	×	1
	Graduates and TxCHS	SE 92.6%		•			·	•	'	•		•	1	'

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African State District Campus American Hispanic White	ı Hispani	c White	American Indian	The second secon	Pacific Asian Islander	Two or More Races	Special Econ Ed Disad	Econ Disady EB/EL	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	3.9% 100.0%	•					'	•	•	•	•	1
Class of 2018													
Graduated	92.2%	97.5%						ľ	1	•		•	
Received TxCHSE	0.6%	1.7%	t				15	•	•	'	•	•	•
Continued HS	1.1%	0.8%	•	•				'	•	•	'	•	ı
Dropped Out	6.1%	0.0%	•						•	•		1	٠
Graduates and TxCHSE 9	E 92.8%	99.2%	•						•	'	5	90	•
Graduates, TxCHSE, and Continuers	93.9%	3.9% 100.0%	•		•	. =		,		•		•	• 4
6-Year Extended Longitu	gitudinal	idinal Rate (Gr 9-12)	r 9-12)										
Class of 2018													
Graduated	92.6%	98.3%	•					,	•	•	i		
Received TxCHSE	0.7%	1.7%	•						•	•	•	'	•
Continued HS	0.6%	0.0%	•				9		•	•	•	•	•
Dropped Out	6.1%	0.0%	•						1	•	315.0	•	•
Graduates and TxCHSE 9	E 93.3%	100.0%	•			,			E.	•	-	'	•
Graduates, TxCHSE, and Continuers	93.9%	100.0%	•				A 11		•	•		•	•
Class of 2017													
Graduated	92.4%	%0.76				E		ĺ	•	'	'	•	•
Received TxCHSE	0.7%	2.2%	•				24	•	•	•	2	-20	ř
Continued HS	0.6%	%0.0	•						•	'		1	•
Dropped Out	6.3%	0.8%	•			1		•	•	•	•	•	•
Graduates and TxCHSE 9	E 93.2%	99.2%			9			•	•	'		,	9
Graduates, TxCHSE, and Continuers	93.7%	99.2%	•		. 6	,			• 	•		'	•
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)	ation Ra	te Witho	ut Exclus	sions (Gr	9-12)								
Class of 2020	90.3%	91.1%				,			•	•			-
Class of 2019	%0.06	92.0%	•			,				•	•		•
RHSP/DAP Graduates (L	s (Longit	ongitudinal Rate)	ate)										
Class of 2020	83.0%	*	·		,	,		-	•				ř.
Class of 2019	73.3%	*						•		•	•	1	•
FHSP-E Graduates (Longitudinal Rate)	ongitudi	nal Rate	_										
Class of 2020	4.3%	2.0%	•						•	•	8	30	b
Class of 2019	4.2%	%9.0	-	500		10		-	•		•	1	1
FHSP-DLA Graduates (Longitudinal Rate	(Longit	udinal R	ate)										

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	African State District Campus American Hispanic White Indian	White	American Indian	Asian	Two or Pacific More Special Econ Asian Islander Races Ed Disadv	Two or More	Special Ed	Econ Disadv EB/EL	EB/EL
Class of 2020	83.5%	83.5% 78.4%	•	,	-			•		1	•		•
Class of 2019	83.5%	83.5% 78.4%	٠	,		'		9	'	'		1	•
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	SP-DLA	√ Gradua	ites (Long	yitudinal F	tate)								
Class of 2020	87.8%	87.8% 80.4%	•	•	•	1	•	•	1	1	•	•	1
Class of 2019	87.6%	87.6% 78.6%	•	'	•	'	•	1	•	1	•	'	•
RHSP/DAP Graduates (Annual Rate)	(Annua	Rate)											
2019-20	38.6%	*	•	•		•			1	1	,	•	•
2018-19	32.7%	*	•	•	•	'	•	•	1	'	'	•	1
FHSP-E Graduates (Annual Rate)	nual Ra	ıte)											
2019-20	4.4%	1.9%	•	•		1	•	i de l'	•	•	•	•	1
2018-19	4.4%	0.6%	•	•		1	•5	1	•	٠	'	•	•
FHSP-DLA Graduates (Annual Rate)	Annual	Rate)											
2019-20	81.8%	81.8% 75.9%	•	'	•	'	•		•	1	•	•	1
2018-19	82.1%	82.1% 78.7%	•		'	'	•	1		•			1
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	SP-DLA	√ Gradua	ites (Anni	ual Rate)									
2019-20	85.8%	35.8% 77.8%	•	•	·	'			•	•	•	•	•
2018-19	85.9%	79.0%	•	'	'	•	•		12	1	٠		1

Texas Education Agency 2020-21 Graduation Profile (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

	Count	Campus Campus District Count Percent Count	District Count	State Count
Graduates (2019-20 Annual Graduates)	ates)			
Total Graduates			370	370 360,220
By Ethnicity:				
African American	•	1		5 44,729
Hispanic	'	·	163	163 184,060
White	•	1	188	188 105,215
American Indian	•	•	2	1,226
Asian	'	•	9	17,126
Pacific Islander	1	•	0	557
Two or More Races	'	1	9	7,307
By Graduation Type:				
Minimum H.S. Program	1	1	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	1	•	_	952
Foundation H.S. Program (No Endorsement)	•	•	82	49,535
Foundation H.S. Program (Endorsement)	•	•	7	15,689
Foundation H.S. Program (DLA)		ı	280	280 292,532
Special Education Graduates	•	•	41	29,018
Economically Disadvantaged Graduates	•	•	169	169 187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	•	•	1	29,639
At-Risk Graduates .	1	•	177	177 148,836

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Student Information (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	The same of
	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Total Students	520	100.0%	4,777	4,777 5,359,040	520	520 100.0%	4,781	4,781 5,371,586
Students by Grade:								
Early Childhood Education	0	%0.0	0.3%	0.3%	0	%0.0	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	%0.0	3.4%	3.7%
Kindergarten	89	17.1%	7.0%	6.7%	89	17.1%	7.0%	6.7%
Grade 1	101	19.4%	7.6%	7.1%	101	19.4%	7.6%	7.1%
Grade 2	85	16.3%	7.4%	7.1%	85	16.3%	7.4%	7.1%
Grade 3	87	16.7%	7.1%	7.1%	87	16.7%	7.1%	7.1%
Grade 4	8	15.6%	6.8%	7.2%	80	15.6%	6.8%	7.2%
Grade 5	77	14.8%	7.3%	7.4%	77	14.8%	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	%0.0	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	%0.0	8.7%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	%0.0	8.0%	7.8%
Grade 11	0	%0.0	7.1%	7.2%	0	%0.0	7.1%	7.2%
Grade 12	0	%0.0	6.5%	6.8%	0	%0.0	6.5%	6.8%
Ethnic Distribution:								
African American	4	2.7%	1.8%	12.7%	14	2.7%	1.8%	12.7%
Hispanic	251	48.3%	44.9%	52.9%	251	48.3%	44.9%	52.9%
White	232	44.6%	49.6%	26.5%	232	44.6%	49.6%	26.5%
American Indian	_	0.5%	0.3%	0.3%	-	0.5%	0.3%	0.3%
Asian	10	1.9%	1.5%	4.7%	10	1.9%	1.5%	4.7%
Pacific Islander	m	0.6%	0.2%	0.2%	m	0.6%	0.5%	0.5%
Two or More Races	6	1.7%	1.7%	2.7%	6	1.7%	1.7%	2.7%
Sex:								
Female	243	46.7%	48.4%	48.9%	243	46.7%	48.3%	48.9%
Male	277	53.3%	51.6%	51.1%	277	53.3%	51.7%	51.1%
Control of the contro	333	700 79	F 2 00%	%C 09	22	54 0%	52 00%	%C U9
Non-Educationally Disadvantaged	187	36.0%	46.1%	30.7%	187	36.0%	46 1%	30.5%
Section 504 Students	69	13.3%	12.1%	7 2%	69	13.3%	12.1%	7.2%
EB Ctudente/FI	2 4	3 1%	7 50%	20 7%	14	3.1%	7 4%	20.6%
Students w/ Disciplinary Placements (2019-20)	<u> </u>	%0.0	1.3%	1.2%	2	? ;	,	
Students w/ Dvslexia	45	8.7%	7.0%	4.5%	45	8.7%	7.0%	4.5%
Students W. Dysichia	?	7	20.0	200	7	7 6	2 3	
Foster Care	ה	1.7%	0.4%	0.3%	ת	%/:	0.4%	0.3%

Texas Education Agency 2020-21 Student Information (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	
-	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Homeless	9	1.2%	1.3%	1.1%	9	1.2%	1.3%	1.1%
Immigrant	S	1.0%	0.5%	2.0%	Ŋ	1.0%	0.5%	2.0%
Migrant	0	0.0%	0.1%	0.3%		%0.0	0.1%	0.3%
Title I	520	100.0%	70.0%	64.5%	520	100.0%	%0.02	64.5%
Military Connected	-	0.2%	0.7%	2.7%	_	0.5%	0.7%	2.7%
At-Risk	205	39.4%	44.9%	49.2%	205	39.4%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	15	2.9%	7.4%	21.0%	15	2.9%	7.4%	20.9%
Gifted and Talented Education	22	4.2%	8.2%	8.3%	22	4.2%	8.5%	8.3%
Special Education	68	13.1%	12.0%	11.1%	68	13.1%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	68							
By Type of Primary Disability Students with Intellectual Disabilities	19	27.9%	45.6%	42.5%				
Students with Physical Disabilities	29	42.6%	22.4%	21.3%				
Students with Autism	*	*	11.7%	14.1%				
Students with Behavioral Disabilities	Ξ	16.2%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	3.1%	1.5%				
Mobility (2019-20):								C. C. C. C.
Total Mobile Students	61	13.4%	11.9%	13.8%				
By Ethnicity:	•	ò	767	0000				
Amean American	- 20	7.2.7	2 4 5	2.0%				
Hispanic	2 2	الان ال	6, 7, 7	7.1%				
White	24	5.5%	0.4% 84.0	5.1%				
Arion	o c	%0.0	20.0	0.1.%				
Parific Islander	0 0	%0.0	%00	%0.0				
Two or More Races	· C	%00	%0	0.4%				
Count and Percent of Special Ed Students who are Mobile	10	17.9%	19.6%	16.5%				
	10	37.0%	11.1%	13.6%				
	49	16.9%	14.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	73	16.9%	14.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

	No Educa	Non-Special Education Rates-	es-	Speci	Special Education Rates	ation
Student Information Campus District State Campus District State	Campus	District	State	Campus	District	State
Retention Rates by Grade:	ates by G	rade:				
Kindergarten	12.7%		4.5% 1.4%	7.1%	12.8% 4.8%	4.8%
Grade 1	10.8%	5.0%	5.0% 1.9%	0.0%		0.0% 3.2%
Grade 2	4.3%		2.5% 1.0%	8.3%		8.2% 1.4%
Grade 3	1.4%		1.0% 0.5%	9.1%		2.6% 0.6%
Grade 4	1.4%		0.3% 0.3%	0.0%		0.0% 0.4%
Grade 5	1.5%		0.7% 0.2%	0.0%	0.0%	0.0% 0.3%
Grade 6	•	0.0%	0.0% 0.2%	•	0.0%	0.0% 0.3%
Grade 7	'	0.0%	0.0% 0.3%	1	0.0%	0.0% 0.3%
Grade 8	•	9.0	0.6% 0.2%	•	0.0%	0.0% 0.4%
Grade 9	•	5.1%	5.1% 4.7%	•	21.1% 7.8%	7.8%

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

20.8 20.7 20.3 17.3 20.1 14.4 14.4 14.4	Class Size Information	Campus District State	District	State
20.8 20.7 20.3 17.3 20.1 14.4	Elementary:			
20.7 20.3 17.3 20.1 14.4	Kindergarten	20.8	19.8	17.7
20.3 17.3 20.1 14.4 14.4	Grade 1	20.7	20.2	18.0
17.3 20.1 14.4 14.4	Grade 2	20.3	21.7	18.0
20.1 14.4 14.4	Grade 3	17.3	21.5	18.2
14.4 rvts	Grade 4	20.1	18.9	18.3
vrts	Grade 5	14.4	20.9	19.8
vrts	Grade 6	•	19.4	19.4
vrts	Secondary:			
	English/Language Arts	•	20.0	15.7
	Foreign Languages	•	22.3	17.8
	Mathematics	•	20.7	16.9
•	Science	•	21.9	17.9
	Social Studies	•	24.0	18.3

Texas Education Agency 2020-21 Staff Information (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

	Campus -			
Staff Information	Count/Average Percent District	Percent	District	State
Total Staff	52.1	100.0%	100.0%	100.0%
	II.	1		
Professional Staff:	39.1	/5.1%	60.3%	64.3%
Teachers	31.9	61.3%	48.2%	49.6%
Professional Support	5.2	%6.6	7.1%	10.6%
Campus Administration (School Leadership)	2.0	3.8%	3.3%	3.0%
Educational Aides:	13.0	24.9%	14.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	•	13.0 13,211.0
Part-time Counselors	2.0	n/a	2.0	1,126.0
Total Minority Staff	10.0	19.2%	28.9%	51.5%
Teachers by Ethnicity:				
African American	0.0	%0.0	0.6%	11.1%
Hispanic	5.0	15.7%	16.9%	28.4%
White	25.9	81.2%	81.2%	56.9%
American Indian	1.0	3.1%	0.3%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	%0.0	0.2%
Two or More Races	0.0	0.0%	0.6%	1.2%
Teachers by Sex:				
Males	1.0	3.1%	21.3%	23.8%
Females	30.9	%6.96	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	28.2	88.4%	76.3%	73.0%
Masters	2.7	8.4%	22.1%	25.0%
Doctorate	1.0	3.1%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.5%	6.7%
1-5 Years Experience	4.0	12.4%	29.1%	27.8%
6-10 Years Experience	5.0	15.7%	16.6%	20.3%
11-20 Years Experience	14.8	46.2%	33.2%	29.1%
21-30 Years Experience	5.0	15.7%	15.8%	13.0%
Over 30 Years Experience	3.2	10.1%	3.9%	3.1%

Texas Education Agency 2020-21 Staff Information (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

	State
Campus	Count/Average Percent District S
	Staff Information

4
n/a
٠.
Number of Students per Teacher

Staff Information	Campus	District	State
Experience of Campus Leadership:	×		
Average Years Experience of Principals	16.0	7.9	6.4
Average Years Experience of Principals with District	16.0	9.9	5.5
Average Years Experience of Assistant Principals	2.0	5.6	5.5
Average Years Experience of Assistant Principals with District	2.0	4.8	4.8
Average Years Experience of Teachers:	15.8	12.3	11.2
Average Years Experience of Teachers with District:	12.1	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	ies only):		
Beginning Teachers		\$50,726	\$50,849
1-5 Years Experience	\$50,260	\$51,242	\$53,288
6-10 Years Experience	\$49,250	\$48,751	\$56,282
11-20 Years Experience	\$53,187	\$53,955	\$59,900
21-30 Years Experience	\$58,350	\$59,688	\$64,637
Over 30 Years Experience	\$64,323	\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$54,135	\$53,538	\$57,641
Professional Support	\$55,470	\$60,593	\$68,030
Campus Administration (School Leadership)	\$77,246	\$80,912	\$83,424
•			
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	- Can	Campus		
Program Information	Count	Percent	Count Percent District	State
Teachers by Program (population served):	on serve	():		
Bilingual/ESL Education	0.0	0.0%	3.2%	6.2%
Career and Technical Education	0.0	0.0%	4.4%	5.1%
Compensatory Education	2.0	6.3%	2.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	26.9	84.3%	77.6%	71.0%
Special Education	3.0	9.4%	9.1%	9.4%
Other	0.0	0.0%	3.2%	3.6%

Texas Education Agency 2020-21 Staff Information (TAPR) DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: STARKEY EL

Campus Number: 133903102

2021 Accountability Rating: Not Rated: Declared State of Disaster

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TEA | Governance and Accountability | Performance Reporting

Texas Education Agency
2020-21 STAAR Performance (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

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

	School	- Stefa	tinte	African American State District Campus American	African Hi	i de	White	-		Pacific Sander D	Two or More	Two Special Special Continu- or Special Special Continu- Pacific More Ed Ed ously	Special Ed	Continu ously Encolled	Special Continu- Continu- Ed ously ously		2	EB/EL (Current &
			STA	STAAR Performance	nance Rate	es by T	ested G	- 44	ct, and	Perfor	nance	evel						
Grade 3 Reading																		
At Approaches Grade Level or Above	2021	%29	81%	72%	*	%69	75%		*	•	•	%09	*	%02	% 82%	%92 %	%	71%
	2019	%9/	88%	84%	*	77%	95%	*	•	1	*	63%		85%	%08 %	% 74%	%	%29
At Meets Grade Level or Above	2021	39%	23%	40%	*	21%	26%	•	*	1	•	30%	*	38%	%55 %	%68 %	%	21%
	2019	45%	25%	24%	*	41%	%89	*	٠	1	*	13%	•	24%		% 44%	%	42%
At Masters Grade Level	2021	19%	27%	21%	*	3%	36%	•	*	•	•	20%	*	20%			%	7%
	2019	27%	34%	78%	*	18%	46%	*		•	*	13%	'	27%	, 40%	%91 %	%	17%
Grade 3 Mathematics																		
At Approaches Grade Level or Above	2021	62%	83%	%92	*	62%	%98	•	*			%09	*	75%	82%	% 71%	%	21%
	2019	%62	91%	88%	*	87%	%68	*	1	*	*	75%	'	%06	90%	% 84%	%	%Z6
At Meets Grade Level or Above	2021	31%	49%	40%	*	24%	53%	•	*	•	1	20%	*	38%	%55 %	% 37%	%	14%
	2019	49%	63%	29%	*	51%	%02	*	٠	•	*	25%	•	21%	%29 9	% 44%	%	45%
At Masters Grade Level	2021	14%	23%	16 %	*	10%	28%	٠	*		ı	10%	*	16%	98%	% 20%	%	7%
	2019	25%	34%	78%	*	15%	49%	*		1	*	13%	•	27%	40%	%91 %	%	8%
Grade 4 Reading																		
At Approaches Grade Level or Above	2021	63%	72%	62%	, Fa	38%	75%		*	•	*	18%		%59	. 57%	% 53%	%	20%
	2019	75%	81%	%92	*	72%	87%	•	*	•	*	17%	•	74%	, 78%	% 64%	%	%08
At Meets Grade Level or Above	2021	36%	43%	39%	٠	17%	%55	•	*	٠	*	%6		43%	90%	% 26%	%	%8
	2019	44%	48%	45%	*	31%	29%	•	*	1	*	%0	•	37%	6 49%	% 25%	%	30%
At Masters Grade Level	2021	17%	22%	18%	•	13%	23%	•	*	•	*	%0	'	25%	%0 9	%6 %	%	%8
	2019	22%	79%	24%	*	15%	36%		*	•	*	%0		13%	38%	% 11%	%	10%
Grade 4 Mathematics																		
At Approaches Grade Level or Above	2021	%65	74%	%02	•	20%	%08	•	*	1	*	27%	•	75%	61%	% 62%	%	28%
	2019	75%	83%	81%	*	72%	%26	•	*	•	*	17%	'	80%		% 73%	%	%08
At Meets Grade Level or Above	2021	36%	46%	45%	•	17%	22%	ı	*	٠	*	18%	•	45%		%62 %	%	17%
	2019	48%	51%	21%	*	41%	%29	•	*	•	*	%0	•	39%		%98 %	%	40%
At Masters Grade Level	2021	21%	35%	30%	1	13%	41%	•	*	•	*	% 6	•	35%		% 18%	%	8%
	2019	28%	31%	28%	#	23%	36%	•	*	1	*	%0	•	22%	35%	%6 %	%	10%
Grade 4 Writing																		

Texas Education Agency 2020-21 STAAR Performance (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

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

	School	The second secon	istrict O	African State District Campus American		Hispanic White		American Indian A	F F Sian IS	Two or Pacific More Asian Islander Races		Special Special Ed Ed (Current) (Former)	Special Ed Former)	Non- Special Continu-Continu- Ed ously ously Former) Enrolled Enrolled	Control of the Contro	Econ Disady N	EB/EL (Current Econ & & Disadv Monitored)
At Approaches Grade Level or Above	2021	53%	%99	22%		25%	%69		*	1	*	18%	•	21%	20%	40%	33%
	2019	%/9	20%	%19	*	26%	%69	,	*	1	*	%0	1	26%	65%	45%	20%
At Meets Grade Level or Above	2021	27%	33%	78%	•	13%	38%	•	*	•	*	%0	•	35%	17%	14%	8%
	2019	35%	33%	24%	*	26%	26%	٠	*	•	*	%0	'	79%	22%	2%	20%
At Masters Grade Level	2021	%8	%6	%8	•	4%	11%	•	*	1	*	%0	•	12%	%0	%0	%0
	2019	11%	10%	7%	*	2%	10%	•	*	٠	*	%0	•	%6	2%	%0	%0
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	%62	71%	*	58%	85%	*	*	•	*	27%	*	73%	%59	%95	23%
	2019	%98	94%	94%	ı	91%	%16	•	1	٠	*	*	*	95%	%96	%06	85%
At Meets Grade Level or Above	2021	46%	23%	24%	*	35%	72%	*	*	•	*	%0	*	25%	47%	33%	20%
	2019	54%	%95	48%	•	35%	%29	•	1	•	*	*	*	48%	46%	32%	25%
At Masters Grade Level	2021	30%	34%	38%	*	25%	54%	*	*	•	*	%0	*	39%		21%	7%
	2019	%67	28%	25%	,4	13%	36%	1	1	-	*	*	*	24%	18%	8%	2%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	%02	%06	%08	*	73%	87%	*	*	•	*	40%	*	82%	71%	72%	73%
	2019	%06	%96	94%	•	91%	%26	,	1	٠	*	*	*	94%	93%	%06	100%
At Meets Grade Level or Above	2021	44%	%09	%09	*	20%	%29	*	*	•	*	13%	*	%19	23%	47%	47%
	2019	28%	62%	25%	,	41%	%69	,	1	•	*	*	*	25%	54%	39%	40%
At Masters Grade Level	2021	25%	38%	45%	*	25%	%95	*	*	•	*	7%	*	45%	73%	79%	13%
	2019	36%	41%	%67	•	20%	41%	'	1	٠	*	*	*	27%	32%	15%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	%29	80%	77%	*	62%	%06	*	*	•	*	79%	*	78%		71%	64%
	2019	75%	%06	8 6%	•	78%	%26	•	1	•	*	*	*	86%		%08	%02
At Meets Grade Level or Above	2021	31%	46%	46%	*	33%	64%	*	*	1	*	14%	*	52%	38%	33%	21%
	2019	49%	%69	64%	•	52%	82%	•	1	•	*	*	*	65%	61%	46%	20%
At Masters Grade Level	2021	13%	18%	70%	*	15%	26%	*	*	15	*	7%	*	19%	25%	14%	%0
	2019	24%	35%	35%		19%	%69		ï		*	*	*	38%	78%	17%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	%29	78%	71%	%88	21%	%08	*	%9/		%68	34%	100%	72%	65%	63%	28%
	2019	78%	83%	83%	64%	%62	%06	*	*	•	21%	43%	95%	84%	81%	%9/	80%

Texas Education Agency 2020-21 STAAR Performance (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

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

	School							_	a.	Pacific	Two	Special Ed	Special Ed	Special Continu- Continu- Ed ously ously	Non- Continu- ously	Econ	EB/EL (Current
Supply to love I ober O stock A	Year	State L	District C	State District Campus American		Spanic	White 57%	Hispanic White Indian	Asian Is	ander	Saces (Asian Islander Races (Current) (Former)	Former)	Enrolled Enrolled	Enrolled	Disadv F	23% 20%
Al Meets Glade Level of Above	202	20%	5 %	49%	27%	40%	63%	*	? * }	•	21%	%6	42%	49%	20%	35%	37%
At Masters Grade Level	2021	18%	24%	25%	13%	15%	34%	*	18%	'	22%	%9	%09	27%	18%	16%	%9
	2019	24%	27%	%97	%0	16%	39%	*	*	•	%0	4%	25%	24%	28%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	77%	%89	•	26%	78%	*	%29	•	*	33%	*	%02	65%	%29	%65
	2019	75%	81%	85%	%09	81%	95%	*	*	•	40%	44%	*	85%	85%	77%	%62
At Meets Grade Level or Above	2021	45%	54%	45%	*	26%	%19	*	33%	1	*	11%	*	46%	41%	33%	17%
	2019	48%	23%	48%	40%	36%	64%	*	*	1	20%	%9	*	47%	49%	34%	31%
At Masters Grade Level	2021	18%	25%	56%	*	15%	37%	*	%0	•	*	%9	*	73%	18%	16%	7%
	2019	21%	24%	25%	%0	15%	39%	*	*	•	%0	%9	*	22%	31%	12%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	78%	%9/	*	63%	84%	*	100%	•	*	42%	*	78%	%69	%69	63%
	2019	85%	86%	88%	%09	84%	93%	*	*	•	%08	26%	*	%68	85%	83%	93%
At Meets Grade Level or Above	2021	37%	45%	48%	*	33%	28%	*	%29	1	*	17%	*	46%	45%	38%	27%
	2019	25%	26%	54%	20%	44%	%29	*	*	•	40%	11%	*	20%	61%	40%	40%
At Masters Grade Level	2021	18%	23%	31%	*	17%	42%	*	33%	•	*	8%	*	33%	25%	21%	10%
	2019	%97	78%	78%	%0	20%	45%	*	*	•	%0	%9	*	79%	35%	14%	10%
All Grades Writing																	
At Approaches Grade Level or Above	2021	28%	%99	25%	•	25%	%69	1	*		*	18%		21%	20%	40%	33%
	2019	%89	71%	%19	*	26%	%69	•	*	•	*	%0	•	%65	65 %	45%	20%
At Meets Grade Level or Above	2021	30%	36%	78%	•	13%	38%	•	*	1	*	%0	•	35%	17%	14%	8%
	2019	38%	37%	24%	*	76%	76%	•	*	•	*	%0	•	76%	22%	2%	20%
At Masters Grade Level	2021	%6	11%	8	•	4%	11%	•	*	1	*	%0	•	12%	%0	%0	%0
	2019	14%	15%	2%	*	2%	10%	1	*	•	*	%0	1	%6	2%	%0	%0
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	84%	77%	*	62%	%06	*	*	·	*	29%	*	78%	75%	71%	64%
	2019	81%	%06	%98		78%	%26	1	1	1	*	*	*	%68	%6/	%08	%02
At Meets Grade Level or Above	2021	44%	%09	46%	*	33%	64%	*	*	٠	*	14%	*	25%	38%	33%	21%
	2019	54%	%69	64%		52%	82%	•	1	1	*	*	*	%59	61%	46%	20%
At Masters Grade Level	2021	20%	27%	20%	*	15%	79%	*	*	1	*	7%	*	19%	25%	14%	%0
	2019	25%	36%	35%	•	19%	%65	•		•	*	*	*	38%	73%	17%	15%

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

- Indicates there are no students in the group.
 Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency 2018-19 Progress (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

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

EB/EL (Current (Current Econ & Disadv Monitored)		20	29	20	65	78	92	75	85	63	76	69	80	57	73
Econ Disady		25	9	36	99	75	89	74	81	61	9/	92	78	28	74
THE RESERVE		63	69	29	9/	73	87	79	80	29	79	29	80	29	78
Non- Special Continu- Continu- Ed ously ously (Former) Enrolled Enrolled		ន	89	38	69	78	91	77	80	64	78	99	81	61	75
		•	*		*	*	*	*	*	75	83	*	83	*	83
Special Ed Current)	Subject	09		40	09	*	*	*	*	61	80	67	83	26	78
Twoor Special More Ed Races (Current)	de and	*	,	*	*		*	*	*	29	28	#	*	*	*
Twoor Pacific More slander Races	e by Gra			·*							ż	ŧ			
Asian E	th Scor	*		*	•	•			*	*	*	*	*	*	*
American Indian	nic Grow	•	•	ī	,î	ï	•				,				
White	Acader	64	74	54	83	79	95	86	81	70	83	72	82	69	82
Twoor Special School African American Pacific More Ed Year State District Campus American Hispanic White Indian Asian Islander Races (Current)	ool Progress Domain - Academic Growth Score by Grade and Subject	51	99-	40	65	9/	93	74	80	63	75	99	79	29	72
African (merican	Progress		*	*	*		*	,	*	*	42		*	*	*
Ampus	School	22	89	47	71	71	06	78	80	92	78	89	80	63	9/
District (29	99	54	61	78	82	18	80	29	89	29	89	99	89
State [61	63	65	92	12	80	83	81	69	69	89	69	20	70
School Year		2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
	DX 85 000 1	Grade 4 ELA/Reading		Grade 4 Mathematics		Grade 5 ELA/Reading		Grade 5 Mathematics		All Grades Both Subjects		All Grades ELA/Reading		All Grades Mathematics	

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

⁻ Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

All Grades All Subjects	School	State [District (Total School Bilingual Year State District Campus Education		BE-Frans Early Exit	BE-Trans Late Exit	BE-Trans BE-Dual BE-Dual Late Exit Two-Way One-Way	BE-Dual	ALP BE-Trans BE-Dual BE-Dual Bilingual Total Late Exit Two-Way One-Way (Exception)	Total (ESL Total Content- ESL Based	ESL ALP Content: ESL ESL Based Pull-Out (Waiver)	ALP ESL (Waiver)	EB/EL with Parental Never Denial EB/EL		Total EB/EL (Current)	& Former EB/EL
All Grades All Subjects					STAAR	erforman	ce Rate by	Subject a	d Perform	STAAR Performance Rate by Subject and Performance Level	-							
As A market Constitution of the constitution o																		
At Approaches Grade Level of Above	2021	%29	%82	71%	61%	•	•	•		61%	%06	•	%06		14%	73%	28%	
	2019	78%	83%	83%	78%	78%		•	ž.		83%	83%	,				79%	
At Meets Grade Level or Above	2021	41%	51%	45%	20%	•	•	1	**	20%	40%	,	40%	•	%0	20%	19%	*
	2019	%05	22%	46%	34%	34%	•	•	*		20%	20%	•				35%	
At Masters Grade Level	2021	18%	24%	25%	2%	•	•	,	,	2%	20%	•	20%	•	%0	, 29%	%9	*
	2019	24%	27%	76%	%8	8%	•	i.	5		33%	33%	1				%6	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	%89	77%	%89	63%		•			63%	*	•	*		17%	71%	28%	*
:	2019	75%	81%	85%	26%	%92		6	•		*	*	•				78%	
At Meets Grade Level or Above	2021	45%	54%	45%	17%	•		•	•	17%	*	•	*	•	%0	, 51%	15%	*
	2019	48%	53%	48%	78%	76%		40	•		*	*	•				30%	
At Masters Grade Level	2021	18%	25%	76%	2%	'	•	•	•	7%	*	•	*		%0	30%	8%	*
	2019	21%	24%	25%	8%	%8	1	•	٠		*	*	•				10%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	%99	78%	%9/	%29	•	10	•	•	%29	*	•	*	٠	17%	78%	63%	*
	2019	82%	%98	%88	95%	95%	•		.*.		*	*	•				93%	
At Meets Grade Level or Above	2021	37%	45%	48%	27%	,	•	•	٠	27%	*	•	*	4	%0	23%	25%	*
	2019	52%	26%	54%	39%	39%	•	٠			*	*	,				40%	
At Masters Grade Level	2021	18%	23%	31%	7%	•	•	•		7%	*	'	*	-	%0	36%	8%	*
	2019	26%	%62	78%	8%	. 8%	•	,	•		*	*	•				10%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	28%	%99	25%	25%	٠	'	•		22%	*	,	*	•	-	. 29%	33%	
	2019	%89	71%	%19	38%	38%		9	2		*	*	•				44%	
At Meets Grade Level or Above	2021	30%	36%	78%	%0	,	•	•	e ^t	%0	*	,	*	•		33%	%8	
	2019	38%	37%	24%	%0	%0	•	•	•		*	*	,				11%	
At Masters Grade Level	2021	%6	11%	8%	%0	,	•	•	•	%0	*	'	*	'	•	. 10%	%0	•
	2019	14%	15%	7%	%0	%0	•	•	a.		*	*	•				%0	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	84%	77%	%69	٠	•		•	%69	•	•	•			%08	64%	•
	2019	81%	%06	86 %	72%	72%	•	×	ė		*	*	•				%89	
At Meets Grade Level or Above	2021	44%	%09	49%	23%	•	*		1.	23%	1	•	•	•		, 25%	21%	'
	2019	24%	%69	64%	20%	20%	•	•	5		*	*	•				47%	
At Masters Grade Level	2021	20%	27%	%02	%0	•	•	•	•	%0	•	•	'	,	-	, 52%	%0	•
	2019	25%	36%	35%	11%	11%	•	•	2.		*	*	•		•		11%	

- 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.

TEA | Governance and Accountability | Performance Reporting

Texas Education Agency 2020-21 STAAR Participation (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

	State	District (ampus	African State District Campus American	Americar Hispanic White Indian	White	American Indian		Pacific Islander	Two or More	Special Ed Current)	Special Ed (Former)	Non- Special Continu-Continu- Ed ously ously (Former) Enrolled Enrolled	Non- Continu- ously Enrolled	Econ Disady (Two Special Special Continu- Continu- Continu- & & & & & & & & & & & & & & & & & & &
					2021 51	FAAR Partici (All Grades)	2021 STAAR Participation (All Grades)	ion								
All Tests																
Assessment Participant	88%	%86	%66	100%	100%	%66		* 100%		- 100%	%66	100%	%66	%66	%66	%66
Included in Accountability	83%	94%	%26	100%	%96	%/6	•	, 100%		- 100%	93%	100%	%86	93%	%96	%66
Not Included in Accountability: Mobile	3%	4%	2%	%0	3%	7%	*	%0	•	%0 -	%9	%0	1%	%9	3%	%0
Not Included in Accountability: Other Exclusions	1%	%0	%0	%0	%0	%0	#	%0		%0 -	%0	%0	%0	%0	%0	%0
Not Tested	12%	7%	1%	%0	%0	1%		%0 .		%0 -	1%	%0	1%	1%	1%	1%
Absent	7%	1%	1%	%0	%0	1%	*	%0		%0 -	1%	%0	1%	1%	1%	1%
Other	10%	1%	%0	%0	%0	%0	*	%0 .	•	%0 -	%0	%0	%0	%0	%0	%0
				75	2019 ST	FAAR Partic (All Grades)	2019 STAAR Participation (All Grades)	noi								
All Tests																
Assessment Participant	%66	100%	100%	100%	100% 100%	100%		*		- 100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	%96	%96	100%	%56	%26	•	*		- 100%	100%	100%	%66	95%	94%	93%
Not Included in Accountability: Mobile	4%	3%	3%	%0	4%	3%	*	*		%0 -	%0	%0	1%	2%	2%	2%
Not Included in Accountability: Other Exclusions	1%	%0	%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

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Attendance Rate	State	District	Campus	African American	African State District Campus American Hispanic White	/hite	American Indian	Asian	or Or Pacific More Asian Islander Races	or More Races	Special Ed	Econ Disady EB/EL	EB/EL
2019-20	98.3%	98.0%	98.5%	98.8%	98.4% 98.5%	8.5%	*	99.4%	•	*	98.4%	98.4%	%9.86
2018-19	95.4%	95.9%	%2'96	94.7%	%6.9% %2.9%	%6.9	*	*	•	*	95.7%	96.3%	%8'96
Chronic Absenteeism	_												
2019-20	6.7%	6.3%	2.6%	10.0%	2.7%	2.3%	#	0.0%	•	0.0%	1.9%	3.5%	1.3%
2018-19	11.4%	9.5%	4.9%	9.1%	9.9	2.7%	*	%0.0		- 20.0%	6.7%	6.3%	3.6%
Annual Dropout Rate (Gr 7-8)	(Gr 7-8)												
2019-20	0.5%	0.0%	•	•	•				•	'	•	•	•
2018-19	0.4%	%0.0	•	'	٠	٠	'		١	,	'	İ	1
Annual Dropout Rate (Gr 9-12)	(Gr 9-12)												
2019-20	1.6%	0.0%	•	•	•	î.	•	•	•	'		•	1
2018-19	1.9%	0.1%	•	'	٠	'	•	'	•	•	•	•	1
4-Year Longitudinal Rate (Gr 9-12)	Rate (Gr 9	1-12)											
Class of 2020													
Graduated	90.3%	93.7%	٠			•	•		•	•	•	'	1
Received TxCHSE	0.4%	2.6%	•	•	•	•	•	•	9	'	•	'	9
Continued HS	3.9%	3.4%	•	•	•	•	•	'	•	'	•	•	1
Dropped Out	5.4%	0.3%	•	'	•	•	'	C		'	•	•	,
Graduates and TxCHSE 90.7%	E 90.7%	96.3%	•	•	ī	•	1	C	•	1	1	'	•
Graduates, TxCHSE, and Continuers	94.6%	%2'66	•	1	1	•	•		E.	'	1	'	•
Class of 2019													
Graduated	%0.06	94.3%	•	•	•	1	•	•	•				•
Received TxCHSE	0.5%		•		•	1	*	'	•	•	•	'	'
Continued HS	3.7%	4.1%	•		1	•	9	1	•	1	•	'	•
Dropped Out	2.9%	0.0%	•	•		٠	0	'	•		•		'
Graduates and TxCHSE 90.4%	E 90.4%	95.9%	•	•	ı	•	•	1	٠	•	•	'	•
Graduates, TxCHSE, and Continuers	94.1%	94.1% 100.0%	1	•	•	1	1	•	1	•	•	1	1
5-Year Extended Longitudinal Rate (Gr 9-12)	gitudinal	Rate (G	r 9-12)										
Class of 2019													
Graduated	92.0%	97.6%	•								1	1	1
Received TxCHSE	0.5%	1.8%	•	•	•	٠	•	'	,	*	•	'	•
Continued HS	1.3%	0.5%	•	•	•	•		1	1	•	1	•	٠
Dropped Out	6.1%	0.0%	•	•	1	1		,	e t	'	'	•	•
Graduates and TxCHSE 92.6%	SE 92.6%	99.5%	•	'	,	1		•	•	1	•		•

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

										Two	1		
	State	District	Campus	African Americar	State District Campus American Hispanic White	Ame ite Inc	American Indian As	P.	or Pacific More Asian Islander Races		Special Econ Ed Disad	Econ Disadv EB/EL	B/EL
Graduates, TxCHSE,	93.9%	93.9% 100.0%						-	•	'	i e	,	
Class of 2018													
0107 0 6600													
Graduated	92.2%	מכ	•		1		•	•	•	1	1	1	
Received TxCHSE	0.6%	1.7%	•		•			•	•	•	•	•	•
Continued HS	1.1%	0.8%	•		,		•	ı	ŧ	•	•	1	٠
Dropped Out	6.1%	0.0%	•			·	•	,	1	•	'	1	•
Graduates and TxCHSE	≣ 92.8%	99.2%	•		ï	,	•	E	٠	•	•	1	1
Graduates, TxCHSE, and Continuers	93.9%	100.0%	•	·	•	ř	1	•	•	•		•	•
6-Year Extended Longitudinal Rate (Gr 9-12)	itudinal	Rate (G	r 9-12)										
Class of 2018													
Graduated	92.6%	98.3%	•	,		,	,		•		•	٠	•
Received TxCHSE	0.7%	1.7%	•	·	je.	•	•	•	•	•	•	•	,
Continued HS	0.6%	0.0%	•		1	•	•		•	'	1	٠	٠
Dropped Out	6.1%	0.0%	•	•	,	,	,	1	•	'	1	•	•
Graduates and TxCHSE	≣ 93.3%	100.0%	•		e	•	•			•	•	1	1
Graduates, TxCHSE, and Continuers	93.9%	100.0%	•			,	*:		•	•	•	•	
Class of 2017													
Graduated	92.4%	97.0%	•		¥	Ŷ			٠	•	•		١
Received TxCHSE	0.7%	2.2%	•	•	×	ī	•		٠	•	1	•	٠
Continued HS	%9 .0	0.0%	•			1	9.	٠	1	•	•	•	•
Dropped Out	6.3%	0.8%	•	·	•	1	•		•	•	•	'	1
Graduates and TxCHSE	₹ 93.2%	99.2%	•		,	1	3		'	,	.*	•	•
Graduates, TxCHSE, and Continuers	93.7%	99.2%	•	•			•	•	•	•		1	1
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)	stion Ra	te Witho	ut Exclus	ions (Gr	9-12)								
Class of 2020	90.3%	91.1%	•		e	ř	٠		•	•	•	'	٠
Class of 2019	%0.06	92.0%	•	*	1	1	•	c	•	90	12	1	
RHSP/DAP Graduates (I		ongitudinal Rate	ate)										
Class of 2020	83.0%	*	•			1		,	•	٠	I.	1	٠
Class of 2019	73.3%	*	•	•	,	,	,		•	•	t	•	•
FHSP-E Graduates (Lon	ongitudi	gitudinal Rate)											
Class of 2020	4.3%	2.0%	1	·	,	,	1		•		1.	•	1
Class of 2019	4.2%	0.6%	•	·	E.	ř	6	¢	50	1.	E.		i
FHSP-DLA Graduates (L		ongitudinal Rate	ate)										

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	Two or African American Pacific More S	Asian	Pacific Islander	Two or More Races	pecial Ed	Econ Disady EB/EL	JEL JEL
Class of 2020	83.5%	83.5% 78.4%		•	•	•		•	•		•	•	•
Class of 2019	83.5%	83.5% 78.4%		•		•		'		•	•	•	•
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	4SP-DLA	\ Gradua	ates (Long	gitudinal R	tate)								
Class of 2020	87.8%	80.4%			'	1	•	'	•	'	,	•	
Class of 2019	87.6%	78.6%	•		•	•	•	, C	•	100,100	1		
RHSP/DAP Graduates	(Annual Rate)	Rate)											
2019-20	38.6%	*	•	•			•	•		'	'		ŀ
2018-19	32.7%	*	•	,	•	•	•	'	•	'	•		٠
FHSP-E Graduates (Annual Rate)	nnual Ra	ıte)											
2019-20	4.4%	1.9%	•			•	•	'		'	7		
2018-19	4.4%	0.6%	1	•		ı		1	•	•		,	1
FHSP-DLA Graduates ((Annual Rate)	Rate)											
2019-20	81.8%	81.8% 75.9%	•		X:	•	10	•	*	6	•	•	•
2018-19	82.1%	82.1% 78.7%	•			6	•	'	'	1	1	,	,
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	ISP-DLA	Gradua	ates (Anni	ual Rate)									
2019-20	85.8%	77.8%	•		•	•	•	•	'	•	1	ä	,
2018-19	85.9%	79.0%	•	•	31			0			,	•	

Texas Education Agency 2020-21 Graduation Profile (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Count Percent Count	Count	Count
t	370	370 360,220
	S	5 44,729
1	163	163 184,060
t	188	188 105,215
	2	1,226
	9	17,126
•	0	557
1	9	7,307
,	0	1,512
1	-	952
1	82	49,535
,	7	15,689
1	280	280 292,532
	41	29,018
•	169	169 187,187
•	Ξ	29,639
1	177	177 148,836
	1 1 1	- 169 - 11 - 177

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Student Information (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	
	Car	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Total Students	491	100.0%	4,777 5	4,777 5,359,040	491	100.0%	4,781	4,781 5,371,586
Students by Grade:								
Early Childhood Education	0	%0.0	0.3%	0.3%	0	%0.0	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	%0.0	3.4%	3.7%
Kindergarten	83	16.9%	7.0%	6.7%	83	16.9%	7.0%	6.7%
Grade 1	81	16.5%	7.6%	7.1%	81	16.5%	7.6%	7.1%
Grade 2	91	18.5%	7.4%	7.1%	91	18.5%	7.4%	7.1%
Grade 3	72	14.7%	7.1%	7.1%	72	14.7%	7.1%	7.1%
Grade 4	9/	15.5%	6.8%	7.2%	9/	15.5%	6.8%	7.2%
Grade 5	88	17.9%	7.3%	7.4%	88	17.9%	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	%0.0	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	%0:0	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	%0.0	7.1%	7.2%
Grade 12	0	0.0%	6.5%	6.8%	0	%0:0	6.5%	6.8%
Ethnic Distribution:								
African American	12	2.4%	1.8%	12.7%	12	2.4%	1.8%	12.7%
Hispanic	193	39.3%	44.9%	52.9%	193	39.3%	44.9%	52.9%
White	268	54.6%	49.6%	26.5%	268	54.6%	49.6%	26.5%
American Indian	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%
Asian	10	2.0%	1.5%	4.7%	10	2.0%	1.5%	4.7%
Pacific Islander	0	%0.0	0.5%	0.2%	0	%0.0	0.5%	0.2%
Two or More Races	9	1.2%	1.7%	2.7%	9	1.2%	1.7%	2.7%
Sex:								
Female	238	48.5%	48.4%	48.9%	238	48.5%	48.3%	48.9%
Male	253	51.5%	21.6%	51.1%	253	51.5%	51.7%	51.1%
		L	è	20.00	343	200	90	700.00
	2/3	22.0%	22.3%	00.2%	5/2	22.0%	22.8%	00.2%
Non-Educationally Disadvantaged	218	44.4%	46.1%	39.7%	218	44.4%	46.1%	39.8%
Section 504 Students	25	5.1%	12.1%	7.2%	22	5.1%	12.1%	7.2%
EB Students/EL	79	16.1%	7.5%	20.7%	79	16.1%	7.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	11	2.2%	7.0%	4.5%	1	2.5%	7.0%	4.5%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%

Texas Education Agency 2020-21 Student Information (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	
	Can	Campus			Carr	Campus		
Student information	Count	Count Percent District	District	State	Count 1	Count Percent District	District	State
Homeless	4	0.8%	1.3%	1.1%	4	0.8%	1.3%	1.1%
Immigrant	2	1.0%	0.5%	2.0%	5	1.0%	0.5%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	%0.0	0.1%	0.3%
Title I	491	100.0%	70.0%	64.5%	491	100.0%	70.0%	64.5%
Military Connected	4	0.8%	0.7%	2.7%	4	0.8%	0.7%	2.7%
At-Risk	254	51.7%	44.9%	49.5%	254	51.7%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	77	15.7%	7.4%	21.0%	77	15.7%	7.4%	20.9%
Gifted and Talented Education	37	7.5%	8.2%	8.3%	37	7.5%	8.2%	8.3%
Special Education	62	12.6%	12.0%	11.1%	62	12.6%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability Students with Intellectual Disabilities	23	37.1%	45.6%	42.5%				
Students with Physical Disabilities	26	41.9%	22.4%	21.3%				
Students with Autism	00	12.9%	11.7%	14.1%				
Students with Behavioral Disabilities	*	*	17.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	24	11.5%	11.9%	13.8%				
By Ethnicity: Affican American	^	0.4%	0.4%	2.8%				
Hispanic	15	3.2%	4.7%	7.1%				
White	36	7.7%	6.4%	3.1%				
American Indian	0	0.0%	%0.0	0.1%				
Asian	0	%0.0	0.1%	0.4%				
Pacific Islander	0	0.0%	%0.0	%0:0				
Two or More Races	-	0.5%	0.5%	0.4%				
Count and Percent of Special Ed Students who are Mobile	7	13.5%	19.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	4	5.3%	11.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	34	12.5%	14.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	73	17.4%	14.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

	No Educa	Non-Special Education Rates-	es-	Speci	Special Education Rates	ation
Student Information Campus District State Campus District State	Campus	District	State	Campus	District	State
Retention Rates by Grade:	ates by G	rade:	4	22 100	A STATE OF	
Kindergarten	1.5%		4.5% 1.4%	0.0%	12.8% 4.8%	4.8%
Grade 1	2.3%		5.0% 1.9%	0.0%		0.0% 3.2%
Grade 2	0.0%		2.5% 1.0%	12.5%	8.2%	8.2% 1.4%
Grade 3	0.0%		1.0% 0.5%	0.0%		2.6% 0.6%
Grade 4	0.0%		0.3% 0.3%	0.0%		0.0% 0.4%
Grade 5	%0.0		0.7% 0.2%	0.0%	0.0%	0.0% 0.3%
Grade 6		%0.0	0.0% 0.2%	•	0.0%	0.0% 0.3%
Grade 7		0.0%	0.0% 0.3%	'	0.0%	0.0% 0.3%
Grade 8	•	0.6%	0.6% 0.2%	,	0.0%	0.0% 0.4%
Grade 9	•	5.1%	5.1% 4.7%	•	21.1% 7.8%	7.8%

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

Class Size Information	Campus District State	istrict	State
Elementary:			
Kindergarten	23.8	19.8	17.7
Grade 1	20.9	20.2	18.0
Grade 2	25.0	21.7	18.0
Grade 3	24.0	21.5	18.2
Grade 4	16.7	18.9	18.3
Grade 5	22.0	20.9	19.8
Grade 6	•	19.4	19.4
Secondary:			
English/Language Arts		20.0	15.7
Foreign Languages	•	22.3	17.8
Mathematics	•	20.7	16.9
Science	•	21.9	17.9
Social Studies	,	24.0	18.3

Texas Education Agency 2020-21 Staff Information (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

	Campus	-		
Staff Information	Count/Average Percent District	Percent	District	State
Total Staff	51.7	100.0%	100.0%	100.0%
Professional Staff:	39.7	76.8%	60.3%	64.3%
Teachers	33.1	64.0%		49.6%
Professional Support	4.6	%0.6	7.1%	10.6%
Campus Administration (School Leadership)	2.0	3.9%		3.0%
Educational Aides:	12.0	23.2%	14.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	13.0	13.0 13,211.0
Part-time Counselors	2.0	n/a	2.0	1,126.0
Total Minority Staff:	11.5	22.3%	28.9%	51.5%
Teachers by Ethnicity:				
African American	0.0	%0.0	%9.0	11.1%
Hispanic	6.5	19.7%	16.9%	28.4%
White	26.6	80.3%	81.2%	26.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	%0.0	%0:0	0.2%
Two or More Races	0.0	%0.0	%9.0	1.2%
Teachers by Sex:				
Males	1.0	3.0%	21.3%	23.8%
Females	32.1	97.0%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	%0.0	1.0%	1.2%
Bachelors	23.2	70.2%	76.3%	73.0%
Masters	6.6	29.8%	22.1%	25.0%
Doctorate	0.0	%0.0	%9.0	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	2.9%	1.5%	6.7%
1-5 Years Experience	8.7	26.2%	29.1%	27.8%
6-10 Years Experience	8.0	24.2%	16.6%	20.3%
11-20 Years Experience	10.4	31.3%	33.2%	29.1%
21-30 Years Experience	4.0	12.1%	15.8%	13.0%
	Ċ	70E U	3 00%	2 4 6

Texas Education Agency 2020-21 Staff Information (TAPR) STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Campus	Count/Average Percent District State
	Staff Information

tacher 14.8 n/a 15.3	ner 14.8 n/	14.5
cher 14.8 n/	udents per Teacher 14.8 n/	15.3
cher	udents per Teacher	n/a
cher	udents per Teacher	
cher	udents per Teacher	
	udents p	sacher

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.9	6.4
Average Years Experience of Principals with District	3.0	9.9	5.5
Average Years Experience of Assistant Principals	8.0	5.6	5.5
Average Years Experience of Assistant Principals with District	8.0	4.8	4.8
Average Years Experience of Teachers:	10.7	12.3	11.2
Average Years Experience of Teachers with District:	6.3	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	es only):		
Beginning Teachers	\$51,953	\$50,726	\$50,849
1-5 Years Experience	\$51,772	\$51,242	\$53,288
6-10 Years Experience	\$49,338	\$48,751	\$56,282
11-20 Years Experience	\$53,902	\$53,955	\$59,900
21-30 Years Experience	\$58,925	\$59,688	\$64,637
Over 30 Years Experience	\$63,852	\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$52,763	\$53,538	\$57,641
Professional Support	\$56,622	\$60,593	\$68,030
Campus Administration (School Leadership)	\$75,517	\$80,912	\$83,424
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	— Carr	Campus		
Program Information	Count	Percent	Count Percent District	State
Teachers by Program (population served):	on serve	d):		
Bilingual/ESL Education	4.5	4.5 13.6%	3.2%	6.2%
Career and Technical Education	0.0	0.0%	4.4%	5.1%
Compensatory Education	2.0	6.0%	2.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	23.7	71.7%	77.6%	71.0%
Special Education	2.9	8.6%	9.1%	9.4%
Other	0.0	0.0%	3.2%	3.6%
•				

STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY Texas Education Agency 2020-21 Staff Information (TAPR)

- 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.

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: NIMITZ EL

Campus Number: 133903103

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency 2020-21 STAAR Performance (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

										Two	Special		Non- Special Continu- Continu-	Non-		EB/EL (Current
	School	I State [District C	School African Year State District Campus American	an can His	panic V	Ame White Ind	American Indian A	American Pacific More Ed Ed ously Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled	c More	Ed Ed S (Curren	Ed t) (Former	ously () Enrolled		Econ d Disadv	ously Econ & Enrolled Disadv Monitored)
			STA	STAAR Performance	ce Rates	s by Tes	sted Grade	3, Subje	Rates by Tested Grade, Subject, and Performance Level	orman	e Level			10000		
Grade 3 Reading																
At Approaches Grade Level or Above	2021	%29	81%	74%	1	%65	94%		*		* 60%	%	* 75%	%09 %	% 63%	63%
	2019	%9/	88%	86 %	•	81%	%68	•	*	,	% 29 *	% 100%	% 83%		%08 %	80%
At Meets Grade Level or Above	2021	39%	53%	51%		28%	83%	1	*		* 40%	%	* 52%		% 41%	42%
	2019	45%	25%	46%	1	39%	49%	ı	*		* 44%	% 33%		·		%09
At Masters Grade Level	2021	19%	27%	25%	,	15%	40%	1	* *	,	* 13%				% 20%	21%
	2019	71%	34%	35%		78%	36%				777	% 23%		-		40%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2021	97.	83%	78%	1	%02	%68	•	*		* 47%	%	%6Z *	%02 %	% 75%	
	2019	%62	91%	91%	1	84%	%96	•	*	,	* 56%	% 100%	%06 %	% 64%	%06 %	80%
At Meets Grade Level or Above	2021	31%	46%	44%	•	24%	71%	1	*	ā	* 40%	%	* 43%	%05 %	% 35%	37%
	2019	49%	63%	28%	ı	48%	62%	1	*	34	* 44%	% 83%	6 53%	% 72%	%64 %	%08
At Masters Grade Level	2021	14%	23%	14%		2%	76%	r	*		* 7%	%	* 12%	%08 9	%8 %	2%
	2019	25%	34%	33%	,	%62	36%	1	*	,	* 22%	%05 %	%08 9	% 44%	% 31%	20%
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	72%	77%	* *	71%	85%	1	*		- 50%	%08 %	6 73%	%98 %	% 11%	72%
	2019	75%	81%	89%	*	83%	94%	٠	•		*	*	%96 *	%69	% 84%	*
At Meets Grade Level or Above	2021	36%	43%	40%	*	35%	54%	ı	*		- 25%	% 40%	, 38%	48%	% 35%	28%
	2019	44%	48%	25%	*	25%	52%	1	1	,	*	*	* 57%		% 47%	*
At Masters Grade Level	2021	17%	22%	19%	*	10%	38%	•	*	,	%0 ·	% 20%	%81 %	6 24%	% 15%	17%
	2019	22%	79%	27%	*	24%	78%	1	•		*	*	. 28%	% 25%	% 23%	•
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	%65	74%	%89	*	61%	81%	•	*	e:	- 50%	%08 %	, 63%	81%	64%	61%
	2019	75%	83%	81%	*	%6/	81%	ı	1		*	*	* 85%			*
At Meets Grade Level or Above	2021	36%	46%	36%	*	35%	45%	1	*	,	- 25%	%09 %				11%
	2019	48%	21%	42%	*	45%	35%	Ė	1		*	*	* 43%	_	-	*
At Masters Grade Level	2021	21%	35%	19%	*	10%	38%	•	*		- 0%	% 40%			•	%0
	2019	28%	31%	16%	*	14%	16%	•	,	į	*	*	* 17%	, 13%	%61 %	*
Grade 4 Writing																

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	School		oistrict C	African State District Campus American		ispanic	White	American Hispanic White Indian	Pa Paian Isk	Pacific I	Two or S More Races (0	Special Ed Current) (Special Ed Former)	Non- Special Special Continu- Continu- Ed Ed ously ously Current) (Former) Enrolled Enrolled	Non- Continu- ously Enrolled	Econ Disady I	Two Special Special Continu- Continu- Continu- Rome Ed Coursely Coursely Continu- Rome Races (Current) (Former) Enrolled Enrolled Disadv Monitored)
At Approaches Grade Level or Above	2021	23%	%99	%69	*	63%	77%	•	*	1	•	72%	%09	70%	%29	64%	61%
	2019	%29	%02	87%	*	83%	91%	,	ι	٠	*	*	*	%68	82%	82%	*
At Meets Grade Level or Above	2021	27%	33%	31%	*	24%	46%		*	٠	٠	25%	20%	27%	43%	25%	28%
	2019	35%	33%	46%	*	45%	47%	0	1	٠	*	*	*	20%	35%	41%	*
At Masters Grade Level	2021	8%	%6	%9	*	%0	19%	•	*	ı	•	%0	%0	2%	10%	%0	%0
	2019	11%	10%	19%	*	17%	19%	1	•	٠	*	*	*	17%	24%	16%	*
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	%62	78%	*	%69	88%		*	•	*	28%	*	78%	77%	%69	53%
	2019	%98	94%	%56	*	%86	97%	•	*	*	•	%08	'	%56	%96	93%	*
At Meets Grade Level or Above	2021	46%	23%	44%	*	36%	21%	'	*	•	*	45%	*	43%	45%	33%	27%
	2019	54%	26%	%19	*	62%	64%	٠	*	*	ı	30%	•	%99	25%	24%	*
At Masters Grade Level	2021	30%	34%	79%	*	17%	34%	•	*	1	*	%0	*	78%	23%	20%	20%
	2019	78%	28%	32%	*	27%	45%		*	*	5	10%		31%	33%	27%	*
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	%02	%06	%06	*	85%	93%	•	*	1	*	83%	*	91%	86%	83%	%86
	2019	%06	%96	83%	*	91%	94%	•	*	#	•	%06	'	%26	85%	%06	*
At Meets Grade Level or Above	2021	44%	%09	25%	*	41%	%19	6	*	1	*	45%	*	24%	48%	45%	36%
	2019	28%	62%	48%	*	45%	28%	•	*	*	•	30%	'	23%	37%	39%	*
At Masters Grade Level	2021	25%	38%	29%	*	17%	41%	•	*	١	*	17%	*	78%	73%	21%	14%
	2019	36%	41%	34%	*	78%	44%	1	*	*	1	10%	٠	40%	22%	78%	
Grade 5 Science																	
At Approaches Grade Level or Above	2021	%29	%08	72%	*	%29	78%	•	*	•	*	20%	*	73%	%89	63%	43%
	2019	75%	%06	88%	*	87%	%26	•	*	*	•	20%	•	84%	%96	85%	*
At Meets Grade Level or Above	2021	31%	46%	31%	*	24%	40%	1	*	1	*	33%	*	30%	36%	25%	21%
	2019	49%	%69	64%	*	28%	75%	•	*	*	•	30%	•	64%	63%	26%	*
At Masters Grade Level	2021	13%	18%	%6	*	2%	18%	60	*	•	*	17%	*	%9	18%	4%	%0
	2019	24%	35%	28%	*	22%	36%	1	*	*	٠	10%	1	33%	19%	19%	
All Grades All Subjects																	
At Approaches Grade Level or	2021	%29	78%	%9/	100%	%89	%98	1	%88	•	75%	24%	61%	%9/	%9/	%69	%99
	2019	78%	83%	86%	%95	87%	95%	,	%08	*	100%	93%	94%	%06	87%	85%	87%

Texas Education Agency 2020-21 STAAR Performance (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	School	Contract of the last of the la	District (African State District Campus American		America Hispanic White Indian	White	American Indian		Two or Pacific More Asian Islander Races		Special Ed Current)	Special Ed Former)	Non- Special Special Continu- Continu- Ed Ed ously ously (Current) (Former) Enrolled	Non- Continu- ously Enrolled		EB/EL (Current Econ & Disadv Monitored)
At Meets Grade Level or Above	2021	41%	51%	45%		31%	21%		63%	'	20%	36%	79%	41%	43%	33%	75%
	2019	20%	25%	23%	11%	20%	26%	•	40%	*	100%	28%	26%	23%	51%	46%	32%
At Masters Grade Level	2021	18%	24%	19%	%0	10%	32%		38%	•	13%	8%	13%	19%	20%	12%	10%
	2019	24%	27%	78%	%0	24%	33%	•	40%	*	%08	12%	31%	75%	75%	24%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	77%	%92	*	%99	%68	•	*		*	21%	63%	76%	77%	%89	63%
	2019	75%	81%	%06	*	%68	93%	•	*	*	*	%02	100%	91%	89%	86%	%26
At Meets Grade Level or Above	2021	45%	54%	45%	*	32%	63%	•	*	•	*	37%	25%	45%	45%		33%
	2019	48%	53%	23%	*	52%	54%	•	*	*	*	30%	43%	23%	24%	•	72%
At Masters Grade Level	2021	18%	25%	24%	*	14%	37%	•	*	•	*	%9	13%	24%	23%		19%
	2019	21%	24%	32%	*	27%	36%	1	*	*	*	13%	73%	73%	38%	72%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	78%	%62	*	72%	88%	•	*	1	*	%09	75%	78%	81%		76%
	2019	85%	%98	%68	*	86%	91%	•	*	#	*	65 %	100%	91%	84%		95%
At Meets Grade Level or Above	2021	37%	45%	44%	*	33%	%09	,	*	•	*	37%	38%	45%	44%	35%	27%
	2019	25%	26%	20%	*	45%	54%	•	*	*	*	30%	86%	51%	48%		45%
At Masters Grade Level	2021	18%	23%	21%	*	11%	35%	•	*		*	%6	72%	20%	23%	13%	%9
	2019	76%	29%	78%	*	25%	33%		*	*	*	13%	43%	30%	76%	76%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2021	28%	%99	%69	*	63%	77%	,	*	•	•	25%	%09	20%			61%
	2019	%89	71%	87%	*	83%	%16	•	1	•	*	*	*	%68	82%		*
At Meets Grade Level or Above	2021	30%	36%	31%	*	24%	46%	•	*	1	ı	25%	20%	27%	43%		78%
	2019	38%	37%	46%	*	45%	47%	•	•	•	*	*	*	20%	35%	4	*
At Masters Grade Level	2021	%6	11%	%9	*	%0	19%	•	*	•	1	%0	%0	2%	10%		%0
	2019	14%	15%	19%	*	17%	19%	1	•	•	*	*	*	17%	24%	16%	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	84%	72%	*	%29	78%		*	•	*	20%	*	73%			43%
	2019	81%	%06	88%	*	87%	%26	1	*	*	•	20%	•	84%			#
At Meets Grade Level or Above	2021	44%	%09	31%	*	24%	40%	•	*	1	*	33%	*	30%	36%		21%
	2019	54%	%69	64%	*	28%	75%	1	*	*	ı	30%	1	64%	63%	6,	*
At Masters Grade Level	2021	20%	27%	% 6	*	5%	18%	1	*	•	*	17%	*	%9	18%		%0
	2019	25%	36%	28%	*	22%	36%	'	*	*		10%		33%	19%	19%	*

- Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
- + indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency 2018-19 Progress (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

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

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Performan 50% (%) 8 (* * * * * * * * * *		School	State)istrict	Campus	Total E Bilingual Year State District Campus Education	BE-Frans Early Exit	ALP BE-Trans BE-Dual BE-Dual Bilingual Total Late Exit Two-Way One-Way (Exception) ESL	SE-Dual	BE-Dual	ALP Bilingual (Exception)	Annual Control of the	ESL Content- Based	ALP ESL ESL Pull-Out (Waiver)		EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
2021 67% 76% 60% 50% - - 61% 82% 90% - - 201 202 41% 51% 42% - - - 61% 90% - - 90% - - 90% - - 90% - - - 90% - - - 90% - - - 90% - - - - - - - 90% -<						STAARE	Performan	ce Rate by	Subject a	nd Perfor	mance Lev	=							
2021 67% 78% 76% 50% - - 61% 82% - - 8 9 - - 8 9 - - 8 9 - - 8 9 - - 8 9 - - 8 9 - - 9 8 9 - - 9 8 9 - - 9 8 9 - - 1 9 8 9 - - 1 3 8 9 - - - 1 3 8 9 - - - 1 3 8 9 - - - - 1 3 8 9 - - - - - - - 1 9 - - - - - - - - - - - - - - -	All Grades All Subjects																		
2019 78% 83% 89% - - - 21% 39% - - - 21% 39% - - - 21% 39% -	At Approaches Grade Level or Above		%29	78%	%92	%09	20%		•	•	61%			82%	•	14%	78%	63%	93%
201 41% 51% 42% 23% 50% - - 11% 39% - 3 36% 25% 5 6 6 25% 5 6 6 5 6 5 6 5 6 6 5 6		2019	78%	83%	%68	1	1	ï	•	•		86%		75%		*		87%	
2019 50% 55% 53% - - - - 5% 25% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 55% 10%	At Meets Grade Level or Above	2021	41%	51%	45%	23%	20%	•	•	•	21%		•	39%	•	%0	45%	27%	43%
2021 18% 24% 19% 5% 0% - - 5% 18% 10% - 18% 10% - 18% 10% - 18% 10% - 18% 10% - 18% 10% - - 18% 10% - - 18% 10% - - 18% 10% - - 18% 10% - - - 18% 10% - - - 18% 10% - - - - 18% 10% -<		2019	20%	25%	23%	•	•	•	٠	•		36%		63%		*		32%	
2019 24% 27% 29% - - 18% 10% 3 2021 68% 77% 76% 58% - - 91% - 8 2021 45% 54% 21% - - 91% - 8 2021 45% 54% 21% - - 19% 54% - 8 2021 48% 53% 53% - - - 19% 54% - - - 19% 54% - - - 10% 38% - - - - 19% - - - - - 10% -	At Masters Grade Level	2021	18%	24%	19%	2%	%0	•		•	2%		•	18%	1	%0	21%	8%	21%
2021 68% 77% 76% 58% 8 - - 58% 85% - 8 8 - 8 85% - - 8 85% - - 8 8 - - 8 - - 8 - - - 8 -		2019	24%	27%	78%	1	1		•	•		18%	10%	38%		*		16%	
2021 68% 77% 76% 58% * * 91% 100% 2019 75% 81% 90% * * * 91% 100% 2019 75% 81% 90% * * * * 91% 100% 2019 48% 53% 24% 90% * * * 10% 25% 14% 2021 18% 25% 24% 90% * * * * 10% 38% * * * * * 14% 25% * <td>All Grades ELA/Reading</td> <td></td>	All Grades ELA/Reading																		
2021 45% 45% 21% * * * 19% 54% *	At Approaches Grade Level or Above		%89	77%	26%	28%	*		•	•	28%		•	85%	•	#	%62	%09	100%
201 45% 54% 45% 21% * - 19% 54% - - 27% 14% - - 27% 14% - - 27% 14% - - - 27% 14% - - - 27% 14% - - - 27% 14% - - - - 14% -			75%	81%	%06	P	•		•			91%		*		*		95%	
2019 48% 53% - - - - 10% 38% - - - 14% -	At Meets Grade Level or Above	2021	45%	54%	45%	21%	*	•	•	•	19%		•	54%	•	*	46%	29%	%09
2021 18% 25% 24% 99% * - 10% 38% - 38% - - 38% - - 18% 0% - 18% 0% - 18% 0% - 18% 0% - 18% 0% - 18% 0% - 18% 0% - 18% 0% - 18% 0% - 10% - 10% 0% - 10% 0% - 10% - 10% - 10% 0% - 10% - 10% 0% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% - 10% -		2019	48%	23%	23%	•	E	•	•	•		27%		#		*		25%	
2021 65% 78% 79% 69% 70% 100% - 10% 2021 65% 78% 79% 69% 70% 100% - 100% 2019 82% 86% 89% 23% 38% - 31% 2021 37% 45% 25% 23% 38% - 31% 2021 18% 23% 21% 23% 38% - 31% 2021 18% 23% 29% 23% 8% 14% 2021 18% 23% 3% 8% 14% 2021 26% 29% 62% 3% 8% 14% 2021 36% 29% 62%	At Masters Grade Level	2021	18%	25%	24%	%6	*	•	•	•	10%		•	38%	•	*	25%	17%	40%
2021 66% 78% 79% 69% * - 70% 100% - 100% 2019 82% 86% 89% - - - 91% 100% - 100% 2021 37% 45% 44% 25% * - - 23% 38% - - 31% 100% - - 31% 100% - - 31% 100% - - 31% 100% - - - 45% 29% - - - 45% 29% - - - 45% 29% - - - 20% - - - - - 38% - <t< td=""><td></td><td>2019</td><td>21%</td><td>24%</td><td>32%</td><td>1</td><td>10</td><td>•</td><td>•</td><td></td><td></td><td>18%</td><td>%0</td><td>*</td><td></td><td>*</td><td></td><td>17%</td><td></td></t<>		2019	21%	24%	32%	1	10	•	•			18%	%0	*		*		17%	
2021 66% 78% 79% 69% * - 70% 100% - 100% 2019 82% 86% 89% - - - 91% 100% - 100% 2021 37% 45% 44% 25% - - 23% 38% - - 31% - 38% - - 31% 100% - - 33% 38% - - 33% 38% - - - 45% 29% - - - 45% 29% - - - 45% - - - - 45% - - - - - 45% - </td <td>All Grades Mathematics</td> <td></td>	All Grades Mathematics																		
2019 82% 86% 89% - - - 91% 100% - 3 100% - - 100% - - 14% 100% - - 3 8 - - - 45% 38% - - 38% - - 45% 29% - - 45% 29% - - 45% 29% - - 45% 29% - - 45% 29% - - - 45% 29% - - - 45% 29% - - - 45% 14% - </td <td>At Approaches Grade Level or Above</td> <td></td> <td>%99</td> <td>78%</td> <td>%6/</td> <td>%69</td> <td>*</td> <td>•</td> <td>•</td> <td>•</td> <td>70%</td> <td>, 100%</td> <td>•</td> <td>100%</td> <td>•</td> <td>*</td> <td>80%</td> <td>74%</td> <td>%08</td>	At Approaches Grade Level or Above		%99	78%	%6/	%69	*	•	•	•	70%	, 100%	•	100%	•	*	80%	74%	%08
2021 37% 45% 44% 25% * - - 23% 38% - - 3% - - 45% 29% - - 45% 29% - - - 45% 29% - - - 45% 29% - - 45% 29% - - 45% - - 45% - - 45% - - - 45% - - - 45% - - - 45% - - - - 45% - <			85%	%98	89%		•	•	•	•		91%		*		*		95%	
2019 52% 56% 50% - - - 45% 29% 2021 18% 23% 21% - - - 45% 29% 2019 26% 29% 62% - - - 45% - 2021 26% 69% 62% - - - 67% - - 2021 36% 31% 23% - - - - 67% - - 2021 36% 37% 46% - <t< td=""><td>At Meets Grade Level or Above</td><td>2021</td><td>37%</td><td>45%</td><td>44%</td><td>25%</td><td>*</td><td></td><td>•</td><td>•</td><td>23%</td><td></td><td>•</td><td>38%</td><td>'</td><td>*</td><td>49%</td><td>28%</td><td>20%</td></t<>	At Meets Grade Level or Above	2021	37%	45%	44%	25%	*		•	•	23%		•	38%	'	*	49%	28%	20%
2021 18% 23% 21% 3% * - 3% 8% - 2019 26% 29% - - - - 18% 14% 2021 58% 67% 8 - - - 67% * - 2019 68% 71% 87% - - - 67% * - 2021 30% 36% 31% 23% * -		2019	25%	%95	20%	į.	•	•		•		45%	78%	*		*		45%	
2019 26% 29% -<	At Masters Grade Level	2021	18%	23%	21%	3%	*	•	٠	•	3%		•	8%	1	*	25%	4%	20%
2021 58% 66% 69% 62% * - - 67% * - 2019 68% 71% 87% - - - - - - - * * * 2021 30% 34% -		2019	%97	29%	78%	•		•		•		18%	14%	*		*		17%	
2021 58% 66% 69% 62% * - - 67% * - 2019 68% 71% 87% - - - - - *	All Grades Writing																		
2019 68% 71% 87% -	At Approaches Grade Level or Above		28%	%99	%69	62%	*	3	e.	•	%29	*	•	*	'	*	71%	23%	#
2021 30% 36% 31% 23% * - - 25% * - 2019 38% 37% 46% -			%89	71%	87%	•	•	4	•	•		*	*	•		•		*	
2019 38% 37% 46% -	At Meets Grade Level or Above	2021	30%	36%	31%	23%	*	•	,		25%	*	•	*		*	33%	70%	*
2021 9% 11% 6% 0% * - - 0% * -		2019	38%	37%	46%	,	•	•	•	٠		*	*	•		•		*	
2021 71% 84% 72% 38% * - - 29% 50% - 2021 71% 84% 72% 38% * - - 29% 50% - 2021 84% 60% 31% 25% * - - 14% 17% - 2021 24% 69% 64% - - - - - - * * * 2021 20% 27% 9% 0% * - - - 0% 0% - 2019 25% 36% 28% - - - - - - - *	At Masters Grade Level	2021	%6	11%	%9	%0	*	•	•		%0	*	•	*		*	%6	%0	*
2021 71% 84% 72% 38% * - - 29% 50% - 2019 81% 90% 88% - - - * * * 2021 44% 60% 31% 25% * - - 14% 17% - 2019 54% 69% 64% - - - - * * 2021 20% 27% 9% 0% * - - 0% 0% 2019 25% 36% 28% - - - - - -		2019	14%	15%	19%			Ŷ		3		*	*	•		•		*	
2021 71% 84% 72% 38% * - - 29% 50% - - *	All Grades Science																		
2019 81% 90% 88% * * * * * * * * * * * * * *	At Approaches Grade Level or Above		71%	84%	72%	38%	*	•			75%			20%	•	•	78%	43%	•
Above 2021 44% 60% 31% 25% * 14% 17%		2019	81%	%06	88%	1	1	•	•	•		*	*	•		*		*	
2019 54% 69% 64% * * * * * 2021 20% 27% 9% 0% * 0% 0% - 2019 25% 36% 28% * * * *	At Meets Grade Level or Above	2021	44%	%09	31%	25%	*	•	*		14%		•	17%	•	•	33%	21%	
2021 20% 27% 9% 0% * 0% 0% 2019 25% 36% 28 % * *		2019	54%	%69	64%	1	1		e			*	*	•		*		*	
25% 36%	At Masters Grade Level	2021	20%	27%	%6	%0	*	•	•	•	%0		•	%0	•	•	11%	%0	•
		2019	72%	36%	28%	•	•	•	2.	•		*	#			*		•	

- 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.

TEA | Governance and Accountability | Performance Reporting

Texas Education Agency 2020-21 STAAR Participation (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State I	District (ampus	African State District Campus American	Americal Hispanic White Indian	White	American Indian	Asian I	Pacific slander	Two or S More Races (C	Special Ed Current)	Special Ed (Former)	Non-Special Continu- Continu-Ed ously ously (Former) Enrolled Enrolled	Non- Continu- ously Enrolled	Econ Disady	Two Special Special Continu- Continu- Pacific More Ed Ed ously Econ & Asian Islander Races (Current) (Former) Enrolled Enrolled Disadv Monitored)
			B		2021 S	TAAR Partic (All Grades)	2021 STAAR Participation (All Grades)	ion								
All Tests																
Assessment Participant	88%	%86	%86	100%	%66	%86		- 100%		100%	100%	100%	%86	%86	%86	%26
Included in Accountability	83%	94%	%06	100%	%06	91%		. 100%	•	21%	%68	100%	%16	73%	95%	%06
Not Included in Accountability: Mobile	3%	4%	%8	%0	8%	7%	·	%0	1	43%	11%	%0	2%	25%	%9	2%
Not Included in Accountability: Other Exclusions	1%	%0	%0	%0	%0	%0		%0 -	'	%0	%0	%0	%0	1%	%0	1%
Not Tested	12%	2%	2%	%0	1%	2%		%0 -	•	%0	%0	%0	2%	2%	7%	3%
Absent	7%	1%	1%	%0	1%	1%	·	%0 -	•	%0	%0	%0	1%	2%	7%	3%
Other	10%	1%	1%	%0	%0	1%		%0 -	,	%0	%0	%0	1%	%0	%0	%0
					2019 S	TAAR Partic (All Grades)	2019 STAAR Participation (All Grades)	ion								
All Tests																
Assessment Participant	%66	100%	100%	100%	100%	100% 100%		- 100%		100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	%96	94%	100%	%86	91%		- 100%	*	100%	85%	100%	%66	83%	%96	100%
Not Included in Accountability: Mobile	4%	3%	%9	%0	2%	%6	•	%0 -	*	%0	18%	%0	1%	17%	4%	%0
Not Included in Accountability: Other Exclusions	1%	%0	%0	%0	%0	%0		%0 -	*	%0	%0	%0	%0	%0	%0	%0
Not Tested	1%	%0	%0	%0	%0	%0		%0 -	*	%0	%0	%0	%0	%0	%0	%0
Absent	1%	%0	%0	%0	%0	%0		%0 .	*	%0	%0	%0	%0	%0	%0	%0
Other	%0	%0	%0	%0	%0	%0		%0 .	*	%0	%0	%0	%0	%	%0	%0

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

⁻ Indicates there are no students in the group.

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African State District Campus American Hispanic White	Hispanic	White	American Indian	Asian	Two or Pacific More Asian Islander Races	Two or More	Special Econ Ed Disada	Econ Disady EB/EL	EB/EL
Attendance Rate						NI SOUTH							
2019-20	98.3%	98.0%	98.3%	*	_	98.2% 98.3%	*	*	*	*	97.8%	98.1%	98.6%
2018-19	95.4%	95.9%	95.8%	97.8%		95.6% 95.9%	•	*	*	*	94.7%	95.4%	96.1%
Chronic Absenteeism	_												
2019-20	6.7%	6.3%	4.6%	*	2.9%	3.4%	*	*	*	%0.0	8.6%	6.1%	2.2%
2018-19	11.4%	9.5%		%0.0	10.1%	7.4%	•	*	*	* 20.0%	11.6%	10.5%	15.0%
Annual Dropout Rate (G	(Gr 7-8)												
2019-20	0.5%	%0.0	•	'	İ	•	•	,			,	•	•
2018-19	0.4%	%0.0	٠	,	3100		'	,			'	'	1
Annual Dropout Rate (G	(Gr 9-12)	2											
2019-20	1.6%	%0.0	•		-		•	•	'		1	•	•
2018-19	1.9%	0.1%	•			90	•	1	,		•	-	•
4-Year Longitudinal Rate (Gr 9-12)	Rate (Gr	9-12)											
Class of 2020													
Graduated	90.3%	93.7%		•		1	•				•	•	•
Received TxCHSE	0.4%	2.6%	•	•		•	•	•			1	•	9
Continued HS	3.9%	3.4%	, ,	'		50	•	•	•		'	•	1
Dropped Out	5.4%	0.3%	•	'	•	5	•	'	'		•	•	•
Graduates and TxCHSE	SE 90.7%	96.3%	•	•	1	E.	•	1	•		•	•	i)
Graduates, TxCHSE, and Continuers	94.6%	%2.66	•	•			•	•		'	1	'	1
Class of 2019													
Graduated	%0.06	94.3%			•	1	•				•	•	•
Received TxCHSE	0.5%	1.6%	•		•	1	•	'	'		•	•	•
Continued HS	3.7%	4.1%	•		•		•	3	•	2	•	1	1
Dropped Out	5.9%	0.0%	•	8			•		•		•	•	1
Graduates and TxCHSE	E 90.4%	95.9%	•	•	•	•	•		'		•		•
Graduates, TxCHSE, and Continuers	94.1%	100.0%	•	'	1	•	1	•		54 12	1	1	,
5-Year Extended Longitudinal Rate (Gr 9-12)	gitudinal	Rate (G	r 9-12)										
Class of 2019													
Graduated	92.0%	97.6%		•	•	•		٠				-	•
Received TxCHSE	0.5%	1.8%	•	,	•		•	1			•	· C	r.
Continued HS	1.3%	0.5%	•	•	*	3	•	•	•		1	•	,
Dropped Out	6.1%	0.0%	•	•			•		ď		•	1	37
Graduates and TxCHSE 92.6%	E 92.6%	99.5%	•	•	2000	•	•	•	•		•	1	4

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State	District Can	sndu	African State District Campus American Hispanic White	spanic W	hite Ar	American Indian A	sian Is	Two or Pacific More Asian Islander Races		Special Econ Ed Disada	Econ Disady EB/EL	Ą
Graduates, TxCHSE,	93.9%	3.9% 100.0%	'	-								,	E 1
Class of 2018													
Graduated	92.2%	97.5%	٠		,				•	ı		,	٠
Received TxCHSE	9.0%	1.7%	•	•	٠	•	٠	٠	٠	•	•	ı	ı
Continued HS	1.1%	0.8%	•	•	٠	•	٠	•	•	•	•	1	,
Dropped Out	6.1%	%0.0	•	•	•	1	C	٠	٠	•		,	,
Graduates and TxCHSE 92.8%	E 92.8%	5	•	•	٠	ı	٠		٠	•			c
Graduates, TxCHSE, and Continuers	93.9%	100.0%	ı	•	•	•	•		•	•			
6-Year Extended Longitudinal Rate (Gr 9-12)	itudinal	Rate (Gr 9-1	2										
Class of 2018													
Graduated	92.6%	98.3%	•					٠					
Received TxCHSE	0.7%	1.7%	•	•	•	ð	•	•	•	•	•	,	
Continued HS	0.6%	%0.0	•	•	•	e.	٠	•	ì	ı	•	7	•
Dropped Out	6.1%	%0.0	•	,	٠	1	•	•	•	٠	,	,	o
Graduates and TxCHSE	E 93.3%	100.0%	1	1	0	•	•	٠	•	•	•	r	
Graduates, TxCHSE, and Continuers		93.9% 100.0%	•	•	•	1	•	e^{-}		1			
Class of 2017													
Graduated	92.4%	%0'.26	•		٠	5	٠	C	•	•	•	e i	r)
Received TxCHSE	0.7%	2.2%	•	•	,	ė	•	٠	•	r	•	,	r,
Continued HS	0.6%	%0.0	•	•	٠	٠	•	•	•			1	1
Dropped Out	6.3%	0.8%	•		•	•	٠	•	٠			ı	1
Graduates and TxCHSE 9	E 93.2%	99.2%	•	•	٠	•	•		•	•			•
Graduates, TxCHSE, and Continuers	93.7%	%2.66	•	•	•				•				•
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)	ation Ra	te Without E	xclus	ions (Gr 9-12									
Class of 2020	90.3%	91.1%	'	٠	,		,	2	٠			,	•
Class of 2019	%0.06	92.0%	•	•	•			١	1	•			9
RHSP/DAP Graduates (L		ongitudinal Rate)											
Class of 2020	83.0%	*	•	٠	t	1	,	١	•	ï	•	E	e
Class of 2019	73.3%	*	•	٠	•	,	,	•	•	1	,		1
FHSP-E Graduates (Longitudinal Rate)	ongitudi	nal Rate)											
Class of 2020	4.3%	2.0%	٠	•	•	•	•	•	•		9	٠,	
Class of 2019	4.2%	0.6%	•	1	1	•	٠	٠	•		,	٠	
FHSP-DLA Graduates (Longitudinal Rate)	(Longitu	udinal Rate)											

2020-21 Attendance, Graduation, and Dropout Rates (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	Two or African American Pacific More State District Campus American Hispanic White Indian Asian Islander Races	spanic	White	American Indian	Asian	Pacific Islander I	Two or More Races	Two or More Special Econ Races Ed Disado	Econ Disady EB/EL	B/EL
Class of 2020	83.5%	83.5% 78.4%	•		•	1	•	•				•	
Class of 2019	83.5%	83.5% 78.4%	•		,	•		•		•	- 0 m	•	,
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	SP-DL	A Gradua	tes (Long	jitudinal Rat	(e)								
Class of 2020	87.8%	87.8% 80.4%	•	•	•	•	•		•	'	•	•	t
Class of 2019	87.6%	87.6% 78.6%	•		•	'	•	•	'	•	•	•	1
RHSP/DAP Graduates	(Annual Rate)	(Rate)											
2019-20	38.6%	*	•	•	•	•		•	•	'	•		1
2018-19	32.7%	*	•	,	•	•		'	1	1	•	•	•
FHSP-E Graduates (Annual Rate)	nual Ra	ate)											
2019-20	4.4%	1.9%	•	•	•	1	•	•		'	'	٠	
2018-19	4.4%	%9.0	•	•	'	1	•	•	•	t	'	•	•
FHSP-DLA Graduates	(Annual Rate)	Rate)											
2019-20	81.8%	81.8% 75.9%	•	î	•	·		•			'	٠	×
2018-19	82.1%	82.1% 78.7%	•	ï	•	Ţ		'	•	•	'	•	1
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	ISP-DL	♦ Gradua	tes (Anni	ual Rate)									
2019-20	85.8%	77.8%	•	5	'	1			1	•			
2018-19	85.9%	79.0%	'		•	•	'	•	'	•	•		•

Texas Education Agency 2020-21 Graduation Profile (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

(setembers) lemma 00.0100) setembers)	unt T	Count Percent Count	Count	Count
Claudates (2013-20 Allinai Claudates)	(3			
Total Graduates	1	1	370	370 360,220
By Ethnicity:				
African American		•	Ŋ	5 44,729
Hispanic	1	1	163	163 184,060
White	1	1	188	188 105,215
American Indian	1	•	2	1,226
Asian	1	•	9	17,126
Pacific Islander	1	•	0	557
Two or More Races	1	•	9	7,307
By Graduation Type:				
Minimum H.S. Program	1	1	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	1	1	-	952
Foundation H.S. Program (No Endorsement)	٠	•	82	49,535
Foundation H.S. Program (Endorsement)	٠	•	7	15,689
Foundation H.S. Program (DLA)	1	•	280	280 292,532
Special Education Graduates		•	41	29,018
Economically Disadvantaged Graduates	•	•	169	169 187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	•	•	=	29,639
At-Risk Graduates	1	1	177	177 148.836

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Student Information (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership	100		Enro	Enrollment	
	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Total Students	518	100.0%	4,777 5	4,777 5,359,040	518	100.0%	4,781	4,781 5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	%0.0	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	0.0%	3.4%	3.7%
Kindergarten	74	14.3%	7.0%	6.7%	74	14.3%	7.0%	6.7%
Grade 1	84	16.2%	7.6%	7.1%	84	16.2%	7.6%	7.1%
Grade 2	87	16.8%	7.4%	7.1%	87	16.8%	7.4%	7.1%
Grade 3	66	19.1%	7.1%	7.1%	66	19.1%	7.1%	7.1%
Grade 4	81	15.6%	6.8%	7.2%	81	15.6%	6.8%	7.2%
Grade 5	93	18.0%	7.3%	7.4%	93	18.0%	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	%0.0	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	%0.0	8.7%	8.1%
Grade 10	0	%0.0	8.0%	7.8%	0	0.0%	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	6.5%	6.8%	0	%0.0	6.5%	6.8%
Ethnic Distribution:								
African American	9	1.2%	1.8%	12.7%	9	1.2%	1.8%	12.7%
Hispanic	283	54.6%	44.9%	52.9%	283	54.6%	44.9%	22.9%
White	213	41.1%	49.6%	26.5%	213	41.1%	49.6%	26.5%
American Indian	1	0.5%	0.3%	0.3%	_	0.5%	0.3%	0.3%
Asian	9	1.2%	1.5%	4.7%	9	1.2%	1.5%	4.7%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	0	1.7%	1.7%	2.7%	6	1.7%	1.7%	2.7%
Sex:								
Female	255	49.2%	48.4%	48.9%	255	49.2%	48.3%	48.9%
Male	263	20.8%	51.6%	51.1%	263	20.8%	51.7%	51.1%
Economically Disadvantaged	332	64.1%	53.9%	%6.09	332	64.1%		60.2%
Non-Educationally Disadvantaged	186	35.9%	46.1%	39.7%	186	35.9%	46.1%	39.8%
Section 504 Students	32	6.2%	12.1%	7.2%	32	6.2%	12.1%	7.2%
EB Students/EL	92	17.8%	7.5%	20.7%	92	17.8%	7.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	%0.0	1.3%	1.2%				
Students w/ Dyslexia	23	4.4%	7.0%	4.5%	23	4.4%	7.0%	4.5%
Foster Care	-	0.2%	0.4%	0.3%	_	0.2%	0.4%	0.3%

Texas Education Agency 2020-21 Student Information (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

The second secon		Mem	Membership			Enro	Enrollment	
	Can	Campus			Can	Campus		1
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Homeless	ω	1.5%	1.3%	1.1%	80	1.5%	1.3%	1.1%
Immigrant	5	1.0%	0.5%	2.0%	5	1.0%	0.5%	2.0%
Migrant	m	0.6%	0.1%	0.3%		0.6%	0.1%	0.3%
Title 1	518	100.0%	70.0%	64.5%	518	100.0%	70.0%	64.5%
Military Connected	-	0.2%	0.7%	2.7%	_	0.2%	0.7%	2.7%
At-Risk	264	51.0%	44.9%	49.2%	264	51.0%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	92	17.8%	7.4%	21.0%	92	17.8%	7.4%	20.9%
Gifted and Talented Education	44	8.5%	8.2%	8.3%		8.5%	8.2%	8.3%
Special Education	71	13.7%	12.0%	11.1%	71	13.7%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	71							
By Type of Primary Disability Students with Intellectual Disabilities	25	35.2%	45.6%	42.5%				
Students with Physical Disabilities	27	38.0%	22.4%	21.3%				
Students with Autism	Ξ	15.5%	11.7%	14.1%				
Students with Behavioral Disabilities	*	#	17.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	26	12.3%	11.9%	13.8%				
By Ethnicity:	•	%C U	7070	7 8%				
Hispanic	76	5.7%	4.7%	7.1%				
White	78	6.1%	6.4%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	-	0.5%	0.0%	0.0%				
Two or More Races	0	%0.0	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	14	20.0%	19.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	14	15.7%	11.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	49	15.1%	14.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	77	17.9%	14.2%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	-No Educa	Non-Special Education Rates	-Sa-	Speci	Special Education Rates	ation
Student Information Campus District State Campus District State	Campus	District	State	Campus	District	State
Retention Rates by Grade:	ates by G	rade:		- A-		
Kindergarten	1.4%		4.5% 1.4%	7.7%	12.8% 4.8%	4.8%
Grade 1	3.1%		5.0% 1.9%	0.0%		0.0% 3.2%
Grade 2	1.3%	2.5%	2.5% 1.0%	6.3%		8.2% 1.4%
Grade 3	1.4%	1.0%	1.0% 0.5%	0.0%	2.6%	2.6% 0.6%
Grade 4	0.0%	0.3%	0.3% 0.3%	0.0%	0.0%	0.0% 0.4%
Grade 5	1.6%	0.7%	0.7% 0.2%	0.0%	0.0%	0.0% 0.3%
Grade 6	•	0.0%	0.0% 0.2%	•	%0.0	0.0% 0.3%
Grade 7	'	0.0%	0.0% 0.3%	,	0.0%	0.0% 0.3%
Grade 8	•	0.6%	0.6% 0.2%	•	0.0%	0.0% 0.4%
Grade 9	1	5.1%	5.1% 4.7%	•	21.1% 7.8%	7.8%

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

Class Size Information	Campus District State	District	State
Elementary:			
Kindergarten	20.0	19.8	17.7
Grade 1	18.9	20.2	18.0
Grade 2	23.0	21.7	18.0
Grade 3	24.7	21.5	18.2
Grade 4	17.8	18.9	18.3
Grade 5	23.4	20.9	19.8
Grade 6		19.4	19.4
Secondary:			
English/Language Arts	•	20.0	15.7
Foreign Languages	•	22.3	17.8
Mathematics	•	20.7	16.9
Science	•	21.9	17.9
Social Studies	•	24.0	18.3

Texas Education Agency 2020-21 Staff Information (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Staff Information Co	Count/Average Percent District	Percent	District	State
Total Staff	53.6	100.0%	100.0%	100.0%
Professional Staff:	40.1	74.8%	60.3%	64.3%
Teachers	33.2	61.9%		49.6%
Professional Support	4.9	9.2%	7.1%	10.6%
Campus Administration (School Leadership)	2.0	3.7%	3.3%	3.0%
Educational Aides:	13.5	25.2%	14.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	13.0	13.0 13,211.0
Part-time Counselors	2.0	n/a	2.0	1,126.0
Total Minority Staff:	13.9	26.0%	28.9%	51.5%
Teachers by Ethnicity:				
African American	0.0	%0.0	%9.0	11.1%
Hispanic	7.5	22.6%	16.9%	28.4%
White	25.7	77.4%	81.2%	26.9%
American Indian	0.0	%0.0	0.3%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	%0.0	%0:0	0.2%
Two or More Races	0.0	%0.0	%9.0	1.2%
Teachers by Sex:				
Males	3.0	%0.6	21.3%	23.8%
Females	30.2	91.0%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	29.1	87.7%	76.3%	73.0%
Masters	4.1	12.3%	22.1%	25.0%
Doctorate	0.0	0.0%	%9.0	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.5%	6.7%
1-5 Years Experience	11.6	35.0%	29.1%	27.8%
6-10 Years Experience	2.0	%0.9	16.6%	20.3%
11-20 Years Experience	13.5	40.6%	33.2%	29.1%
21-30 Years Experience	5.0	15.1%	15.8%	13.0%
Over 30 Vears Experience	-	3 3%	3 9%	3 1%

Texas Education Agency 2020-21 Staff Information (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State
	S
	District
SI	Percent
- Campu	//Average
	Coun
	Staff Information

14.5
15.3
n/a
15.6
Number of Students per Teacher

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.9	6.4
Average Years Experience of Principals with District	5.0	9.9	5.5
Average Years Experience of Assistant Principals	2.0	5.6	5.5
Average Years Experience of Assistant Principals with District	2.0	4.8	4.8
Average Years Experience of Teachers:	12.7	12.3	11.2
Average Years Experience of Teachers with District:	7.4	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	ies only):		
Beginning Teachers		\$50,726	\$50,849
1-5 Years Experience	\$50,660	\$51,242	\$53,288
6-10 Years Experience	\$48,650	\$48,751	\$56,282
11-20 Years Experience	\$53,950	\$53,955	\$59,900
21-30 Years Experience	\$59,350	\$59,688	\$64,637
Over 30 Years Experience	\$64,984	\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,655	\$53,538	\$57,641
Professional Support	\$55,395	\$60,593	\$68,030
Campus Administration (School Leadership)	\$80,047	\$80,912	\$83,424
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

The state of the s	Carr	Campus		
Program Information	Count	Count Percent District	District	State
Teachers by Program (population served):	on serve	d):		
Bilingual/ESL Education	2.2	6.7%	3.2%	6.2%
Career and Technical Education	0.0	0.0%	4.4%	5.1%
Compensatory Education	2.0	6.0%	7.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	25.5	76.9%	77.6%	71.0%
Special Education	3.5	10.4%	9.1%	9.4%
Other	0.0	0.0%	3.2%	3.6%

Texas Education Agency 2020-21 Staff Information (TAPR) NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: FRED H TALLY EL

Campus Number: 133903109

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	School		District C	African State District Campus American		Hispanic White	White	American Indian	Asian	Two Special Special or Special Pacific More Ed Ed Asian Islander Races (Current) (Former)	Two or Sp. More (C. Races (C.	Special S Ed Current) (f	Special Ed Ed Former)	Non- Special Continu-Continu- Ed ously ously (Former) Enrolled Enrolled	Non- Continu- ously Enrolled		EB/EL (Current & & Econ & & Disadv Monitored)
			STA	AR Perfor	mance Rat	es by Te	ested G	rade, Sub	ject, an	STAAR Performance Rates by Tested Grade, Subject, and Performance Level	nce Le	vel					
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	%29	81%	88%	*	83%	%68	•	*	•	*	%05	1	89%	86%	78%	%29
	2019	%9/	88%	95%	•	%68	93%	,	1	'	*	71%	*	95%	%06		*
At Meets Grade Level or Above	2021	39%	23%	62%	*	48%	73%	1	*	a	*	20%	1	62%	62%		33%
	2019	45%	25%	%09	•	37%		3	•		*	14%	*	%09	%09		#
At Masters Grade Level	2021	19% 27%	27% 34%	38% 46%	* I	30% 22%	45%	1 (* 1		* *	20%	۱ #	42% 46%	29% 45%	25%	33%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	83%	85%	* 1=	87%	%98		*		*	40%	,	87%	81%	78%	83%
	2019	%6/	91%	94%	•	%68	%96	•	ı	•	*	75%	*	95%	%06	86%	*
At Meets Grade Level or Above	2021	31%	49%	54%	*	43%	%19	,	*		*	20%	1	22%	25%		33%
	2019	46%	63%	%99	•	20%	75%		•	•	*	38%	*	%99	65%		*
At Masters Grade Level	2021	14%	23%	32%	*	22%	41%		*	•	*	20%	•	38%	19%	22%	17%
	2019	72%	34%	38%	•	21%	47%	•	•	•	*	13%	*	37%	40%	79%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	72%	77%	*	72%	%08	*	•	1	*	%95	*	80%	%29	64%	*
	2019	75%	81%	87%	•	83%	%26	#	•	•	,	20%	•	88%	85%	74%	*
At Meets Grade Level or Above	2021	36%	43%	24%	*	39%	21%	*	•	,	*	33%	*	28%	33%		*
	2019	44%	48%	28%	,	39%	73%	*	•	1	1	13%	1	26%	62%		*
At Masters Grade Level	2021	17%	22%	33%	*	11%	39%	*	٠	1	*	11%	*	36%	20%	14%	*
	2019	22%	76%	34%	٠	14%	20%	*	•			13%	•	32%	38%	20%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	28%	74%	87%	*	72%	93%	*	1		#	26%	*	87%	87%		*
	2019	75%	83%	%68	•	81%	%86	*	ì			20%	'	88%	95%	74%	*
At Meets Grade Level or Above	2021	36%	46%	%69	*	39%	%62	*	•	1	*	44%	*	71%	%09	43%	*
	2019	48%	51%	%09	•	33%	81%	*	•	,		38%	•	61%	28%		*
At Masters Grade Level	2021	21%	35%	24%	*	11%	%99	*	1	E	*	33%	*	21%	40%		*
	2019	28%	31%	45%	•	22%	63%	*	1	•		13%	1	49%	35%	70%	*
Grade 4 Writing					100												

Texas Education Agency 2020-21 STAAR Performance (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

* * 67% * 75% 53% 46% * * 38% - 76% 77% 57% * * 44% * 44% 20% 11% * 13% - 44% 20% 11% * 0% - 13% - 44% 20% 11% * 0% - 17% 15% 0% 0% - 17% 52% 20% 88% * 68% 52% 47% * 88% * 44% 38% 21% * 88% - 65% 52% 47% * 88% - 65% 52% 47% * 88% - 92% 86% 92% 90% * 88% - 65% 57% 50% 47% * 88% - 65% 57% 50% 47% * 88% - 65% 57% 50% 84% * 88% - 65% 57% 50% 84% * 88% - 65% 57% 50% 50% 84% * 88% - 65% 57% 50% 84% * 88% - 65% 57% 50% 84% * 88% - 65% 57% 50% 84% * 88% - 65% 57% 50% 84% * 17% * 17% * 58% 57% 50% 50% * 17% 80% 87% 88% 88% 87% * 100% - 81% 61% 80% 87% 81% 76% * 100% - 100% 57% * 91% 81% 76%		School	AND DESCRIPTION OF THE PERSON NAMED IN	1	× v	African Lie		A Stiffs	American	о С	Pacific Sandar 6		Special Ed	Special Ed (Former)	Continu- ously	Special Continu- Continu- Ed ously ously	Econ	EB/EL (Current &
Stande Level or Above 2019 57% 78%	At Approaches Grade Level or	2021	53%	%99 99	71%	*	44%				-		%29	*	75%	23%	46%	*
15 Grade Level 2021 27% 33% 49% 11% 49% 11% 49% 11% 49% 11% 49% 11% 49% 11% 49% 11% 49% 11% 49% 11% 49% 11% 49% 11% 10% 11%	DAOGK.	2019	%29	20%	26%	٠	61%	%06	*	•	•	٠	38%	'	%9/			*
Standelevel 2019 35% 33% 45% - 28% 59%	At Meets Grade Level or Above	2021	27%	33%	40%	*	11%	48%	*	•	1	*	44%	*	44%			**
Freading+		2019	35%	33%	45%	•	28%	28%	*	ı.	•	1	13%	•	47%			*
S Seading-Level of 2013 13% 19% 19% 2.9% 2.0% 2.0% 2.0% 3.0% 3.0% 3.0% 3.0% 3.0% 3.0% 3.0% 3	At Masters Grade Level	2021	8%	%6	14%	*	%9	18%	*	1	•	*	%0	*	15%			*
S Reading+ S Reading- S Readi		2019	11%	10%	16%	. *	3%	27%	*	•	1	١	%0		17%			*
aches Grade Level or Above 2021 73% 79% 91%	Grade 5 Reading+																	
Ers Grade Level of Above 2021 30% 34% 94% 95% - 6 88% 98% - 6 8 8 8 8 6 8 8 8 8 8 8 8 8 8 8 8 8 8	At Approaches Grade Level or Above	2021	73%	%62	91%		91%	95%	,	•		*	%05	*	92%			*
ts Grade Level or Above 2021 46% 53% 64% - 57% 70% • 8 8% 8 68% 9 68% 47% 64% 1 26% 54% 7 10% 1 26% 24% 1 26% 26% 1 2 10% 24% 66% 1 2 26% 74% 1 • • 6 6% 1 2 10% 24% 66% 1 2 26% 74% 1 2 10% 24% 66% 2 2 8% 38% 1 19% 26% 2 8% 2 8% 2 8% 2 8% 2 8% 2 8% 2 8%		2019	%98	94%	%56	•	88%	%86	•	•	•	*	20%	•	%96			*
ters Grade Level of 2019 54% 56% 66% - 50% 74% * * 0% - 72% 50% 47% 50% 47% 50% 47% 50% 47% 50% 47% 50% 43% - 50.4 50% 43% - 50.4 50% 43% * * 0% 42% 50% 47% 50% 47% 50% 50% 50% 50% 50% 50% 50% 50% 50% 50	At Meets Grade Level or Above	2021	46%	23%	64%	•	21%	%02	•	,	•	*	8%	*	%89			*
ters Grade Level 2021 30% 34% 43% - 26% 56% - 6 * * * * * * * * * * * * * * * * * *		2019	54%	26%	%99	•	20%	74%	'	٠	1	*	%0	'	72%			*
Solution State Level or Above 2021 35% 38% - 19% 48% • 0 % - 4 2% 27% 10% 20% 5 Mathematics+ Solution State Level or Above 2021 25% 38% 41% - 2 6% 24% • 0 6% - 4 2% 27% 100% 37% 2019 36% 41% 53% - 4 60% 80% 24% 9 2% 4 60% 37% 2019 36% 41% 53% - 2 60% 37% 9 60% 20% 20% 2019 36% 41% 53% 2 60% 32% 9 60% 20% 37% 30% 30% 30% 30% 30% 30% 30% 30% 30% 30	At Masters Grade Level	2021	30%	34%	43%	,	%97	%95	'	٠	١	*	8%	*	44%			*
5 Mathematics+ 5 Mathematics+ 5 Mathematics+ 6 Mathe		2019	767	28%	38%		19%	48%	'	٠	•	*	%0	•	45%			•
oaches Grade Level or 2021 70% 90% 95% - 91% 100%	Grade 5 Mathematics+																	
ts Grade Level or Above 2021 44% 60% 63% - 99% - 97% 100% 9 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 -	At Approaches Grade Level or Above	2021	%02	%06	%56	•	91%	%86	•	•	1	*	95%	*	% 86			*
ters Grade Level or Above 2021 44% 60% 63% - 40% 80% * 42% * 65% 57% 57% 34% ters Grade Level or Above 2021 25% 38% 41% - 59% 82% * 25% - 74% 77% 63% 26% 2019 58% 62% 75% - 59% 82% * * 17% * 44% 77% 63% 26% 2019 26% 41% 53% - 2 6% 54% * * 17% * 44% 77% 63% 26% 2019 26% 41% 53% - 2 13% 63% * * 17% * 25% - 5 13% 40% 2004 2021 31% 46% 57% - 3 44% 77% 7. * 2 5% * 2 6% 2004 2021 31% 46% 57% - 5 5% 87% * * 18% 26% * * 5 6% 2004 80% 2021 31% 46% 57% - 5 5% 87% * * 11% 40% * * 11% 40% * * 11% 40% * * 11% 40% * * 11% 40% * * 11% 40% * * 11% 40% * * 11% 40% * * 11% 40% * 11% 40%		2019	%06	%96	%66	•		100%	'	٠	1	*	88%	'	%66			*
ters Grade Level 2021 55% 88% 41% - 59% 82% * * 25% - 74% 77% 63% 25% 2019 58% 41% 23% 26% 54% * * 17% * 44% 33% 26% 20% 54% * * 17% * 44% 33% 26% 20% 54% * * 17% * 44% 33% 26% 20% 54% * * 17% * 44% 33% 26% 20% 54% * * 17% * 44% 33% 26% 20% 54% * * 15% 63% - 58% 38% 40% 20% 55% - 58% 38% 40% 20% 2019 75% 90% 93% - 84% 97% * * 58% 80% 69% 87% 80% 80% 80% 80% 20% 77% 84% 97% * * 58% 80% 69% 87% 80% 80% 80% 80% 80% 80% 80% 80% 80% 80	At Meets Grade Level or Above	2021	44%	%09	63%	•	40%	%08	•	•	•	*	45%	*	65%			*
S Science 2021 25% 38% 41% - 26% 54% - - * 17% * 44% 33% 26% S Science 2019 36% 41% 53% - 31% 63% - - * 17% * 44% 33% 26% S Science 2019 36% 41% 53% - 31% 63% - - * 75% - 58% 38% 40% coaches Grade Level or Above 2021 31% 46% 57% - - * 75% * 94% 87% ters Grade Level or Above 2021 31% 46% 57% - - * 58% 77% - - * 48% 57% - - 94% 87% - - - - - - - - - - - - - - -		2019	28%	62%	75%	,	28%	82%	'	١	•	*	25%	•	74%			*
Society Series Scriety Series	At Masters Grade Level	2021	25%	38%	41%	,	76%	24%	•	•	•	*	17%	*	44%			*
Socience Coaches Grade Level or 2021 62% 80% 92% - 89% 94% * * 75% * 92% 92% 93% 94% 94% 97% * * 75% * 98% 87% 87% 90% 93% - 84% 97% * * 38% - 94% 88% 87% 93% 94% 97% 9.5% 9.6% 87% 9.5% 9.6% 93% 9.5% 9.6% 9.6% 9.6% 9.6% 9.6% 9.6% 9.6% 9.6		2019	36%	41%	23%	٠	31%	63%	1	•	1	*	72%	•	28%			*
oaches Grade Level or 2021 62% 80% 92% - 89% 94% * 75% * 92% 90% 84% 88% 87%	Grade 5 Science																	
2019 75% 90% 93% - 84% 97% 35% - 94% 65% 67% 38% 28% 57% 39% 2021 31% 46% 57% - 56% 87% * * 58% * 58% 57% 39% 57% 39% 2021 31% 46% 57% - 56% 87% * * 38% - 80% 69% 57% 39% sters Grade Level 2021 13% 18% 28% - 11% 40% * * 17% * 30% 19% 8% 2019 24% 35% 42% - 16% 55% * * 0% - 48% 27% 13% ades All Subjects 2019 24% 35% 42% - 16% 55% * * 0% - 48% 27% 13% roaches Grade Level or 2021 67% 86% 20% 82% 89% * 100% - 81% 61% 80% 87% 81% 76% 81% 81% 83% 91% - 83% 96% * 100% 57% * 91% 89% 81%	At Approaches Grade Level or Above	2021	62%	%08	95%		%68	94%	1	•	•	* 1	75%	*	92%			* *
ets Grade Level or Above 2021 31% 46% 57% - 34% 74% - · · * 58% * 58% * 58% 57% 39% 2019 49% 69% 77% - 56% 87% - · · · * 38% - · 80% 69% 57% 39% sters Grade Level 2021 13% 18% 28% - * 11% 40% - · · · * * 17% * 30% 19% 8% 2019 24% 35% 42% - * 16% 55% - · · · * * 0% - 48% 27% 13% ades All Subjects 2019 24% 35% 42% - * 16% 55% - · · * 0% - 48% 27% 13% roaches Grade Level or 2021 67% 86% 20% 82% 89% * 100% - 81% 61% 80% 87% 81% 76% 2019 78% 83% 91% - 83% 96% * · · · 100% 57% * 91% 89% 81% 81% 2000 57% * 91% 89% 81% 81% 81% 81% 81% 81% 81% 81%		2019	15%	% 25 26 37	93%	•	84%	%/6	•	•	•	•	38%	•	84%			•
2019 49% 69% 77% - 56% 87% * * 38% - 80% 69% 57% 51% 51% sters Grade Level 2021 13% 18% 28% - 11% 40% * * 17% * 30% 19% 8% 27% 13% ades All Subjects 2019 24% 35% 42% - 16% 55% * * 17% * 30% 19% 8% 27% 13% ades All Subjects roaches Grade Level or 2021 67% 88% 81% 20% 82% 89% * 100% - 81% 61% 80% 87% 81% 76% 2019 78% 83% 91% - 83% 96% * 100% 57% * 91% 89% 81% 81% 800	At Meets Grade Level or Above	2021	31%	46%	21%		34%	74%	•	,	ı	*	28%	*	28%			*
iters Grade Level 2021 13% 18% 28% -* 11% 40% * 17% * 30% 19% 8% 2019 24% 35% 4 2% - 16% 55% * 0% - 48% 27% 13% 34% 2019 24% 35% 82% 89% * 100% - 81% 61% 80% 87% 81% 76% 2019 78% 83% 91% - 83% 96% * 100% 57% * 91% 89% 81% 81% 26%		2019	46%	%69	77%	•	26%	%28		•	•	*	38%	•	80%			*
ades All Subjects 2019 24% 35% 42% - 16% 55% * 0% - 48% 27% 13% ades All Subjects roaches Grade Level or 2021 67% 78% 86% 20% 82% 89% * 100% - 81% 61% 80% 87% 81% 76% 209	At Masters Grade Level	2021	13%	18%	28%	٠,	11%	40%	•	٠	1	*	17%	*	30%			*
ades All Subjects roaches Grade Level or 2021 67% 78% 86% 20% 82% 89% * 100% - 81% 61% 80% 87% 81% 76% 2019 78% 83% 91% - 83% 96% * 100% 57% * 91% 89% 81%		2019	24%	35%	45%	1	16%	25%			١	*	%0	'	48%		13%	*
roaches Grade Level or 2021 67% 78% 86% 20% 82% 89% * 100% - 81% 61% 80% 87% 81% 76% 20% 82% 81% - 83% 96% * - 100% 57% * 91% 89% 81%	All Grades All Subjects																	
2019 78% 83% 91% - 83% 96% * 100% 57% * 91% 89% 81%	At Approaches Grade Level or Above	2021	%29	78%	86%	20%	82%	%68	*	100%	•	81%	%19	80%				78%
		2019	78%	83%	91%		83%	%96	*	,		100%	21%	*	91%			%69

Texas Education Agency 2020-21 STAAR Performance (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	School	the second secon					Ā	C	۵	Pacific	Two or s	Special Ed	Special	Special Continu- Continu- Ed ously ously	Non- Continu- ously		EB/EL (Current
	Year	State [District C	State District Campus American		Spanic	Hispanic White Indian		Asian Isl	ander F	(aces (Current) (Former)	Asian Islander Races (Current) (Former) Enrolled Enrolled	Enrolled		Disady Monitored)
At Meets Grade Level or Above	2021	41%	21%	28%	%O	40%	%/9	*	20%	٠	62%	34%	47%	%09	21%		33%
	2019	20%	22%	64%	•	44%	26%	*	٠	,	71%	25%	*	65%	%09	45%	31%
At Masters Grade Level	2021	18%	24%	35%	-%0	19%	45%	*	33%	ι	24%	16%	33%	38%	27%	18%	76%
	2019	24%	27%	39%	•	18%	25%	*	١	٠	43%	10%	*	45%	33%	20%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	%89	77%	85%	*	84%	%98	*	*	'	75%	52%	%09	87%	81%	75%	73%
	2019	75%	81%	91%	•	86%	%56	*	•	•	*	22%	*	95%	89%	84%	83%
At Meets Grade Level or Above	2021	45%	54%	%09	*	20%	%99	*	*	٠	63%	19%	40%	63%	21%	43%	45%
	2019	48%	53%	62%	•	45%	73%	*	1	•	*	%6	*	63%	21%	43%	17%
At Masters Grade Level	2021	18%	25%	38%	*	24%	46%	*	*	•	25%	13%	40%	40%	30%	21%	36%
	2019	21%	24%	39%	•	18%	52%	*	•	•	*	%6	*	40%	36%	50%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	%99	78%	%68	*	%98	93%	*	*	•	%88	%29	100%	91%	84%	81%	82%
	2019	82%	%98	94%	•	89%	%86	*	•	•	*	71%	*	94%	94%		%29
At Meets Grade Level or Above	2021	37%	45%	62%	*	41%	74%	*	*	•	63%	35%	%09	64%	26%	38%	27%
	2019	52%	%95	%29	•	47%	%6/	*		•	*	33%	*	%29	%29	20%	20%
At Masters Grade Level	2021	18%	23%	43%	*	21%	25%	*	*	•	38%	23%	20%	47%	30%	25%	18%
	2019	79%	78%	45%	•	25%	28%	*	,	١	*	17%	*	48%	38%	28%	33%
All Grades Writing																	
At Approaches Grade Level or Above	2021	28%	%99	71%	*	44%	%08	*			*	%29	*	75%	53%	46%	*
	2019	%89	71%	%9 ′	•	61%	%06	*	•	•	١	38%	•	%9/	77%	21%	*
At Meets Grade Level or Above	2021	30%	36%	40%	. !	11%	48%	*	ı	•	*	44%	*	44%	20%	11%	*
	2019	38%	37%	45%	•	28%	28%	*	ı	•	•	13%	•	47%	38%	23%	*
At Masters Grade Level	2021	%6	11%	14%	*	%9	18%	*	•	•	*	%0	*	15%	13%	%0	*
	2019	14%	15%	16%	•	3%	27%	*		1	١	%0	•	17%	15%	%0	*
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	84%	95%	r	89%	94%			,	*	75%	*	%26	%06	84%	*
	2019	81%	%06	93%	٠	84%	%26	1	•	•	*	38%	•	94%	88%	87%	*
At Meets Grade Level or Above	2021	44%	%09	21%	•	34%	74%	•	•	٠	*	58%	*	58%	22%	39%	*
	2019	24%	%69	77%	•	26%	%28	1	,	•	*	38%	٠	80%	%69	21%	*
At Masters Grade Level	2021	%02	27%	28%	•	11%	40%	•	,	•	*	17%	*	30%	19%	8%	*
	2019	25%	36%	42%	•	16%	22%	•	٠	•	*	%0	ı	48%	27%	13%	*

- * Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency 2018-19 Progress (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

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

ent	(par											_				
EB/EL (Current	Monito		*	*	*	*	*	*	*	*	56	100	*	*	#	*
i i	Disadv		99	69	22	29	89	\$	87	81	69	9/	29	78	71	75
Non- Continu-	Enrolled		89	89	74	49	77	80	96	80	77	72	73	73	82	71
Continu-	Enrolled		2	72	75	71	9/	83	84	80	75	9/	70	77	80	75
Non-Special Continu- Continu	(Former) Enrolled Enrolled Disady Monitore				,		•	•			¥	•	ı		•	•
ā	Current)	Subject	69	*	20	29	75	100	81	100	69	98	72	68	99	83
	Races (de and	,	*	•	*	*				*	69	*	*	*	*
ų.	slander	e by Gra			9	•			•	,				,	,	•
	Asian I	th Scor	•	•	,	,	,	•	3	,	ı	ı	,	,	,	
	Amencan	mic Grow	*	•	*			*		*	*	*	*	*	*	*
	White	Acadei	69	64	84	99	74	81	86	92	79	17	72	71	85	70
	Hispanic	Domain -	28	85	49	75	83	83	84	84	72	82	20	84	74	79
	American Hispanic White Indian Asian Islander Races (Current)	ool Progress Domain - Academic Growth Score by Grade and Subject			,	,	,		,	*	•	*	,	*		*
	A smbus A	School	65	7	74	69	9/	82	98	80	9/	75	7	26	80	74
	school Year State District Campu		29	99	24	61	78	82	81	80	29	89	29	89	99	89
	State		61	ස	65	65	26	8	8	8	69	69	89	69	70	70
	Year		2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
		W. Landy Both State of	Grade 4 ELA/Reading		Grade 4 Mathematics		Grade 5 ELA/Reading	•	Grade 5 Mathematics		All Grades Both Subjects	•	All Grades ELA/Reading	•	All Grades Mathematics	

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	School	State	District	Campus	Total School Bilingual Year State District Campus Education	BE-Trans Early Exit	BE-Trans BE-Dual Late Exit Two-Way	BE-Dual	BE-Dual One-Way	ALP BE-Trans BE-Dual BE-Dual Bilingual Total Late Exit Two-Way One-Way (Exception) ESL		ESL Content- Based	ALP ESL ESL Pull-Out (Waiver)	ALP ESL (Waiver)	with Parental Denial	Never EB/EL	Total EB/EL (Current)	& Former EB/EL
一年 日本 日本 日本 日本 日本 日本 日本 日本 日本 日本 日本 日本 日本					STAAR	Performar	ice Rate by	Subject a	and Perfor	STAAR Performance Rate by Subject and Performance Level	-							
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	%/9	78%	%98	•		٠	,			. 70%	65%	*			. 86%	20%	100%
	2019	78%	83%	91%	•			•			%69	62%	**		•		% 69	
At Meets Grade Level or Above	2021	41%	51%	28%	•	•		•	3,00		. 10%	12%	*	٠	•	. 59%	10%	100%
	2019	20%	25%	64%	•	,		•			31%	31%	*		•		31%	
At Masters Grade Level	2021	18%	24%	35%	•		ě	•	•		. 5%	%9	*	1		. 36%	2%	86%
	2019	24%	27%	39%	٠			•			19%	23%	*		Ì		19%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	%89	77%	85%	٠			,			. 63%	21%	*	1	ľ	. 86%	63%	-
		75%	81%	91%			•	•	•		83%	80%	*		•		83%	
At Meets Grade Level or Above	2021	45%	54%	%09	•	•		'	,		. 25%	78%	*	6	·	. 61%	25%	_
	2019	48%	23%	62%	•	•	2				17%	70%	*				17%	
At Masters Grade Level	2021	18%	25%	38%	,		•				. 13%	14%	*	•	·	. 38%	13%	-
	2019	21%	24%	39%		•	•	1			17%	20%	*				17%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	%99	78%	%68	•		•	ľ			- 75%	71%	*	1	·	. 90%	75%	~
	2019	82%	86%	94%	•		•	100	•		%29	%09	*		,		%29	
At Meets Grade Level or Above	2021	37%	45%	62%	9			•			%0 .	%0	*	•	·	. 64%	%0	-
	2019	52%	%99	%29	•	•	•	1			20%	40%	*		•		20%	
At Masters Grade Level	2021	18%	23%	43%	9	•	•				%0 .	%0	*	•	•	. 44%	%0	-
	2019	26%	78%	45%	•	•		,			33%	40%	*				33%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	28%	%99	71%			•	1			*	*	,	•		. 71%	*	
	2019	%89	71%	%9/			•		3.9		*	*	'		•		*	
At Meets Grade Level or Above	2021	30%	36%	40%	•		2	37			*	*	•		•	. 41%	*	
	2019	38%	37%	45%	1	201	•		100		*	#	•		•		*	
At Masters Grade Level	2021	%6	11%	14%	•	-	•		50.8		*	*	•	•		. 15%	*	
	2019	14%	15%	16%	•	-		•			*	*	•				*	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	84%	95%		,	4	•	•		*	•	*	•		. 92%	*	
	2019	81%	%06	93%	•			,			*	•	*				*	
At Meets Grade Level or Above	2021	44%	%09	21%			9	•	•		*	•	*	•	•	. 58%	*	-
	2019	24%	% 69	77%	,		×	•	•		*	•	*		•		*	
At Masters Grade Level	2021	20%	27%	28%	,	•	•	1			*	2	*	•	•	. 27%	*	-
	0100	7010																

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

 Indicates there are no students in the group.

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

Texas Education Agency 2020-21 STAAR Participation (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	State [District (ampus	African State District Campus American	Hispanic	White	American Hispanic White Indian	200	Pacific Islander	Two or More	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Special Continu- Continu- Ed ously ously (Former) Enrolled Enrolled	Econ Disady I	Two Special Special Continu- Continu- Pacific More Ed Ed ously ously Econ & Asian Islander Races (Current) (Former) Enrolled Enrolled Disady Monitored)
					2021	STAAR (All G	2021 STAAR Participation (All Grades)	tion								
All Tests																
Assessment Participant	%88	%86	%66	100%		97% 100%		* 100%		. 100%	100%	100%	%66	%26	%66	100%
Included in Accountability	83%	94%	95%	63%	88%	%96 %		* 100%		. 81%	91%	83%	92%	79%	87%	100%
Not Included in Accountability: Mobile	3%	4%	7%	38%	%6			%0 *	•	. 19%	%6	17%	3%	18%	7%	%0
Not Included in Accountability: Other Exclusions	1%	%0	%0	%0	%0	%0 %		%0 *		%0 .	%0	%0	%0	%0	%0	%0
Not Tested	12%	7%	1%	%0	3%	%0 %		%0 *	The state of	%0 -	%0	%0	1%	3%	1%	%0
Absent	2%	1%	%0	%0	%0	%0 %		%0 *		%0 .	%0	%0	%0	%0	%0	%0
Other	10%	1%	1%	%0	3%	%0 %		%0 *	•	%0 .	%0	%0	%0	3%	1%	%0
					2019	STAAR (All G	2019 STAAR Participation (All Grades)	tion								
All Tests																
Assessment Participant	%66	100%	100%		100%	100% 100%				. 100%	%86	100%	100%	100%	100%	100%
Included in Accountability	94%	%96	%26		%26	%26 9		*		. 100%	95%	40%	%86	95%	%96	100%
Not Included in Accountability: Mobile	4%	3%	3%	•	3%	3%		*	•	%0 .	3%	%09	1%	8%	4%	%0
Not Included in Accountability: Other Exclusions	1%	%0	%0		%0	%0 %				%0 -	%0	%0	%0	%0	%0	%0
Not Tested	1%	%0	%0		%0	%0 %		*		%0 ·	7%	%0	%0	%0	%0	%0
Absent	1%	%0	%0	'	%0	%0 %		*		%0	7%	%0	%0	%0	%0	%0
Other	%0	%0	%0	•	%0	%0 %		*		%0	%0	%0	%0	%0	%0	%0

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	African Americar State District Campus American Hispanic White Indian	American Indian	Asian	Two or Pacific More Asian Islander Races		Special Ed I	Econ Disadv EB/EL	EB/EL
Attendance Rate	8		I SOLE				S AUSTRAL		100			
2019-20	98.3%	98.0%	98.6%	96.5%	98.7% 98.5%	*	*	- 97	97.9%	97.9%	98.2%	99.3%
2018-19	95.4%	95.9%	96.9%	*	97.2% 96.8%	*	*	96 -	96.3%	95.4%	96.3%	97.5%
Chronic Absenteeism												
2019-20	6.7%	6.3%	2.4%	22.2%	0.7% 2.4%	*	%0.0	- 7	7.7%	3.3%	2.3%	%0.0
2018-19	11.4%	9.5%	4.2%	14.3%	3.4% 4.2%	*	*	- 12	12.5%	10.3%	5.9%	%0.0
Annual Dropout Rate (G	(Gr 7-8)											
2019-20	0.5%	0.0%	•	'	,	-0	•	٠	1	'	'	'
2018-19	0.4%	%0.0	•	•	•	,	1	•	•	1	•	١
Annual Dropout Rate (G	(Gr 9-12)											
2019-20	1.6%	0.0%	•	•		•	1		٠	1	•	•
2018-19	1.9%	0.1%	•	•	•	•	•	•	•	•	•	1
4-Year Longitudinal Rate (Gr 9-12)	ate (Gr 9	9-12)										
Class of 2020												
Graduated	90.3%	93.7%	•	1			1		٠	1	1	
Received TxCHSE	0.4%	2.6%	•	•	•	•	٠	٠	•	1	'	1
Continued HS	3.9%	3.4%	•	,	•	24	•		•	•	•	•
Dropped Out	5.4%	0.3%	•	•	•	•	•	ě.	1	1	•	•
Graduates and TxCHSE	₹ 90.7%	96.3%	•	•		•		•	'	'	Ε	
Graduates, TxCHSE, and Continuers	94.6%	99.7%	1	•	,		•	•	•	1	Y	*
Class of 2019												
Graduated	%0.06	94.3%					•		٠	•	1	'
Received TxCHSE	0.5%	1.6%	•	•		•	•	Ÿ	•	•	•	•
Continued HS	3.7%	4.1%	•	•		•	•	•	1	1	•	O.
Dropped Out	5.9%	0.0%	•	•	,	•	•	•	•	1	•	i,a
Graduates and TxCHSE 90.4%	≣ 90.4%	95.9%	•	-			1	•	•	1	•	•
Graduates, TxCHSE, and Continuers	94.1%	100.0%	•			•	•		•	'	•	r)
5-Year Extended Longitudinal Rate (Gr 9-12)	itudinal	Rate (G	r 9-12)									
Class of 2019												
Graduated	95.0%	%9.76	•						٠	•	1	•
Received TxCHSE	0.5%	1.8%	•	•		•	٠	ï	٠	•	1	ī
Continued HS	1.3%	0.5%	•	•	,	•	•	•	•	1	•	٠
Dropped Out	6.1%	0.0%	•	•		•	٠	•	•	•	1	7
Graduates and TxCHSE 9	€ 92.6%	99.5%	•	•		'	•	•	1	'	1	1

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	State	District (ampus	African State District Campus American Hispanic White	Hispani	c White	American Indian	Asian	Two or Pacific More Asian Islander Races	Two or More Races	Special Econ Ed Disado	Econ Disadv EB/EL	B/EL
Graduates, TxCHSE, and Continuers	93.9%	93.9% 100.0%				'		'	•				- 1
Class of 2018													
Graduated	92.2%	97.5%	•				•	•	•		'	•	
Received TxCHSE	0.6%	1.7%	•	•			•	٠	•			1	=
Continued HS	1.1%	0.8%	•	•			•	•	100	•	•	•	•
Dropped Out	6.1%	0.0%	•	•		'		٠	-	•		,	0
Graduates and TxCHSE	92.8%	99.2%	•	•					•	•	•	•	•
Graduates, TxCHSE, and Continuers	93.9%	100.0%	•	•		'	'	'	•	•	262	•	1
6-Year Extended Longitudinal Rate (Gr 9-12)	itudinal	Rate (Gr	9-12)										
Class of 2018													
Graduated	92.6%	98.3%	•	Ŀ				'			1		
Received TxCHSE	0.7%	1.7%	•	•			•	,	•	•		•	1
Continued HS	%9.0	%0.0	•	•	1000				•	•	•	,	,
Dropped Out	6.1%	0.0%	•	•				•	•	•	•	•	٠
Graduates and TxCHSE	93.3%	100.0%	•	•	- 22		•	•	•	•	•	·	•
Graduates, TxCHSE, and Continuers	93.9%	100.0%	•	•		'		•	'	'	'	•	
Class of 2017													
Graduated	92.4%	%0.76	İ	ľ				•		ľ		•	
Received TxCHSE	0.7%	2.2%	•	•			•	'	'	,	*	•	
Continued HS	0.6%	%0.0	•	•			•	1		•	•	,	
Dropped Out	6.3%	0.8%	•	•			•	•	•	'	1	•	•
Graduates and TxCHSE	93.2%	99.2%	•	•		'	•	'	'	'	3	90	я
Graduates, TxCHSE, and Continuers	93.7%	99.2%	•				•	•	'	'	'		•
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)	tion Rat	te Withou	t Exclus	ions (Gr	-12)								
Class of 2020	90.3%	91.1%	ľ	·		'	•	'	•	•	•	٠	
Class of 2019	%0.06	95.0%	•	•		•	•	•	•	•	•	E	٠
RHSP/DAP Graduates (L		ongitudinal Rate	(e)										
Class of 2020	83.0%	*	'	i					•	•	*	*.	٠
Class of 2019	73.3%	*	•			•	1	1	1	- 1	-	1	,
FHSP-E Graduates (Longitudinal Rate)	ngitudir	al Rate)											
Class of 2020	4.3%	2.0%	,			•	•	1	1	'	1	•	•
Class of 2019	4.2%	%9.0	•			•	,	•		•	•	•	•
FHSP-DLA Graduates (L	(Longitu	ongitudinal Rate)	(e)										

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	State	Two or African American Pacific More State District Campus American Hispanic White Indian Asian Islander Races	A sudu	African merican	Hispanic	White	American Indian	Asian	Pacific Islander (Two or More Races	Two or More Special Econ Races Ed Disadi	Econ Disady EB/EL	- 1
Class of 2020	83.5%	83.5% 78.4%	•	•	1	•		'		•	•		,
Class of 2019	83.5%	83.5% 78.4%	•	•	•	•	•	1			•		ı
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	4SP-DLA	\ Graduates	(Long	tudinal R	ate)								
Class of 2020	87.8%	80.4%	'		٠	•				1	•	•	ı
Class of 2019	87.6%	87.6% 78.6%	•	•		•	1	•	•	1	1	,	
RHSP/DAP Graduates	: (Annual Rate)	i Rate)											
2019-20	38.6%	*	•	•		•	,	•	'	'	1	,	ı
2018-19	32.7%	*	•				•	•		•			1
FHSP-E Graduates (Annual Rate)	nnual Ra	ate)											
2019-20	4.4%	1.9%	•	•	•	1	•	•		'	F	•	,
2018-19	4.4%	%9.0	•	•	•	1	•	•	•	1	•	•	1
FHSP-DLA Graduates ((Annual Rate)	Rate)											
2019-20	81.8%	81.8% 75.9%	•		•	•			,	•	1		,
2018-19	82.1%	82.1% 78.7%	٠	•	1	1	1	•	•	•	1		ı
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)	4SP-DLA	\ Graduates	(Annu	al Rate)									
2019-20	85.8%	77.8%	٠	•	1	1	•	•	'	٠	'		•
2018-19	85.9%	%0.62	•	•	1	•	1	•	•		'		,

Texas Education Agency 2020-21 Graduation Profile (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	Count Percent Count	Campus District Percent Count	Count	Count
Graduates (2019-20 Annual Graduates)	ates)			
Total Graduates	•	•	370	370 360,220
By Ethnicity:				
African American	1	•	Ŋ	5 44,729
Hispanic	•	1	163	163 184,060
White	•	•	188	188 105,215
American Indian	•	1	2	1,226
Asian	•	•	9	17,126
Pacific Islander	•	•	0	557
Two or More Races	1		9	7,307
By Graduation Type:				
Minimum H.S. Program		•	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	•	•	_	952
Foundation H.S. Program (No Endorsement)	•	•	82	49,535
Foundation H.S. Program (Endorsement)	•	•	7	15,689
Foundation H.S. Program (DLA)	•	-	280	280 292,532
Special Education Graduates	•	•	41	29,018
Economically Disadvantaged Graduates	•	•	169	169 187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	•	•	=	29,639
At-Risk Graduates	1	•	177	177 148,836

2020-21 College, Career, and Military Readiness (CCMR) (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Student Information (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	
	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Total Students	533	533 100.0%	4,777	4,777 5,359,040		533 100.0%	4,781 9	4,781 5,371,586
Students by Grade:								
Early Childhood Education	0	%0.0	0.3%	0.3%	0	%0.0	0.3%	0.4%
Pre-Kindergarten	0	0.0%	3.3%	3.7%	0	%0.0	3.4%	3.7%
Kindergarten	06	16.9%	7.0%	6.7%	90	16.9%	7.0%	6.7%
Grade 1	96	18.0%	7.6%	7.1%	96	18.0%	7.6%	7.1%
Grade 2	91	17.1%	7.4%	7.1%	91	17.1%	7.4%	7.1%
	80	15.0%	7.1%	7.1%	80	15.0%	7.1%	7.1%
Grade 4	86	16.1%	6.8%	7.2%	98	16.1%	%8.9	7.2%
Grade 5	06	16.9%	7.3%	7.4%	8	16.9%	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	0.0%	7.3%	7.7%
Grade 7	0	%0.0	7.8%	7.9%	o	0.0%	7.8%	7.8%
Grade 8	0	%0.0	7.7%	7.9%	0	%0.0	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.7%	8.1%
Grade 10	0	%0:0	8.0%	7.8%	0	%0.0	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	6.5%	6.8%	0	0.0%	6.5%	6.8%
Ethnic Distribution:								
African American	10	1.9%	1.8%	12.7%	10	1.9%	1.8%	12.7%
Hispanic	153	28.7%	44.9%	52.9%	153	28.7%	44.9%	52.9%
White	347	65.1%	49.6%	26.5%	347	65.1%	49.6%	26.5%
American Indian	m	9.0	0.3%	0.3%	m	0.6%	0.3%	0.3%
Asian	7	1.3%	1.5%	4.7%	7	1.3%	1.5%	4.7%
Pacific Islander	0	0.0%	0.2%	0.5%	0	0.0%	0.5%	0.2%
Two or More Races	13	2.4%	1.7%	2.7%	13	2.4%	1.7%	2.7%
Sex:								
Female	280	52.5%	48.4%	48.9%		52.5%	48.3%	48.9%
Male	253	47.5%	21.6%	51.1%	253	47.5%	51.7%	51.1%
	i i	30	200	6		20.01	6	700.00
Economically Disadvantaged	/57	48.2%	53.9%	60.3%		48.2%	53.9%	00.7%
Non-Educationally Disadvantaged	276	51.8%	46.1%	39.7%	276	51.8%	46.1%	39.8%
Section 504 Students	49	9.5%	12.1%	7.2%	49	9.5%	12.1%	7.2%
EB Students/EL	15	2.8%	7.5%	20.7%	15	2.8%	7.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%				
Students w/ Dyslexia	27	5.1%	7.0%	4.5%	•	5.1%	7.0%	4.5%
Foster Care	2	0.4%	0.4%	0.3%	2	0.4%	0.4%	0.3%

Texas Education Agency 2020-21 Student Information (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

		Meml	Membership	000 (110)		Enrol	Enrollment	
The state of the s	Campus	snd			Can	Campus		
Student Information	Count F	Count Percent District	District	State	Count	Count Percent District	District	State
Homeless	S	%6.0	1.3%	1.1%	S	%6.0	1.3%	1.1%
Immigrant	0	%0.0	0.5%	2.0%	0	%0.0	0.5%	2.0%
Migrant	0	%0.0	0.1%	0.3%	0	%0.0	0.1%	0.3%
Title I	533	100.0%	70.0%	64.5%	533	100.0%	70.0%	64.5%
Military Connected .	9	1.1%	0.7%	2.7%	9	1.1%	0.7%	2.7%
At-Risk	202	37.9%	44.9%	49.2%	202	37.9%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	15	2.8%	7.4%	21.0%	15	2.8%	7.4%	20.9%
Gifted and Talented Education	47	8.8%	8.2%	8.3%	47	8.8%	8.2%	8.3%
Special Education	62	11.6%	12.0%	11.1%	62	11.6%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	62							
By Type of Primary Disability Students with Intellectual Disabilities	15	24.2%	45.6%	42.5%				
Students with Physical Disabilities	24	38.7%	22.4%	21.3%				
Students with Autism	#	*	11.7%	14.1%				
Students with Behavioral Disabilities	16	25.8%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	*	*	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	38	8.1%	11.9%	13.8%				
By Ethnicity:	,	0.4%	0.4%	7 8%				
Hispanic	, 6	2.1%	4.7%	7.1%				
White	24	5.1%	6.4%	3.1%				
American Indian	0	0.0%	%0.0	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	%0.0	0.0%	%0:0				
Two or More Races	2	0.4%	0.5%	0.4%				
Count and Percent of Special Ed Students who are Mobile	6	14.8%	19.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	%0.0	11.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	29	12.7%	14.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	8	18.8%	14.2%	16.6%				

Texas Education Agency 2020-21 Student Information (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	No Educa	Non-Special Education Rates-	es-	>pecl	special Education Rates	ation
Student Information Campus District State Campus District State	Campus	District	State	Campus	District	State
Retention Rates by Grade:	ates by G	rade:	1000		1	H-12
Kindergarten	2.4%		4.5% 1.4%	36.4%	12.8% 4.8%	4.8%
Grade 1	4.0%		5.0% 1.9%	0.0%		0.0% 3.2%
Grade 2	4.5%		2.5% 1.0%	7.7%		8.2% 1.4%
Grade 3	1.3%		1.0% 0.5%	0.0%		2.6% 0.6%
Grade 4	0.0%	_	0.3% 0.3%	0.0%		0.0% 0.4%
Grade 5	0.0%	_	0.7% 0.2%	0.0%		0.0% 0.3%
Grade 6	•	0.0%	0.0% 0.2%	•	0.0%	0.0% 0.3%
Grade 7	'	0.0%	0.0% 0.3%	'	0.0%	0.0% 0.3%
Grade 8	•	0.6%	0.6% 0.2%	•	0.0%	0.0% 0.4%
Grade 9	•	5.1%	5.1% 4.7%	•	21.1% 7.8%	7.8%

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

Class Size Information	Campus District State	District	State
Elementary:			
Kindergarten	17.0	19.8	17.7
Grade 1	20.3	20.2	18.0
Grade 2	19.9	21.7	18.0
Grade 3	21.4	21.5	18.2
Grade 4	21.7	18.9	18.3
Grade 5	22.6	20.9	19.8
Grade 6	,	19.4	19.4
Secondary:			
English/Language Arts	•	20.0	15.7
Foreign Languages	•	22.3	17.8
Mathematics	•	20.7	16.9
Science	•	21.9	17.9
Social Studies	•	24.0	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Staff Information	STATE OF THE PERSON NAMED IN COLUMN 2 IS NOT THE PERSON NAMED IN C		Dietrict	-
	Count/Average Percent District	Percent	בוממובי	State
Total Staff	512	100.0%	100 0%	100.0%
Professional Staff:	41.1	80.1%	60.3%	64.3%
Teachers	34.4	67.1%	48.2%	49.6%
Professional Support	4.7	9.1%	7.1%	10.6%
Campus Administration (School Leadership)	2.0	3.9%	3.3%	3.0%
Educational Aides:	10.2	19.9%	14.3%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	13.0	13.0 13,211.0
Part-time Counselors ·	2.0	n/a	2.0	1,126.0
Special Advanced in the Control of t	7 5	14 60%	28 0%	71 50%
Touchard he Ethnicipe	?	20.		
African American	1.0	2.9%	0.6%	11.1%
Hispanic	3.0	8.7%	-	28.4%
White	28.4	82.6%		26.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	2.9%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.5%
Two or More Races	1.0	2.9%	%9.0	1.2%
Teachers by Sex:				
Males	2.0	5.8%	21.3%	23.8%
Females	32.4	94.2%	78.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	25.9	75.2%	76.3%	73.0%
Masters	8.5	24.8%	22.1%	25.0%
Doctorate	0.0	%0.0	%9.0	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.0%	1.5%	6.7%
1-5 Years Experience	8.6	24.9%	29.1%	27.8%
6-10 Years Experience	10.0	29.1%	16.6%	20.3%
11-20 Years Experience	6.6	27.0%	33.2%	29.1%
21-30 Years Experience	5.5	15.9%	15.8%	13.0%
Over 30 Years Experience	0.0	0.1%	3.9%	3.1%

Texas Education Agency 2020-21 Staff Information (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Staff Information	Count/Average Percent			
Number of Students per Teacher	15.5	n/a	15.3	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.9	6.4
Average Years Experience of Principals with District	2.0	9.9	5.5
Average Years Experience of Assistant Principals	4.0	5.6	5.5
Average Years Experience of Assistant Principals with District	4.0	4.8	4.8
Averson Vesic Evnerience of Teachers	10.4	173	11.2
Average Years Experience of Teachers with District:	7.5	9 Z	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,350	\$50,726	\$50,849
1-5 Years Experience	\$51,171	\$51,242	\$53,288
6-10 Years Experience	\$48,990	\$48,751	\$56,282
11-20 Years Experience	\$52,881	\$53,955	\$59,900
21-30 Years Experience	\$59,467	\$29,688	\$64,637
Over 30 Years Experience	\$63,852	\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$52,279	\$53,538	\$57,641
Professional Support	\$54,755	\$60,593	\$68,030
Campus Administration (School Leadership)	\$70,740	\$80,912	\$83,424
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0:0	5,731.4

atio _	unt P ierved) 1.0 0.0	>ercent 2.9% 0.0%	Count Percent District State in served): 1.0 2.9% 3.2% 6.2% 0.0 0.0% 4.4% 5.19	State 6.2% 5.1%
Teachers by Program (population server) Bilingual/ESL Education 1.0 Career and Technical Education 0.0 Compensatory Education 2.0	1.0 0.0		3.2%	
ç	0.0		3.2%	
c	0.0	%0.0	4.4%	5.1%
	6			
	2.0	5.8%	2.6%	2.8%
Gifted and Talented Education 0.0	0.0	%0.0	%0.0	1.8%
Regular Education 28.5	28.5	82.9%	77.6%	71.0%
Special Education 2.9	2.9	8.3%	9.1%	9.4%
Other 0.0	0.0	0.0%	3.2%	3.6%

Texas Education Agency

2020-21 Staff Information (TAPR) FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: KERRVILLE ISD

Campus Name: EARLY CHILDĤOOD CENTER

Campus Number: 133903107

2021 Accountability Rating: Not Rated: Declared State of Disaster

Texas Education Agency 2018-19 STAAR Performance (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

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

Texas Education Agency 2020-21 Progress (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

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

Texas Education Agency 2020-21 STAAR Participation (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

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

Texas Education Agency 2020-21 Attendance, Graduation, and Dropout Rates (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

Texas Education Agency 2020-21 Graduation Profile (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

	Count Count	Campus Campus District Count Percent Count	District Count	State Count
Graduates (2019-20 Annual Graduates)	ates)			
Total Graduates			370	370 360,220
By Ethnicity:				
African American	•	•	5	5 44,729
Hispanic	•	'	163	163 184,060
White	•	•	188	188 105,215
American Indian	•	•	2	1,226
Asian	•	•	9	17,126
Pacific Islander	•	ι	0	557
Two or More Races	•	•	9	7,307
By Graduation Type:				
Minimum H.S. Program	•		0	1,512
Recommended H.S. Program/Distinguished Achievement Program	•	•	_	952
Foundation H.S. Program (No Endorsement)	,		82	49,535
Foundation H.S. Program (Endorsement)	'	•	7	15,689
Foundation H.S. Program (DLA)	•	-	280	280 292,532
Special Education Graduates	•	•	41	41 29,018
Economically Disadvantaged Graduates	•	1	169	169 187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	•	•	1	29,639
At-Risk Graduates	•	1	177	177 148,836

Texas Education Agency 2020-21 College, Career, and Military Readiness (CCMR) (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency 2020-21 CCMR-Related Indicators (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency 2020-21 Other Postsecondary Indicators (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency 2020-21 Student Information (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

		Mem	Membership			Enro	Enrollment	THE PERSON NAMED IN
	Can	Campus			Can	Campus		
Student Information	Count	Count Percent District	District	State	Count	Count Percent District	District	State
Total Students	175	175 100.0%	4,777	4,777 5,359,040	179	179 100.0%	4,781	4,781 5,371,586
Students by Grade:								
Early Childhood Education	15	8.6%	0.3%	0.3%	15	8.4%	0.3%	0.4%
Pre-Kindergarten	160	91.4%	3.3%	3.7%	164	91.6%	3.4%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Grade 1	0	0.0%	7.6%	7.1%	0	%0:0	7.6%	7.1%
Grade 2	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 4	0	%0.0	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 5	0	%0.0	7.3%	7.4%	0	%0.0	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%	0	%0.0	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%	O	%0:0	7.8%	7.8%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%	0	0.0%	8.7%	8.1%
Grade 10	0	0.0%	8.0%	7.8%	0	%0:0	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	%0.0	7.1%	7.2%
Grade 12	0	0.0%	6.5%	6.8%	0	0.0%	6.5%	6.8%
Ethnic Distribution:								
African American	m	1.7%	1.8%	12.7%	m	1.7%	1.8%	12.7%
Hispanic	87	49.7%	44.9%	52.9%	89	49.7%	44.9%	52.9%
White	73	41.7%	49.6%	26.5%	74	41.3%	49.6%	26.5%
American Indian	4	2.3%	0.3%	0.3%	4	2.2%	0.3%	0.3%
Asian	7	4.0%	1.5%	4.7%	7	3.9%	1.5%	4.7%
Pacific Islander	0	0.0%	0.5%	0.2%	0	0.0%	0.5%	0.2%
Two or More Races	-	%9.0	1.7%	2.7%	2	1.1%	1.7%	2.7%
Sex:								
Female	73	41.7%	48.4%	48.9%	74	41.3%	48.3%	48.9%
Male	102	58.3%	51.6%	51.1%	105	28.7%	51.7%	51.1%
Economically Disadvantaged	170	97.1%	53.9%	60.3%	171	95.5%	53.9%	60.2%
Non-Educationally Disadvantaged	2	2.9%	46.1%	39.7%	80	4.5%	46.1%	39.8%
Section 504 Students	0	0.0%	12.1%	7.2%	0	%0.0	12.1%	7.2%
EB Students/EL	31	17.7%	7.5%	20.7%	31	17.3%	7.4%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	%0.0	1.3%	1.2%				
Students w/ Dyslexia	0	0.0%	7.0%	4.5%	0	0.0%	7.0%	4.5%
Foster Care	6 0	4.6%	0.4%	0.3%	∞	4.5%	0.4%	0.3%

2020-21 Student Information (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY Texas Education Agency

THE REAL PROPERTY AND PROPERTY		Mem	Membership			Enro	Enrollment	
	Can	Campus			Сап	Campus		
Student Information	Count	Percent	Count Percent District	State	Count	Count Percent District	District	State
Homeless	7	4.0%	1.3%	1.1%	7	3.9%	1.3%	1.1%
Immigrant	n	1.7%	0.5%	2.0%	m	1.7%	0.5%	2.0%
Migrant	0	0.0%	0.1%	0.3%	0	%0:0	0.1%	0.3%
Title I	175	100.0%	70.0%	64.5%	179	100.0%	70.0%	64.5%
Military Connected	0	0.0%	0.7%	2.7%	0	0.0%	0.7%	2.7%
At-Risk	53	30.3%	44.9%	49.5%	53	29.6%	44.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	31	17.7%	7.4%	21.0%	31	17.3%	7.4%	20.9%
Gifted and Talented Education	0	0.0%	8.2%	8.3%	0	0.0%	8.2%	8.3%
Special Education	27	15.4%	12.0%	11.1%	31	17.3%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	27							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	45.6%	42.5%				
Students with Physical Disabilities	00	29.6%	22.4%	21.3%				
Students with Autism	*	#	11.7%	14.1%				
Students with Behavioral Disabilities	*	*	17.1%	20.6%				
Students with Non-Categorical Early Childhood	12	44.4%	3.1%	1.5%				
Mobility (2019-20):								
Total Mobile Students	0	0.0%	11.9%	13.8%				
By Ethnicity:	•			•				
African American	0	0.0%	0.4%	2.8%				
Hispanic	0	%0.0	4.7%	7.1%				
White	0	%0.0	6.4%	3.1%				
American Indian	0	0.0%	%0.0	0.1%				
Asian	0	0.0%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	19.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	11.1%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	0	0.0%	14.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	*	7.1%	14.2%	16.6%				

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

Texas Education Agency
2020-21 Student Information (TAPR)
EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

Class Size		
Information	Campus District State	t Stat
Elementary:		
Kindergarten	- 19.8	3 17.7
Grade 1	- 20.2	2 18.0
Grade 2	- 21.7	7 18.0
Grade 3	- 21.5	18.2
Grade 4	- 18.9	18.3
Grade 5	- 20.9	19.8
Grade 6	- 19.4	19.4
Secondary:		
English/Language Arts	- 20.0	15.7
Foreign Languages	22.3	17.8
Mathematics	- 20.7	7 16.9
Science	- 21.9	17.9
Social Studies	- 24.0	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

39.3 1 16.8 3.0 3.0 3.0 0.0 0.0 0.0 0.0 0.0	Percent 100.0% 42.6% 25.4% 9.6% 7.6% 57.4% n/a	100 100 100 100 100 100 100 100 100 100	nict State 1.0% 100.0% 1.3% 64.3% 1.3% 49.6% 1.3% 3.0% 3.0%
	100.0% 42.6% 25.4% 9.6% 7.6% 57.4% 10/a	00 60 7 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 6 -
16.8 3.0 3.0 22.5 0.0 0.0	42.6% 25.4% 9.6% 7.6% 57.4% n/a n/a	60 448 7 7 7 7 1 1 4 1 1 4 1 1 1 1 1 1 1 1 1 1	4 6 -
222.5 0.0 0.0 0.0	25.4% 9.6% 7.6% 57.4% n/a n/a	2 7 8 4 1 1 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	4 6 -
22.3.0 22.55 0.0 0.0 0.0	9.6% 7.6% 57.4% n/a n/a	1 m 4	4 6 4
3.0	7.6% 57.4% n/a n/a	E 4	4 6 -
0.0	57.4% n/a n/a	4	4 6 -
0 0 0 0	n/a n/a n/a		4 6 -
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0.0	n/a		[
0	n/a		
?	3		
17.5	44.6%	28.9%	
			11.1%
0.0	0.0%	9.0	
2.0	20.0%	16.9%	28.4%
8.0	80.0%	81.2%	26.9%
0.0	0.0%	0.3%	0.3%
0.0	0.0%	0.3%	1.8%
0.0	%0.0	0.0%	0.2%
0.0	0.0%	%9.0	1.2%
0.0	0.0%	21.3%	23.8%
10.01	100.0%	78.7%	76.2%
0.0	%0.0	1.0%	1.2%
7.0	70.0%	76.3%	73.0%
3.0	30.0%	22.1%	25.0%
0.0	%0.0	0.6%	0.7%
0.0	%0.0	1.5%	6.7%
4.0	40.0%	29.1%	27.8%
2.0	20.0%	16.6%	20.3%
3.0	30.0%	33.2%	29.1%
1.0	10.0%	15.8%	13.0%
0.0	0.0%		3.1%
0.4.4.4.0	000000		0.0% 40.0% 20.0% 30.0% 10.0%

Texas Education Agency 2020-21 Staff Information (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

	Campus	1		
Staff Information	Count/Average Percent District	ercent Di	istrict	State
Number of Students per Teacher	17.5	n/a	15.3 14.5	14.

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.9	6.4
Average Years Experience of Principals with District	5.0	9.9	5.5
Average Years Experience of Assistant Principals	0.0	5.6	5.5
Average Years Experience of Assistant Principals with District	0.0	8.4	4.8
Average Years Experience of Teachers:	8.9	12.3	11.2
Average Years Experience of Teachers with District:	6.3	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):	es only):		
Beginning Teachers		\$50,726	\$50,849
1-5 Years Experience	\$47,838	\$51,242	\$53,288
6-10 Years Experience	\$48,450	\$48,751	\$56,282
11-20 Years Experience	\$51,417	\$53,955	\$59,900
21-30 Years Experience	\$59,751	\$59,688	\$64,637
Over 30 Years Experience		\$63,685	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$50,225	\$53,538	\$57,641
Professional Support	\$60,178	\$60,593	\$68,030
Campus Administration (School Leadership)	\$65,365	\$80,912	\$83,424
Instructional Staff Percent:	n/a	62.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	— Can	Campus		
Program Information	Count	Percent	Count Percent District State	State
Teachers by Program (population served):	on serve	d) :		
Bilingual/ESL Education	2.0	20.0%	3.2%	6.2%
Career and Technical Education	0.0	0.0%	4.4%	5.1%
Compensatory Education	0.0	0.0%	2.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	6.0	%0.09	77.6%	71.0%
Special Education	2.0	20.0%	9.1%	9.4%
Other	0.0	0.0%	3.2%	3.6%

Texas Education Agency

2020-21 Staff Information (TAPR) EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

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

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

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

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

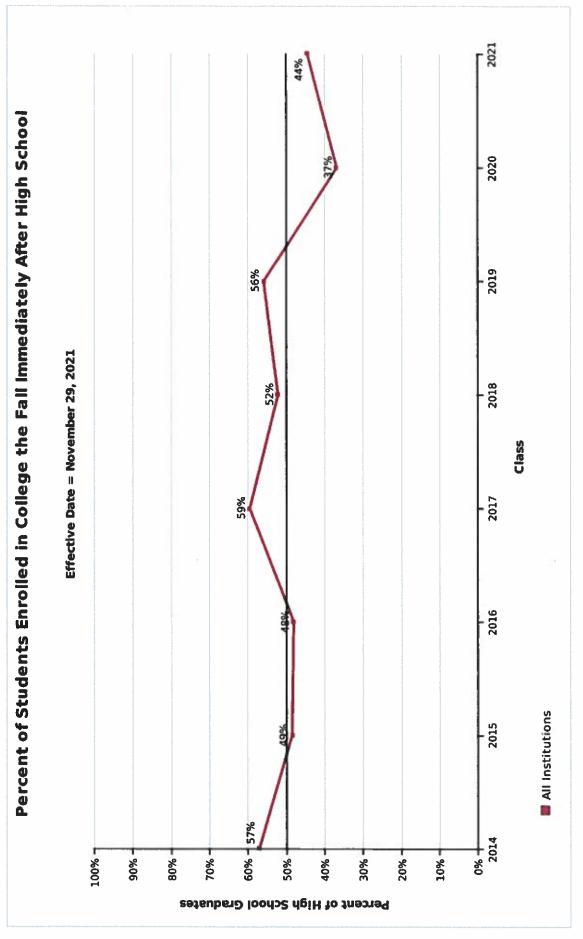
No data is given for high schools with 25 or fewer graduates.

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

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

Texas High School Graduates from FY2019 Enrolled in Texas Public or Independent Higher Education in FY 2020

							r in Publ	ic Higher as	
County	District		Total Graduates	<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk
	KERRVILLE ISD			•		-			
	133903105 HILL COU	INTRY H \$							
		Four-Year Public University	2						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	49						
		Total High School Graduates	54						
	133903001 TIVY H S								
		Four-Year Public University	82	21	10	12	17	22	0
		Two-Year Public Colleges	53	12	9	8	13	6	5
		Independent Colleges & Universities	31						
		Not Trackable	8						
		Not Found	135						
		Total High School Graduates	309						



NATIONAL STUDENT CLEARINGHOUSE

AVG = 50%

Tivy High School

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Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
TEXAS STATE UNIVERSITY - SAN MARCOS	•	ጟ	4-year	Public	96
TEXAS A&M UNIVERSITY	2	ΧĽ	4-year	Public	26
TEXAS TECH UNIVERSITY, LUBBOCK	8	ጟ	4-year	Public	81
ANGELO STATE UNIVERSITY	4	XI	4-year	Public	80
SCHREINER UNIVERSITY	S	ΤX	4-year	Private	80
NORTHWEST VISTA COLLEGE	9	אַ	2-year	Public	73
UNIVERSITY OF TEXAS - SAN ANTONIO	7	¥	4-year	Public	61
UNIVERSITY OF TEXAS AT AUSTIN	8	¥	4-year	Public	51
TEXAS A&M UNIVERSITY - CORPUS CHRISTI	6	¥	4-year	Public	47
SAN ANTONIO COLLEGE	10	ጟ	2-year	Public	43
BLINN COLLEGE- BRYAN CAMPUS	-	ጟ	2-year	Public	29
ABILENE CHRISTIAN UNIVERSITY	12	ጟ	4-year	Private	21
AUSTIN COMMUNITY COLLEGE DISTRICT	13	X	2-year	Public	19
BAYLOR UNIVERSITY	14	XT	4-year	Private	19
TARLETON STATE UNIVERSITY	15	X	4-year	Public	19
BLINN COLLEGE	16	ΧĮ	2-year	Public	18
UNIVERSITY OF NORTH TEXAS	11	ጟ	4-year	Public	16
TEXAS CHRISTIAN UNIVERSITY	18	XT	4-year	Private	13
TRINITY UNIVERSITY	19	ΧŢ	4-year	Private	11
TEXAS LUTHERAN UNIVERSITY	20	አፗ	4-year	Private	10
SAM HOUSTON STATE UNIVERSITY	21	ΧI	4-year	Public	6
ST PHILIP'S COLLEGE	22	ጟ	2-year	Public	6
TEXAS A&M UNIVERSITY, KINGSVILLE	23	ΧL	4-year	Public	6
UNIVERSITY OF MARY HARDIN-BAYLOR	24	Ϋ́	4-year	Private	O
HINNEDSITY OF THE INCARNATE WORD	25	X	4-vear	Drivate	σ

Tivy High School

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NATIONAL STUDENT CLEARINGHOUSE

Kerrville Independent School District Title IV Safe and Drug Free Disciplinary Report 2020-2021

	DES	NES	SES	TES	BTW	HPMS	HCHS	THS	District Totals
Reason Code									
01 Permanent Removal by a Teacher From Class	0	0	0	0	0	0	0	1	1
02 Conduct Punishable as a Felony	0	0	0	0	0	0	0	0	0
04 Possess, Sold, Used Controlled Substance	0	0	0	0	0	2	0	17	19
05 Possess, Sold, Used Alcohol	0	0	0	0	0	2	0	0	2
07 Public Lewdness or Indecent Exposure	0	0	0	0	0	0	0	0	0
09 Conduct Occurring Off Campus, Title 5 Felony	0	0	0	0	0	2	0	2	4
10 Conduct Occurring Off Campus, Non-Title 5 Felony	0	0	0	0	0	0	0	3	3
21 Violation Code of Conduct	1	16	35	18	51	250	0	453	824
26 Terroristic Threat	0	0	0	0	0	3	0	3	9
27 Assualt of School Staff	0	0	0	0	0	0	0	0	0
28 Assault, Other than School Staff	0	0	0	0	0	5	2	12	19
29 Aggrevated Assault Against School Dist. Emp.	0	0	0	0	0	0	0	0	0
33 Possess, Sold, Used, Purchased Tobacco Product	0	0	0	0	0	0	0	0	0
35 False Alarm	0	0	0	0	0	0	0	0	0
41 Fighting / Mutual Combat	0	2	0	0	6	19	0	14	44
TOTAL	1	18	35	18	9	283	2	505	922

The numbers and the totals reported are Incident Totals from the 2020-2021 Summer PEIMS Collection.

The following campuses are not listed because no discipline data was reported for 2020-2021:

Early Childhood Campus

School Violence Prevention and Violence Intervention Policies and Procedures

Policies:

Kerrville ISD Board Policy:

FFB - STUDENT WELFARE-WELLNESS AND HEALTH SERVICES

FFEA – STUDENT ASSISTANCE PROGRAMS/COUNSELING-COMPREHNSIVE GUIDANCE PROGRAM

FFF - STUDENT SAFETY

FFH - STUDENT WELFARE-FREEDOM FROM DISCRIMINATION, HARRASSMENT AND RETALIATION

FFI - STUDENT WELFARE-FREEDOM FROM BULLYING

Kerrville ISD Student Handbook

Kerrville ISD Student Code of Conduct

Procedures:

P3 Campus Anonymous Reporting App

Campus and District Safety Threat Assessment Teams

District Safety Committee Meetings

Campus Character and Kindness Committees