

A yellow container filled with various colored markers (red, orange, yellow, green, blue, purple) is shown in the top left corner of the cover. The background of the top half is a blurred image of a crowd of people.

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

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T A P R

(Texas Academic Performance Report)

2020-2021

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Mark Foust, Ed.D.
Superintendent

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1009 Barnett Street
Kerrville, TX 78028

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 drop-out 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



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.

GOAL

ACTIVITIES/STRATEGIES

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.

- 1.1** Perform peer observations/learning walks to do the following:
 - model effective practices and provide teachers feedback
 - create opportunities for teachers and staff to think critically about practice and utilize formative assessment to impact student learning
 - reflect on planning and strategies that ensure student choice and personalized academic learning experiences
- 1.2** Provide on-going professional learning opportunities that equip staff and parents to address the social emotional learning needs of all students.
- 1.3** 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.
- 1.4** Develop systemic use of grade level specific procedures that encourage students to take ownership for their learning by involving them in the goal-setting and assessment process; provide teachers with professional learning that supports student goal-setting strategies and teacher/student conferencing methods.

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.

- 2.1** Launch KISD Literacy Initiative that includes parental involvement components, celebrations, and cross-curricular activities.
- 2.2** Continue teacher professional learning that supports small group learning opportunities for all students in English language arts/reading and mathematics courses. District and campus administrators will monitor and provide feedback and support for teachers.
- 2.3** Provide professional learning opportunities that support the incorporation of writing across the curriculum.
- 2.4** Provide ECC-2nd grade teachers vertical alignment opportunities and ongoing professional learning on innovative instructional strategies for early literacy success and algebraic reasoning.
- 2.5** Continue vertical alignment discussions between third grade math through Algebra II teachers and explore viable and cost-effective universal math screeners.
- 2.6** 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.
- 2.7** Develop K-12 universal screener system to measure and track reading levels of all students.

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.

- 3.1** 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.
- 3.2** 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.
- 3.3** Identify reading and math TEKS aligned to Advanced Placement assessments and college entrance exams and provide professional learning opportunities for teachers to continue to maximize student success.
- 3.4** Expand CTE course offerings based on student input and interest, Texas Workforce Commission data, and community feedback while balancing state accountability; continued recruitment of industry experts to support growth of programs.
- 3.5** Provide all students opportunities to participate in STEM activities at the elementary level through STEM labs and other classroom lessons such as STEM Lab Fridays.
- 3.6** Expand co-op, apprenticeship, work shadow, and internship experiences for students.
- 3.7** Increase student participation and (CCMR) college career military readiness success measures on SAT/ACT/ASVAB assessments.
- 3.8** Develop systems to identify and monitor students' post-graduation plans which will include annual progress monitoring sessions with feedback to students.

GOAL

ACTIVITIES/STRATEGIES

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

- 4.1 Use the KISD Profile of a Graduate, Profile of a KISD Teacher, KISD Vision 2021 to drive recruitment, development, and retention processes.
- 4.2 Utilize a district-wide "exit" and "stay" interview process and use the data to refine systems.
- 4.3 Incorporate "PLP" an individualized professional learning plan within the KISD three-year Professional Development Plan and scaffold the implementation of digital collaboration between faculty and staff.
- 4.4 Implement a comprehensive teacher/staff induction program.
- 4.5 Incorporate a new teacher mentoring plan and use participant feedback to refine the program.
- 4.6 Design and implement KISD Leadership Academy for current professional staff; engage university partners for advanced degree opportunities for staff.
- 4.7 Analyze benefit packages and salary ranges to continue to offer competitive comprehensive salary plans.
- 4.8 Develop a systemic plan to recognize staff that includes campus and district personnel.

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.

- 5.1 Use student progress data, resource usage data, and staff feedback to analyze the effectiveness of resources and curriculum alignment.
- 5.2 Evaluate the professional learning program to ensure alignment with instructional practices and to improve student learning and engagement.
- 5.3 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.
- 5.4 Identify and develop replacement/upgrade cycles that include technology and technology infrastructure, furniture and in structural 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.
4. KISD fosters a positive environment for learning, teaching *and* for connecting with our community.
5. Every student deserves the highest quality learning experiences.
6. 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.

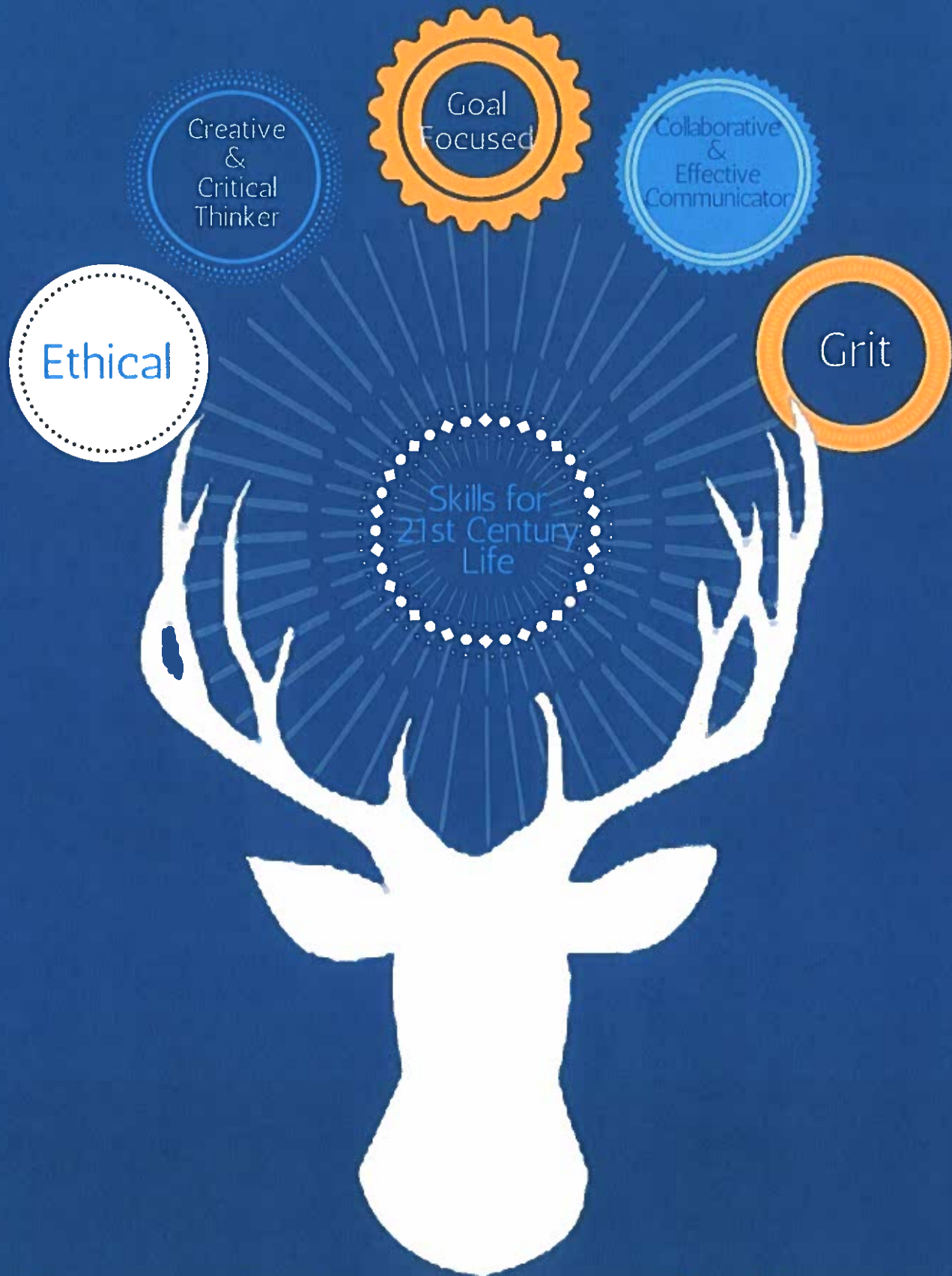
Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other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



The purpose of the Kerrville Independent School District is to educate all students to be successful and productive citizens.



A KISD Teacher...



Protects



Perseveres



Plans



Personalizes



Learns



Reflects



Protects

Teachers foster a positive environment for learning by providing a physically, socially, and emotionally safe, student-centered classroom. Persistence in forging meaningful and professional connections with students, parents and colleagues serve as a model for ethical behavior and positive communication.

Plans

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 life-long learning, and prepare students for life in the 21st Century.

Personalizes

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.

Reflects

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.

Learns

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.

Perseveres

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.



FOCUS on Instruction

KISD Instructional Standards

1 Foster a positive learning environment.

2 Establish clear learning expectations.

3 Ensure authentic student engagement.

4 Implement intentional and ongoing assessment for learning.

5 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	90%	60%	30%
	English II	90%	60%	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.

Goal 4: 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:
 - Deep Dive on Data Protocols and Interventions
 - Running an iPLC
 - 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 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.

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.
- 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 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).
- 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 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.

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

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

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

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

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

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability

PEIMS Financial Standard Report of 2019-2020

Financial Actual Information

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

	District				State			
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%
Revenues								
Operating Revenue								
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%
State Operating Funds	\$11,009,827	28.04%	\$2,288	\$11,388,389	24.31%	\$2,367	\$24,198,968,656	40.86%
Federal Funds	\$486,735	1.24%	\$101	\$6,587,357	14.06%	\$1,369	\$7,015,215,596	11.84%
Other Local	\$553,697	1.41%	\$115	\$1,653,479	3.53%	\$344	\$2,483,070,133	4.19%
Total Operating Revenue	\$39,260,422	100.00%	\$8,159	\$46,839,388	100.00%	\$9,734	\$59,231,167,659	100.00%
Other Revenue								
Local Property Tax from I&S	\$0	0.00%	\$0	\$5,628,810	88.81%	\$1,170	\$7,988,017,723	85.75%
State Assistance for Debt Service	\$0	0.00%	\$0	\$98,465	1.55%	\$20	\$417,799,545	4.49%
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$611,097	9.64%	\$127	\$909,418,245	9.76%
Total Other Revenue	\$0	0.00%	\$0	\$6,338,372	100.00%	\$1,317	\$9,315,235,513	100.00%
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%
Recapture Revenue								
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	100.00%
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%
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%
Estimated State TRS Contributions	\$2,164,422	100.00%	\$450	\$2,220,106	84.97%	\$461	\$2,495,227,887	27.11%
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%
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%
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%
Professional & Contracted Services (Object 62xx)	\$2,528,207	6.78%	\$525	\$3,385,950	7.45%	\$704	\$5,127,350,907	8.99%

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

	District					State			
	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	5.80%	\$548	\$3,397,560,197	5.96%	\$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	0.00%	\$0	\$2,541,359	5.59%	\$528	\$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%	\$999
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

	District					State			
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
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
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
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
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
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
Gifted and Talented (PIC 21)	\$106,428	0.29%	\$22	\$111,221	0.24%	\$23	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$1,166,195	3.13%	\$242	\$1,226,422	2.70%	\$255	\$1,848,729,587	3.24%	\$337
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
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
Bilingual (PICs 25,35)	\$321,212	0.86%	\$67	\$413,995	0.91%	\$86	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$5,042	0.01%	\$1	\$5,042	0.01%	\$1	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$9,049	0.02%	\$2	\$9,049	0.02%	\$2	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$1,155,023	3.10%	\$240	\$1,155,023	2.54%	\$240	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$256,642	0.69%	\$53	\$256,642	0.56%	\$53	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$198,891	0.53%	\$41	\$198,891	0.44%	\$41	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$1,037,421	2.78%	\$216	\$1,292,232	2.84%	\$269	\$1,079,705,932	1.89%	\$197
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
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
Non-Operating Expenditures by PIC									
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
Non-Operating Expenditures by PIC (1x-9x) (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 Program Intent Code (PIC)	\$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 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
Disbursements									
Total Disbursements									

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

		District				State			
		General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%
Operating Expenditures		\$37,286,191	93.30%	\$7,749	\$45,467,987	47.49%	\$9,449	\$57,013,820,289	70.09%
Recapture		\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,610,589,103	3.21%
Total Other Uses		\$611,097	1.53%	\$127	\$611,097	0.64%	\$127	\$1,065,828,545	1.31%
Intergovernmental Charge		\$399,037	1.00%	\$83	\$399,037	0.42%	\$83	\$647,236,702	0.80%
Debt Service (Object 6500)		\$0	0.00%	\$0	\$6,324,548	6.61%	\$1,314	\$9,524,076,242	11.71%
Capital Projects (Object 6600)		\$1,665,304	4.17%	\$346	\$42,936,046	44.85%	\$8,923	\$10,481,863,702	12.89%
Total Disbursements		\$39,961,629	100.00%	\$8,305	\$95,738,715	100.00%	\$19,896	\$81,343,414,583	100.00%
Tax Rates									
2019 - 2020 (current tax year) Tax Rates									
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		\$42	\$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									
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

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Cover Page

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

Distinction Designations: Distinction designations were not awarded for 2021.

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

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

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

Data Reports for RDA and SPP/APR:

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

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

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

Performance

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

Other Important Information:

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

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

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

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

STAAR Performance (2020–21)

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

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

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

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

Bilingual Education/ESL (2020–21)

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

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

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

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

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

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

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

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

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

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

STAAR Participation (2020–21)

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

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

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

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

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

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

Attendance and Graduation

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

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

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

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

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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

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

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

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

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

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

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

Additional Information on Cohorts:

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

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

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

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

4-Year Longitudinal Rate

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

- (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:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

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

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

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

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

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:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2019 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2019 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2019 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \end{array}}{\text{number of students in the 2019 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2019 cohort*}}$$

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6-year Extended Longitudinal Rate

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

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

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

number of students in the 2018 cohort*

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

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

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

number of students in the 2018 cohort*

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation Information/State Graduation Requirements](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

Graduation Profile (2020–21)

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

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

(Data source: PEIMS 40203)

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

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

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

total number of students

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

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

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

total number of students

Postsecondary Readiness

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

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

College Readiness

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

Career/Military Readiness

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

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

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

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

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

The percentages are calculated as follows:

English Language Arts.

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

number of 2019-20 annual graduates

Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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

number of 2019-20 annual graduates

Either Subject.

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

number of 2019-20 annual graduates

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

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

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

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

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

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

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

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

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

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

Career/Military Ready Graduates

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

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

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

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

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

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

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

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

number of 2019-20 annual graduates

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

English Language Arts.

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

number of 2019-20 annual graduates

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Mathematics.

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

number of 2019-20 annual graduates

Both Subjects.

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

number of 2019-20 annual graduates

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

All Subjects

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

total students enrolled in grades 11 & 12

English Language Arts

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

total students enrolled in grades 11 & 12

Mathematics

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

total students enrolled in grades 11 & 12

Science

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

total students enrolled in grades 11 & 12

Social Studies

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

total students enrolled in grades 11 & 12

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

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

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

All Subjects

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

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

English Language Arts

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

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

Mathematics

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

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

Science

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

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

Social Studies

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

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

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

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

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

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

number of 2019-20 graduates reported

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

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

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

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

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

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

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

number of 2019-20 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

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

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

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

number of 2019-20 graduates who took the ACT

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

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

number of 2019-20 graduates who took the ACT

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

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

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

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

Other Postsecondary Indicators (2020–21)

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

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

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

Any Subject

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

English Language Arts

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

Mathematics

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

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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

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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)

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

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

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

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

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

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

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

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

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

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

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

(B) includes —

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

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

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

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

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

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

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

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

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

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

total number of students

(Data source: PEIMS 40110)

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

number of mobile students in 2019–20

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2020–21)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

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

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

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

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

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

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

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

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

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

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Appendix A Advanced Academic Courses

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

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

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

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03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

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

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

Science

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

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

Social Studies/History

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

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

Foreign Language

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

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director

PROFESSIONAL SUPPORT STAFF

002.....	Art Therapist
005.....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant

2020–21 Texas Academic Performance Report (TAPR) Glossary

065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

TEACHERS

087.....	Teacher
047.....	Substitute Teacher

EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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

2020-21 Texas Academic Performance Report (TAPR)

STATE

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

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

School Year	African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level											
Grade 3 Reading											
At Approaches Grade Level or Above	2021 67%	56%	60%	82%	68%	87%	63%	76%	43%	66%	57%
	2019 76%	65%	73%	85%	74%	91%	77%	81%	49%	75%	72%
At Meets Grade Level or Above	2021 39%	27%	29%	55%	36%	63%	34%	48%	23%	34%	27%
	2019 45%	33%	39%	56%	42%	72%	47%	51%	27%	39%	39%
At Masters Grade Level	2021 19%	11%	12%	31%	16%	38%	15%	25%	7%	16%	12%
	2019 27%	18%	22%	37%	23%	54%	28%	34%	10%	23%	22%
Grade 3 Mathematics											
At Approaches Grade Level or Above	2021 62%	45%	54%	79%	62%	86%	59%	70%	41%	65%	51%
	2019 79%	67%	77%	86%	76%	94%	82%	82%	53%	81%	78%
At Meets Grade Level or Above	2021 31%	17%	22%	46%	31%	60%	27%	37%	21%	31%	23%
	2019 49%	33%	43%	60%	44%	79%	53%	54%	30%	47%	45%
At Masters Grade Level	2021 14%	6%	9%	24%	13%	38%	11%	18%	7%	15%	10%
	2019 25%	14%	20%	33%	22%	56%	24%	30%	12%	23%	21%
Grade 4 Reading											
At Approaches Grade Level or Above	2021 63%	51%	55%	77%	62%	85%	61%	70%	35%	62%	53%
	2019 75%	62%	71%	84%	72%	92%	73%	80%	44%	74%	70%
At Meets Grade Level or Above	2021 36%	26%	28%	51%	34%	63%	33%	45%	20%	34%	26%
	2019 44%	31%	38%	57%	40%	72%	41%	51%	24%	40%	37%
At Masters Grade Level	2021 17%	10%	11%	28%	16%	38%	13%	23%	6%	15%	11%
	2019 22%	13%	17%	31%	17%	48%	17%	28%	8%	19%	16%
Grade 4 Mathematics											
At Approaches Grade Level or Above	2021 59%	42%	51%	76%	59%	86%	62%	67%	35%	64%	51%
	2019 75%	61%	73%	83%	74%	94%	74%	78%	46%	78%	74%
At Meets Grade Level or Above	2021 36%	20%	27%	53%	35%	68%	32%	43%	22%	38%	27%
	2019 48%	32%	43%	58%	42%	80%	46%	53%	28%	48%	45%
At Masters Grade Level	2021 21%	10%	14%	34%	20%	51%	19%	27%	9%	23%	14%
	2019 28%	15%	23%	38%	24%	64%	24%	34%	13%	29%	25%
Grade 4 Writing											
At Approaches Grade Level or Above	2021 53%	41%	44%	68%	52%	82%	54%	62%	26%	51%	42%
	2019 67%	54%	63%	75%	62%	88%	65%	73%	34%	61%	64%
At Meets Grade Level or Above	2021 27%	18%	19%	39%	25%	57%	30%	34%	15%	23%	18%
	2019 35%	24%	30%	44%	29%	66%	35%	42%	19%	28%	31%

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

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

	School Year	African American				Hispanic		White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Disadv Monitored)
		State	At Masters	Approaches	Meets	At Masters	Approaches	Meets	At Masters	Approaches	Meets	At Masters	Approaches	Meets	At Masters	Approaches	Meets	At Masters	Approaches	Meets	At Masters	Approaches	Meets	
Grade 5 Reading+	At Masters Grade Level	2021	8%	4%	61%	68%	84%	71%	90%	79%	41%	74%	64%	5%	2019	11%	6%	7%	8%	9%	7%	4%	5%	
	At Approaches Grade Level or Above	2021	73%	86%	78%	38%	61%	44%	73%	54%	22%	43%	28%	58%	31%	38%	9%	27%	31%	27%	30%	20%	66%	
		2019	86%	78%	33%	47%	67%	53%	81%	62%	8%	28%	29%	20%	71%	90%	56%	87%	84%	70%	64%	83%		
		2021	46%	42%	19%	22%	41%	28%	60%	37%	29%	27%	51%	44%	35%	55%	31%	28%	27%	26%	20%	37%		
	At Masters Grade Level	2021	30%	20%	19%	22%	41%	28%	60%	37%	29%	27%	51%	44%	35%	55%	31%	28%	27%	26%	20%	45%		
Grade 5 Mathematics+	At Approaches Grade Level or Above	2021	70%	54%	81%	36%	60%	44%	78%	51%	25%	47%	68%	5%	2019	90%	6%	7%	8%	9%	7%	4%	21%	
	At Meets Grade Level or Above	2021	44%	27%	42%	18%	37%	23%	59%	26%	31%	27%	58%	32%	10%	37%	37%	30%	27%	20%	21%	64%		
		2019	90%	81%	36%	54%	68%	60%	88%	62%	14%	37%	33%	25%	47%	60%	21%	27%	26%	20%	36%	90%		
		2021	58%	12%	22%	31%	47%	36%	74%	41%	37%	65%	61%	47%	91%	46%	39%	32%	27%	20%	55%	19%		
	At Masters Grade Level	2021	25%	12%	22%	31%	47%	36%	74%	41%	37%	65%	61%	47%	91%	46%	39%	32%	27%	20%	33%	64%		
Grade 5 Science	At Approaches Grade Level or Above	2021	62%	46%	61%	21%	48%	31%	61%	41%	20%	33%	28%	6%	2019	75%	18%	32%	6%	12%	50%	69%		
	At Meets Grade Level or Above	2021	31%	18%	32%	7%	22%	12%	33%	18%	11%	23%	27%	10%	37%	63%	76%	32%	28%	19%	41%	20%		
		2019	49%	32%	28%	19%	35%	24%	50%	31%	28%	48%	51%	13%	25%	58%	71%	45%	39%	21%	7%			
		2021	13%	6%	9%	9%	23%	13%	40%	20%	6%	15%	15%	12%	16%	64%	69%	51%	45%	39%	21%	41%		
	At Masters Grade Level	2021	24%	12%	12%	19%	35%	24%	50%	31%	11%	23%	27%	10%	37%	63%	76%	32%	28%	19%	41%	18%		
Grade 6 Reading	At Approaches Grade Level or Above	2021	62%	52%	59%	24%	46%	30%	64%	41%	20%	33%	28%	6%	2019	75%	18%	32%	6%	12%	50%	69%		
	At Meets Grade Level or Above	2021	32%	23%	28%	9%	23%	13%	40%	20%	6%	15%	15%	12%	16%	64%	69%	51%	45%	39%	21%	7%		
		2019	37%	28%	29%	9%	23%	13%	40%	20%	6%	15%	15%	12%	16%	64%	69%	51%	45%	39%	21%	25%		
		2021	15%	9%	9%	9%	23%	13%	40%	20%	6%	15%	15%	12%	16%	64%	69%	51%	45%	39%	21%	7%		
	At Masters Grade Level	2021	18%	12%	12%	12%	26%	16%	44%	25%	6%	16%	16%	12%	16%	64%	69%	51%	45%	39%	21%	10%		
Grade 6 Mathematics	At Approaches Grade Level or Above	2021	68%	54%	70%	60%	83%	68%	91%	76%	41%	72%	69%	58%	2019	81%	70%	81%	64%	57%	58%	58%		
	At Masters Grade Level	2021	25%	12%	12%	12%	26%	16%	44%	25%	6%	16%	16%	12%	16%	64%	69%	51%	45%	39%	21%	10%		

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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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		School		African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)		
	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State	Year	State
At Approaches Grade Level or Above	2021	62%	48%	54%	78%	62%	89%	63%	70%	35%	64%	63%	58%	52%	50%											
	2019	88%	81%	87%	93%	87%	98%	89%	91%	59%	87%	89%	85%	84%	86%											
	2021	36%	23%	28%	53%	37%	73%	39%	45%	20%	38%	38%	33%	26%	24%											
	2019	57%	43%	52%	68%	56%	87%	63%	64%	28%	55%	59%	52%	48%	49%											
	2021	11%	5%	7%	17%	10%	42%	10%	14%	7%	10%	11%	9%	6%	6%											
At Meets Grade Level or Above	2019	17%	9%	13%	24%	16%	54%	17%	22%	9%	15%	18%	15%	11%	11%											
	Grade 8 Science																									
	2021	68%	55%	60%	84%	69%	92%	68%	78%	37%	70%	70%	63%	57%	52%											
	2019	81%	71%	77%	90%	82%	96%	82%	88%	47%	79%	82%	77%	74%	71%											
	2021	43%	29%	33%	62%	44%	79%	43%	54%	22%	45%	46%	37%	30%	25%											
At Masters Grade Level	2019	51%	35%	43%	67%	51%	83%	49%	62%	24%	49%	53%	45%	39%	35%											
	2021	24%	12%	15%	38%	25%	59%	23%	33%	10%	25%	25%	19%	13%	11%											
	2019	25%	13%	18%	39%	23%	61%	23%	34%	10%	25%	27%	21%	15%	13%											
	Grade 8 Social Studies																									
	2021	57%	46%	47%	75%	59%	86%	61%	69%	32%	61%	59%	52%	44%	38%											
At Approaches Grade Level or Above	2019	69%	58%	63%	80%	68%	92%	72%	78%	37%	69%	70%	64%	59%	55%											
	2021	28%	18%	19%	44%	30%	62%	26%	38%	18%	33%	30%	24%	17%	13%											
	2019	37%	26%	29%	49%	36%	73%	37%	47%	20%	37%	38%	33%	26%	23%											
	2021	14%	7%	8%	23%	15%	39%	13%	20%	7%	17%	14%	11%	6%	5%											
	2019	21%	13%	15%	30%	20%	55%	20%	29%	9%	22%	22%	18%	13%	11%											
End of Course English I																										
At Approaches Grade Level or Above	2021	67%	56%	61%	82%	66%	90%	71%	78%	31%	61%	69%	62%	57%	47%											
	2019	68%	58%	63%	80%	67%	89%	66%	78%	28%	59%	70%	62%	59%	50%											
	2021	50%	37%	42%	68%	50%	82%	55%	63%	19%	41%	52%	44%	38%	27%											
	2019	50%	37%	43%	67%	50%	81%	47%	64%	15%	38%	52%	44%	39%	28%											
	2021	12%	7%	7%	21%	12%	43%	11%	19%	4%	9%	13%	10%	6%	3%											
At Masters Grade Level	2019	11%	5%	7%	18%	9%	39%	10%	17%	3%	5%	12%	8%	5%	3%											
	End of Course English II																									
	2021	71%	60%	65%	84%	72%	91%	69%	82%	32%	64%	73%	65%	62%	47%											
	2019	68%	59%	63%	81%	67%	87%	68%	79%	28%	57%	71%	62%	60%	45%											
	2021	57%	45%	50%	73%	59%	85%	56%	70%	22%	47%	60%	50%	45%	29%											
At Meets Grade Level or Above	2019	49%	38%	42%	66%	47%	77%	49%	63%	16%	35%	52%	42%	38%	22%											

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

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

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

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

- Indicates there are no students in the group.

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

**Texas Education Agency
2018-19 Progress (TAPR)
State**

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

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

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- Indicates there are no students in the group.

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

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

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

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

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

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

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

- Indicates there are no students in the group.

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

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

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

	2021 STAAR Participation (All Grades)																		EB/EL (Current & Disadv Monitored)
	African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		
	State	Other	State	Other	State	Other	State	Other	State	Other	State	Other	State	Other	State	Other	State	Other	
2019 STAAR Participation (All Grades)																			
All Tests		99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	100%
Assessment Participant		94%	92%	94%	95%	92%	94%	91%	94%	94%	93%	93%	93%	98%	98%	85%	93%	92%	92%
Included in Accountability		4%	7%	4%	4%	6%	3%	7%	5%	5%	4%	4%	6%	1%	1%	11%	4%	4%	4%
Not Included in Accountability: Mobile		1%	1%	2%	0%	2%	3%	2%	0%	0%	1%	1%	1%	0%	0%	3%	2%	4%	4%
Not Included in Accountability: Other Exclusions		1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%
Not Tested		1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%
Absent		1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%	0%	1%	1%	0%	0%
Other		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	33.4%	64.7%	56.1%	77.3%	52.4%	66.0%	32.3%	30.8%	13.0%
	2019	46.3%	27.0%	62.7%	50.8%	71.9%	44.4%	63.5%	27.9%	23.9%	8.9%
SAT/ACT Results (Annual Graduates)											
Tested	2019-20	76.7%	76.9%	75.2%	76.0%	72.9%	95.6%	69.5%	77.3%	41.6%	72.4%
	2018-19	75.0%	76.8%	72.8%	74.3%	72.3%	95.9%	67.0%	76.0%	36.7%	69.8%
Above Criterion for All Examinees	2019-20	35.7%	19.5%	23.4%	54.6%	33.3%	76.1%	37.7%	49.2%	4.7%	20.0%
	2018-19	36.1%	19.7%	23.2%	56.3%	36.6%	74.6%	35.6%	50.1%	5.4%	20.0%
Average SAT Score (Annual Graduates)											
All Subjects	2019-20	1019	937	958	1109	1011	1229	1024	1094	792	940
	2018-19	1027	944	961	1124	1020	1228	1018	1102	800	945
English Language Arts and Writing	2019-20	513	476	483	561	511	602	515	553	399	474
	2018-19	517	479	483	568	513	600	511	557	402	475
Mathematics	2019-20	506	461	475	548	501	628	509	540	393	466
	2018-19	510	465	477	556	507	629	507	545	398	470
Average ACT Score (Annual Graduates)											
All Subjects	2019-20	20.2	17.3	17.9	23.0	20.1	26.4	20.0	22.3	14.2	17.5
	2018-19	20.6	17.8	18.4	23.2	20.6	26.0	21.1	22.5	14.8	17.9
English Language Arts	2019-20	19.9	16.8	17.4	23.1	19.9	26.3	19.7	22.3	13.1	16.8
	2018-19	20.3	17.4	17.8	23.2	20.3	25.8	20.9	22.5	13.8	17.3
Mathematics	2019-20	20.1	17.4	18.1	22.4	20.0	26.7	20.1	21.7	15.0	17.7
	2018-19	20.4	17.7	18.5	22.7	20.4	26.3	20.7	22.0	15.5	18.1
Science	2019-20	20.5	17.7	18.4	23.1	20.3	26.0	20.3	22.4	15.0	18.0
	2018-19	20.8	18.1	18.9	23.2	20.8	25.6	21.4	22.5	15.6	18.4

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

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

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

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

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

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

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

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

	State
Count	Percent

Data Quality:

Underreported Students 6,039 0.2%

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

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

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

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

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

Staff Information	----- State -----	
	Count	Percent
21-30 Years Experience	47,975.4	13.0%
Over 30 Years Experience	11,278.0	3.1%

Number of Students per Teacher 14.5 n/a

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

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

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

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

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

2020-21 Texas Academic Performance Report (TAPR)

REGION 20: SAN ANTONIO

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

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

School Year	State	Region 20	African American	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level														
Grade 3 Reading														
At Approaches Grade Level or Above	2021	67%	64%	57%	57%	82%	62%	79%	73%	78%	39%	62%	63%	53%
	2019	76%	73%	67%	70%	84%	74%	87%	80%	83%	44%	73%	70%	65%
At Meets Grade Level or Above	2021	39%	36%	28%	29%	58%	34%	56%	40%	50%	21%	31%	36%	24%
	2019	45%	42%	34%	37%	57%	36%	62%	58%	53%	24%	35%	42%	32%
At Masters Grade Level	2021	19%	17%	11%	12%	33%	17%	33%	13%	28%	6%	15%	17%	9%
	2019	27%	25%	18%	20%	39%	16%	42%	31%	34%	9%	21%	23%	17%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2021	62%	56%	43%	48%	78%	52%	78%	55%	69%	37%	57%	55%	43%
	2019	79%	76%	67%	72%	87%	75%	92%	95%	84%	47%	78%	72%	68%
At Meets Grade Level or Above	2021	31%	26%	17%	19%	47%	24%	52%	21%	39%	19%	24%	27%	16%
	2019	49%	45%	34%	39%	62%	42%	71%	60%	55%	27%	45%	46%	35%
At Masters Grade Level	2021	14%	12%	5%	7%	25%	9%	33%	14%	19%	6%	13%	11%	6%
	2019	25%	21%	15%	17%	35%	23%	44%	29%	29%	10%	23%	19%	14%
Grade 4 Reading														
At Approaches Grade Level or Above	2021	63%	59%	51%	53%	78%	57%	80%	68%	72%	32%	57%	59%	48%
	2019	75%	71%	64%	68%	84%	74%	89%	74%	82%	39%	71%	69%	63%
At Meets Grade Level or Above	2021	36%	34%	26%	27%	54%	31%	55%	36%	46%	18%	29%	33%	23%
	2019	44%	40%	31%	35%	58%	32%	65%	43%	54%	22%	37%	39%	30%
At Masters Grade Level	2021	17%	16%	10%	11%	30%	16%	30%	25%	23%	5%	14%	15%	9%
	2019	22%	19%	12%	15%	32%	14%	40%	13%	30%	7%	17%	18%	12%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2021	59%	52%	39%	44%	76%	49%	78%	75%	65%	30%	55%	51%	40%
	2019	75%	71%	62%	67%	83%	73%	91%	76%	80%	41%	73%	68%	63%
At Meets Grade Level or Above	2021	36%	29%	17%	22%	53%	30%	57%	43%	40%	19%	29%	29%	18%
	2019	48%	42%	32%	37%	59%	40%	72%	43%	55%	24%	43%	40%	33%
At Masters Grade Level	2021	21%	16%	8%	10%	34%	15%	38%	29%	23%	7%	16%	16%	8%
	2019	28%	24%	16%	19%	37%	21%	53%	17%	34%	10%	24%	22%	16%
Grade 4 Writing														
At Approaches Grade Level or Above	2021	53%	49%	41%	42%	69%	45%	76%	57%	63%	23%	47%	48%	36%
	2019	67%	63%	57%	59%	76%	67%	84%	68%	74%	30%	60%	61%	54%
At Meets Grade Level or Above	2021	27%	24%	18%	18%	41%	22%	51%	37%	36%	14%	20%	24%	15%
	2019	35%	31%	25%	27%	45%	26%	58%	38%	44%	17%	26%	30%	23%

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

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

	School Year	Region 20 State	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
At Masters Grade Level	2021	8%	7%	4%	14%	9%	19%	20%	3%	6%	7%	7%	4%
	2019	11%	8%	6%	14%	8%	25%	11%	4%	6%	9%	8%	9%
Grade 5 Reading+													
At Approaches Grade Level or Above	2021	73%	70%	61%	65%	84%	60%	83%	37%	72%	70%	68%	65%
	2019	86%	85%	80%	83%	94%	76%	94%	53%	87%	85%	84%	83%
At Meets Grade Level or Above	2021	46%	43%	34%	36%	62%	33%	64%	19%	41%	44%	41%	35%
	2019	54%	50%	43%	45%	68%	36%	74%	25%	48%	51%	49%	44%
At Masters Grade Level	2021	30%	27%	21%	21%	45%	16%	48%	7%	25%	28%	25%	19%
	2019	29%	26%	21%	21%	43%	18%	51%	8%	23%	27%	25%	19%
Grade 5 Mathematics+													
At Approaches Grade Level or Above	2021	70%	65%	53%	59%	84%	52%	86%	41%	72%	66%	62%	59%
	2019	90%	88%	83%	87%	95%	90%	98%	66%	90%	89%	86%	88%
At Meets Grade Level or Above	2021	44%	39%	27%	31%	61%	37%	68%	21%	42%	40%	36%	31%
	2019	58%	56%	46%	50%	72%	49%	89%	29%	56%	57%	52%	53%
At Masters Grade Level	2021	25%	21%	11%	15%	39%	11%	48%	8%	22%	21%	19%	15%
	2019	36%	34%	25%	29%	52%	24%	72%	13%	35%	36%	31%	31%
Grade 5 Science													
At Approaches Grade Level or Above	2021	62%	56%	45%	49%	79%	49%	77%	31%	61%	58%	54%	45%
	2019	75%	71%	63%	66%	87%	66%	90%	41%	74%	72%	68%	65%
At Meets Grade Level or Above	2021	31%	26%	17%	19%	49%	22%	46%	17%	27%	27%	24%	16%
	2019	49%	44%	33%	38%	66%	37%	67%	25%	44%	46%	42%	36%
At Masters Grade Level	2021	13%	10%	5%	6%	23%	11%	21%	6%	10%	10%	9%	5%
	2019	24%	20%	13%	15%	37%	16%	39%	9%	19%	21%	19%	14%
Grade 6 Reading													
At Approaches Grade Level or Above	2021	62%	59%	56%	53%	78%	50%	82%	26%	62%	60%	58%	46%
	2019	68%	67%	61%	62%	81%	59%	86%	33%	65%	68%	64%	54%
At Meets Grade Level or Above	2021	32%	30%	23%	23%	48%	25%	54%	15%	29%	30%	29%	18%
	2019	37%	36%	28%	30%	53%	35%	65%	19%	34%	37%	33%	24%
At Masters Grade Level	2021	15%	13%	10%	9%	24%	11%	33%	5%	12%	13%	13%	7%
	2019	18%	16%	11%	13%	27%	17%	36%	6%	14%	17%	15%	10%
Grade 6 Mathematics													
At Approaches Grade Level or Above	2021	68%	62%	52%	55%	82%	59%	87%	35%	68%	62%	60%	52%
	2019	81%	79%	72%	76%	90%	77%	95%	49%	81%	81%	76%	75%

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

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	School Year	Region State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	36%	30%	20%	22%	53%	32%	67%	26%	44%	17%	33%	30%	18%	20%
	2019	47%	44%	35%	38%	64%	44%	78%	47%	58%	22%	43%	41%	33%	36%
	2021	15%	11%	6%	7%	24%	11%	39%	7%	18%	6%	15%	11%	5%	6%
	2019	21%	19%	12%	14%	32%	22%	53%	16%	30%	8%	19%	17%	11%	14%
Grade 7 Reading															
At Approaches Grade Level or Above	2021	69%	67%	62%	61%	83%	61%	89%	64%	79%	34%	69%	68%	56%	56%
	2019	76%	74%	67%	70%	87%	78%	88%	76%	86%	37%	73%	75%	65%	65%
	2021	45%	42%	36%	35%	62%	36%	72%	53%	56%	19%	40%	43%	30%	30%
	2019	49%	47%	37%	41%	66%	49%	72%	56%	62%	22%	42%	48%	45%	36%
At Masters Grade Level	2021	25%	23%	17%	17%	39%	20%	48%	31%	32%	9%	21%	24%	14%	14%
	2019	29%	27%	19%	22%	44%	30%	54%	36%	42%	8%	25%	28%	18%	16%
Grade 7 Mathematics															
At Approaches Grade Level or Above	2021	55%	49%	40%	42%	74%	52%	75%	50%	61%	28%	49%	50%	38%	40%
	2019	75%	71%	60%	67%	87%	77%	87%	76%	82%	42%	72%	72%	63%	66%
	2021	27%	22%	14%	16%	45%	24%	49%	29%	30%	15%	20%	23%	21%	13%
	2019	43%	39%	25%	33%	61%	39%	69%	47%	52%	21%	38%	40%	36%	28%
At Masters Grade Level	2021	12%	10%	5%	5%	23%	7%	29%	21%	14%	6%	8%	10%	4%	4%
	2019	17%	14%	9%	11%	27%	14%	40%	14%	22%	7%	14%	15%	8%	10%
Grade 7 Writing															
At Approaches Grade Level or Above	2021	63%	58%	54%	50%	77%	48%	83%	66%	75%	23%	54%	59%	44%	42%
	2019	70%	67%	61%	62%	82%	68%	87%	81%	81%	30%	64%	68%	57%	58%
	2021	33%	28%	21%	21%	48%	22%	59%	34%	41%	13%	21%	29%	16%	15%
	2019	42%	38%	30%	32%	57%	43%	68%	46%	56%	17%	34%	39%	37%	28%
At Masters Grade Level	2021	10%	8%	4%	5%	16%	8%	22%	13%	14%	5%	5%	8%	3%	3%
	2019	18%	15%	12%	12%	26%	18%	40%	20%	24%	7%	13%	16%	9%	7%
Grade 8 Reading+															
At Approaches Grade Level or Above	2021	73%	70%	63%	66%	84%	72%	86%	88%	83%	38%	67%	72%	61%	56%
	2019	86%	85%	80%	83%	93%	90%	95%	85%	93%	49%	87%	86%	79%	77%
	2021	46%	43%	34%	37%	62%	50%	70%	50%	61%	20%	38%	45%	31%	28%
	2019	55%	54%	45%	48%	71%	54%	81%	62%	70%	22%	49%	55%	50%	42%
At Masters Grade Level	2021	21%	19%	15%	15%	32%	26%	44%	22%	30%	6%	16%	20%	11%	9%
	2019	28%	27%	19%	22%	43%	24%	54%	33%	40%	8%	22%	28%	17%	14%
Grade 8 Mathematics+															

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

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

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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

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

	School Year	Region State	African American	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
At Masters Grade Level	2021	11%	6%	7%	12%	32%	16%	17%	4%	6%	11%	9%	2%
	2019	8%	4%	5%	4%	24%	8%	13%	4%	3%	7%	6%	1%
End of Course Algebra I													
At Approaches Grade Level or Above	2021	73%	59%	60%	59%	87%	71%	81%	41%	62%	69%	60%	55%
	2019	85%	77%	81%	77%	96%	82%	89%	54%	82%	85%	77%	80%
At Meets Grade Level or Above	2021	41%	25%	26%	19%	66%	37%	50%	17%	32%	35%	28%	21%
	2019	61%	45%	52%	51%	86%	65%	71%	24%	57%	60%	48%	50%
At Masters Grade Level	2021	23%	11%	12%	13%	48%	24%	29%	7%	16%	19%	14%	10%
	2019	37%	25%	29%	32%	70%	38%	50%	10%	31%	36%	28%	27%
End of Course Biology													
At Approaches Grade Level or Above	2021	82%	77%	76%	88%	92%	91%	92%	51%	78%	82%	77%	65%
	2019	88%	84%	86%	89%	97%	87%	94%	61%	89%	89%	84%	78%
At Meets Grade Level or Above	2021	55%	45%	44%	55%	81%	61%	75%	23%	47%	54%	48%	32%
	2019	62%	55%	56%	59%	86%	70%	78%	25%	60%	65%	56%	41%
At Masters Grade Level	2021	22%	15%	14%	22%	53%	25%	36%	6%	19%	21%	18%	8%
	2019	25%	19%	20%	23%	58%	26%	44%	6%	22%	27%	23%	11%
End of Course U.S. History													
At Approaches Grade Level or Above	2021	88%	84%	86%	87%	93%	90%	96%	63%	88%	89%	84%	70%
	2019	93%	91%	92%	97%	97%	95%	98%	69%	91%	94%	90%	82%
At Meets Grade Level or Above	2021	69%	60%	62%	66%	84%	69%	85%	38%	66%	70%	62%	40%
	2019	73%	71%	71%	87%	88%	79%	90%	39%	76%	78%	68%	46%
At Masters Grade Level	2021	43%	34%	34%	38%	63%	44%	62%	17%	40%	43%	37%	16%
	2019	45%	41%	41%	58%	71%	52%	70%	17%	48%	50%	41%	20%
SAT/ACT All Subjects													
At Approaches Grade Level or Above	2021	95%	90%	86%	93%	99%	93%	96%	58%	87%	91%	84%	54%
	2021	69%	50%	49%	73%	90%	57%	77%	29%	60%	63%	43%	15%
At Masters Grade Level	2021	14%	1%	4%	20%	31%	0%	13%	1%	13%	8%	3%	1%
All Grades All Subjects													
At Approaches Grade Level or Above	2021	67%	56%	58%	61%	84%	73%	77%	35%	62%	65%	60%	50%
	2019	78%	70%	72%	75%	91%	81%	86%	44%	76%	77%	73%	68%
At Meets Grade Level or Above	2021	41%	29%	31%	36%	64%	45%	52%	19%	33%	39%	34%	24%
	2019	50%	39%	42%	44%	74%	54%	62%	23%	44%	49%	43%	36%

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

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

School Year	Region State	African American	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
At Masters Grade Level	2021 18%	16%	11%	11%	30%	15%	37%	20%	25%	7%	15%	8%
	2019 24%	22%	15%	17%	36%	20%	48%	24%	33%	8%	20%	14%
All Grades ELA/Reading												
At Approaches Grade Level or Above	2021 68%	66%	59%	61%	82%	63%	84%	73%	79%	34%	64%	52%
	2019 75%	73%	67%	70%	86%	71%	88%	77%	85%	38%	73%	63%
At Meets Grade Level or Above	2021 45%	42%	34%	36%	62%	40%	65%	52%	57%	19%	37%	27%
	2019 48%	46%	38%	40%	64%	42%	71%	50%	61%	20%	40%	32%
At Masters Grade Level	2021 18%	17%	12%	12%	30%	15%	37%	21%	26%	6%	15%	9%
	2019 21%	19%	13%	15%	32%	16%	42%	20%	31%	6%	17%	12%
All Grades Mathematics												
At Approaches Grade Level or Above	2021 66%	60%	49%	53%	81%	56%	84%	70%	73%	35%	61%	49%
	2019 82%	79%	72%	77%	89%	80%	94%	84%	87%	52%	81%	77%
At Meets Grade Level or Above	2021 37%	31%	21%	24%	54%	30%	63%	37%	45%	18%	31%	21%
	2019 52%	48%	38%	43%	65%	45%	79%	56%	61%	25%	48%	42%
At Masters Grade Level	2021 18%	14%	7%	9%	27%	11%	38%	19%	21%	7%	14%	8%
	2019 26%	24%	17%	19%	37%	22%	55%	25%	34%	10%	23%	19%
All Grades Writing												
At Approaches Grade Level or Above	2021 58%	53%	47%	46%	73%	47%	79%	62%	69%	23%	50%	41%
	2019 68%	65%	59%	60%	79%	67%	86%	75%	77%	30%	62%	60%
At Meets Grade Level or Above	2021 30%	26%	19%	19%	45%	22%	54%	35%	38%	13%	21%	16%
	2019 38%	35%	28%	30%	51%	34%	63%	42%	50%	17%	30%	29%
At Masters Grade Level	2021 9%	7%	4%	4%	15%	9%	20%	16%	12%	4%	5%	4%
	2019 14%	12%	9%	9%	20%	13%	32%	16%	19%	6%	9%	8%
All Grades Science												
At Approaches Grade Level or Above	2021 71%	68%	60%	62%	86%	69%	85%	82%	82%	39%	65%	52%
	2019 81%	80%	74%	76%	91%	78%	93%	84%	89%	50%	81%	70%
At Meets Grade Level or Above	2021 44%	40%	31%	32%	64%	40%	65%	48%	58%	20%	35%	23%
	2019 54%	52%	43%	46%	73%	46%	77%	58%	69%	24%	51%	37%
At Masters Grade Level	2021 20%	17%	11%	11%	34%	18%	41%	16%	29%	7%	16%	7%
	2019 25%	23%	16%	18%	41%	18%	50%	24%	37%	8%	21%	12%
All Grades Social Studies												
At Approaches Grade Level or Above	2021 73%	73%	69%	68%	87%	75%	87%	81%	85%	47%	68%	51%
	2019 81%	80%	77%	76%	90%	80%	92%	88%	90%	52%	78%	64%

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

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

	School Year	State	Region 20	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	49%	49%	43%	43%	67%	51%	69%	53%	64%	28%	42%	51%	43%	36%	25%
	2019	55%	55%	51%	50%	71%	60%	77%	64%	68%	29%	49%	57%	49%	44%	31%
At Masters Grade Level	2021	29%	28%	23%	22%	45%	27%	48%	30%	42%	12%	24%	30%	24%	17%	10%
	2019	33%	34%	29%	28%	51%	38%	60%	38%	48%	12%	29%	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 Year	State	School Progress Domain - Academic Growth Score by Grade and Subject										EB/EL (Current & Monitored)
		African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Grade 4 ELA/Reading	2019	61	59	56	63	69	74	50	64	53	60	56
	2018	63	62	62	67	62	73	57	65	60	61	62
Grade 4 Mathematics	2019	65	62	58	61	69	60	78	59	63	63	61
	2018	65	63	58	62	67	76	77	73	66	63	64
Grade 5 ELA/Reading	2019	81	81	79	80	82	73	85	77	81	80	83
	2018	80	80	80	79	81	83	85	79	83	80	81
Grade 5 Mathematics	2019	83	84	84	83	87	78	94	85	82	83	84
	2018	81	83	85	83	84	83	91	88	84	83	84
Grade 6 ELA/Reading	2019	42	41	39	47	39	57	38	46	33	38	38
	2018	47	47	41	44	55	41	62	55	36	43	44
Grade 6 Mathematics	2019	54	49	48	46	59	51	71	46	58	49	45
	2018	56	52	49	49	60	38	69	57	59	52	50
Grade 7 ELA/Reading	2019	77	76	75	74	81	85	88	70	83	77	76
	2018	76	75	72	74	78	83	85	80	77	74	76
Grade 7 Mathematics	2019	62	61	55	59	70	69	77	64	66	62	59
	2018	67	68	63	66	74	69	82	67	69	68	68
Grade 8 ELA/Reading	2019	77	77	76	76	80	74	83	78	80	77	77
	2018	79	79	80	79	78	78	80	75	78	79	79
Grade 8 Mathematics	2019	82	82	81	82	81	79	85	88	81	82	84
	2018	81	80	79	80	80	83	82	84	76	80	83
End of Course English I	2019	69	68	66	68	70	57	74	62	69	64	65
	2018	67	66	63	65	69	62	73	69	72	66	62
End of Course Algebra I	2019	75	73	69	71	78	69	90	80	81	75	71
	2018	72	71	67	68	79	63	89	88	79	72	66
All Grades Both Subjects	2019	69	68	66	66	72	67	80	66	71	68	67
	2018	69	69	67	67	73	68	79	72	72	69	68
All Grades ELA/Reading	2019	68	67	65	66	70	66	77	63	70	68	66
	2018	69	68	67	72	68	77	69	71	62	68	68
All Grades Mathematics	2019	70	68	66	67	74	67	83	69	72	69	67
	2018	70	69	67	68	74	68	82	75	72	70	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

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

School Year		Region State	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above		2021	67%	64%	48%	40%	45%	51%	55%	43%	42%	50%	41%	44%	46%	83%
		2019	78%	76%	70%	71%	68%	70%	69%	56%	56%	60%	55%	62%	61%	
At Meets Grade Level or Above		2021	41%	38%	21%	14%	20%	23%	26%	17%	17%	23%	16%	22%	40%	53%
		2019	50%	47%	35%	33%	35%	37%	37%	23%	23%	29%	21%	30%	28%	
At Masters Grade Level		2021	18%	16%	8%	5%	9%	10%	11%	5%	5%	10%	4%	5%	18%	20%
		2019	24%	22%	14%	13%	15%	16%	16%	7%	7%	11%	6%	12%	10%	
All Grades ELA/Reading																
At Approaches Grade Level or Above		2021	68%	66%	53%	45%	49%	57%	61%	45%	42%	53%	40%	43%	49%	86%
		2019	75%	73%	69%	69%	68%	70%	69%	47%	47%	56%	45%	58%	56%	
At Meets Grade Level or Above		2021	45%	42%	26%	18%	23%	30%	32%	18%	18%	26%	17%	18%	24%	63%
		2019	48%	46%	33%	30%	32%	35%	34%	18%	18%	26%	16%	28%	24%	
At Masters Grade Level		2021	18%	17%	12%	7%	11%	14%	15%	5%	5%	11%	4%	5%	8%	20%
		2019	21%	19%	14%	12%	13%	15%	14%	5%	5%	10%	4%	11%	8%	
All Grades Mathematics																
At Approaches Grade Level or Above		2021	66%	60%	48%	39%	49%	51%	57%	42%	43%	53%	41%	45%	45%	75%
		2019	82%	79%	76%	78%	76%	75%	76%	70%	70%	70%	69%	71%	72%	
At Meets Grade Level or Above		2021	37%	31%	20%	14%	22%	21%	27%	15%	16%	26%	14%	17%	21%	41%
		2019	52%	48%	40%	39%	43%	38%	43%	31%	31%	36%	31%	37%	36%	
At Masters Grade Level		2021	18%	14%	8%	4%	10%	9%	12%	5%	5%	12%	4%	6%	9%	18%
		2019	26%	24%	18%	17%	21%	17%	21%	11%	11%	17%	10%	16%	15%	
All Grades Writing																
At Approaches Grade Level or Above		2021	58%	53%	36%	31%	31%	40%	42%	25%	33%	40%	30%	38%	36%	82%
		2019	68%	65%	62%	61%	61%	63%	65%	45%	45%	48%	44%	52%	53%	
At Meets Grade Level or Above		2021	30%	26%	15%	10%	16%	17%	18%	9%	10%	17%	8%	13%	14%	42%
		2019	38%	35%	30%	26%	30%	31%	33%	16%	16%	22%	14%	24%	23%	
At Masters Grade Level		2021	9%	7%	3%	2%	4%	4%	4%	1%	2%	5%	1%	3%	3%	10%
		2019	14%	12%	9%	5%	9%	11%	11%	3%	3%	5%	3%	8%	6%	
All Grades Science																
At Approaches Grade Level or Above		2021	71%	68%	42%	36%	36%	44%	47%	48%	47%	44%	47%	48%	50%	85%
		2019	81%	80%	61%	62%	57%	64%	55%	62%	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%	54%
		2019	54%	52%	31%	30%	27%	33%	31%	23%	23%	27%	23%	28%	26%	
At Masters Grade Level		2021	20%	17%	4%	2%	3%	5%	4%	4%	4%	6%	4%	3%	6%	22%
		2019	25%	23%	10%	10%	8%	10%	10%	5%	5%	8%	5%	9%	7%	
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.

	School Year	Region 20 State	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total Content-ESL Based	ESL Pull-Out (Waiver)	ALP ESL	EB/EL with Parental Denial	Never EB/EL (Current)	Total EB/EL	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	45%	0%	*	36%	*	77%	43%	33%	44%	42%	44%	43%	83%
	2019	81%	42%	44%	-	42%	-	-	54%	52%	54%	54%	53%	53%	56%
At Meets Grade Level or Above	2021	49%	19%	0%	*	10%	*	47%	18%	12%	18%	13%	52%	18%	56%
	2019	55%	7%	11%	-	7%	-	-	21%	16%	21%	22%	20%	20%	28%
At Masters Grade Level	2021	29%	8%	0%	*	4%	*	22%	6%	3%	6%	3%	31%	6%	8%
	2019	33%	2%	0%	-	2%	-	-	8%	4%	8%	9%	8%	8%	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)
REGION 20: SAN ANTONIO

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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 Attendance, Graduation, and Dropout Rates (TAPR)
REGION 20: SAN ANTONIO

	State	Region 20	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate											
2019-20	98.3%	98.0%	97.9%	97.9%	98.5%	97.9%	99.2%	98.2%	98.4%	97.4%	98.3%
2018-19	95.4%	94.5%	94.7%	94.1%	95.6%	92.4%	97.1%	95.2%	95.6%	93.2%	95.1%
Chronic Absenteeism											
2019-20	6.7%	8.7%	9.6%	9.9%	5.6%	12.9%	2.2%	8.6%	6.4%	12.7%	6.9%
2018-19	11.4%	15.4%	16.5%	17.3%	10.5%	24.8%	4.8%	13.4%	10.9%	21.2%	12.6%
Annual Dropout 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%
2018-19	0.4%	0.5%	0.8%	0.6%	0.3%	2.1%	0.3%	0.8%	0.5%	0.7%	0.6%
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	2.0%	3.2%	2.1%	1.2%	5.2%	0.2%	0.4%	1.4%	2.7%	3.1%
2018-19	1.9%	2.3%	4.0%	2.5%	1.6%	4.6%	0.9%	1.5%	1.2%	3.2%	3.4%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	88.8%	83.3%	88.1%	91.8%	74.5%	95.8%	88.7%	91.9%	77.8%	84.5%
Received TxCHSE	0.4%	0.4%	0.6%	0.3%	0.6%	0.0%	0.0%	0.0%	0.4%	0.2%	0.4%
Continued HS	3.9%	3.9%	5.8%	4.2%	2.7%	8.2%	2.2%	8.1%	3.1%	11.2%	4.9%
Dropped Out	5.4%	7.0%	10.3%	7.5%	4.9%	17.3%	2.0%	3.2%	4.6%	10.8%	10.1%
Graduates and TxCHSE	90.7%	89.1%	83.9%	88.4%	92.5%	74.5%	95.8%	88.7%	92.3%	78.0%	84.9%
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%
Class of 2019											
Graduated	90.0%	88.2%	82.2%	87.3%	92.1%	70.1%	95.4%	89.7%	92.1%	77.6%	83.7%
Received TxCHSE	0.5%	0.5%	0.5%	0.4%	0.7%	2.6%	0.0%	0.0%	0.6%	0.3%	0.6%
Continued HS	3.7%	3.8%	5.4%	4.0%	2.7%	6.5%	2.8%	1.7%	2.9%	9.7%	5.0%
Dropped Out	5.9%	7.5%	11.9%	8.2%	4.6%	20.8%	1.8%	8.6%	4.4%	12.4%	10.7%
Graduates and TxCHSE	90.4%	88.7%	82.7%	87.7%	92.8%	72.7%	95.4%	89.7%	92.7%	77.9%	84.3%
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%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	90.3%	84.9%	89.5%	93.7%	74.0%	97.7%	91.4%	93.2%	81.0%	86.5%
Received TxCHSE	0.5%	0.5%	0.5%	0.5%	0.7%	2.6%	0.0%	0.0%	0.6%	0.3%	0.6%
Continued HS	1.3%	1.4%	1.9%	1.5%	1.1%	2.6%	0.7%	0.0%	1.7%	5.9%	1.7%
Dropped Out	6.1%	7.8%	12.7%	8.5%	4.5%	20.8%	1.6%	8.6%	4.5%	12.8%	11.1%
Graduates and TxCHSE	92.6%	90.8%	85.5%	90.0%	94.4%	76.6%	97.7%	91.4%	93.8%	81.3%	87.2%

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

	State	Region 20		Hispanic	White	American Indian		Pacific Islander	Two or More Races		Special Ed	Econ Disadv	EB/EL
		American	African			Indian	Asian						
Graduates, TxCHSE, and Continuers	93.9%	92.2%	87.3%	91.5%	95.5%	79.2%	98.4%	91.4%	95.5%	87.2%	88.9%	86.7%	
Class of 2018													
Graduated	92.2%	89.6%	83.8%	88.7%	93.4%	80.5%	96.5%	88.9%	93.3%	79.8%	85.6%	78.6%	
Received TxCHSE	0.6%	0.6%	0.8%	0.5%	0.9%	0.0%	0.2%	1.4%	0.6%	0.4%	0.7%	0.1%	
Continued HS	1.1%	1.1%	1.4%	1.1%	0.9%	3.9%	0.6%	0.0%	0.4%	5.5%	1.3%	1.3%	
Dropped Out	6.1%	8.7%	14.1%	9.7%	4.8%	15.6%	2.7%	9.7%	5.7%	14.3%	12.4%	20.0%	
Graduates and TxCHSE	92.8%	90.2%	84.6%	89.2%	94.2%	80.5%	96.7%	90.3%	93.9%	80.2%	86.3%	78.7%	
Graduates, TxCHSE, and Continuers	93.9%	91.3%	85.9%	90.3%	95.2%	84.4%	97.3%	90.3%	94.3%	85.7%	87.6%	80.0%	
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	84.2%	89.1%	93.8%	80.8%	96.4%	88.9%	93.5%	81.5%	86.1%	79.4%	
Received TxCHSE	0.7%	0.7%	1.0%	0.6%	0.9%	0.0%	0.2%	2.8%	0.7%	0.4%	0.8%	0.1%	
Continued HS	0.6%	0.6%	0.7%	0.6%	0.5%	2.6%	0.8%	0.0%	0.1%	3.7%	0.7%	0.6%	
Dropped Out	6.1%	8.6%	14.2%	9.6%	4.8%	16.7%	2.7%	8.3%	5.6%	14.5%	12.3%	19.9%	
Graduates and TxCHSE	93.3%	90.8%	85.1%	89.8%	94.7%	80.8%	96.5%	91.7%	94.2%	81.9%	87.0%	79.5%	
Graduates, TxCHSE, and Continuers	93.9%	91.4%	85.8%	90.4%	95.2%	83.3%	97.3%	91.7%	94.4%	85.5%	87.7%	80.1%	
Class of 2017													
Graduated	92.4%	89.1%	84.1%	87.8%	93.7%	79.6%	96.7%	91.8%	94.5%	81.3%	86.7%	83.2%	
Received TxCHSE	0.7%	0.8%	1.0%	0.7%	0.8%	2.0%	0.0%	1.4%	0.6%	0.3%	0.9%	0.2%	
Continued HS	0.6%	0.5%	0.8%	0.5%	0.5%	0.0%	0.5%	0.0%	0.6%	3.5%	0.6%	0.5%	
Dropped Out	6.3%	9.6%	14.1%	11.0%	4.9%	18.4%	2.7%	6.8%	4.2%	14.9%	11.8%	16.1%	
Graduates and TxCHSE	93.2%	89.9%	85.1%	88.6%	94.6%	81.6%	96.7%	93.2%	95.2%	81.6%	87.6%	83.4%	
Graduates, TxCHSE, and Continuers	93.7%	90.4%	85.9%	89.0%	95.1%	81.6%	97.3%	93.2%	95.8%	85.1%	88.2%	83.9%	
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	67.4%	-	67.4%	*	-	-	-	-	*	65.1%	100.0%	
Class of 2019	73.3%	63.0%	57.1%	70.4%	46.2%	-	*	-	*	12.5%	48.3%	75.0%	
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.7%	2.9%	3.0%	1.9%	5.5%	0.6%	5.5%	1.5%	7.4%	3.7%	2.7%	
Class of 2019	4.2%	3.2%	2.8%	3.8%	1.5%	1.9%	1.2%	7.7%	2.9%	5.8%	4.7%	6.2%	
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	83.9%	80.2%	82.9%	87.3%	65.8%	91.6%	83.6%	85.9%	41.6%	78.8%	71.5%	
Class of 2019	83.5%	81.1%	75.8%	79.8%	85.6%	68.5%	90.9%	76.9%	84.6%	35.9%	75.3%	66.0%	
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

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

	State	Region 20	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	86.6%	83.0%	85.9%	89.3%	71.2%	92.2%	89.1%	87.5%	48.9%	82.5%	74.3%
Class of 2019	87.6%	84.3%	78.6%	83.6%	87.0%	70.4%	92.1%	84.6%	87.2%	41.6%	79.9%	72.3%
RHSP/DAP Graduates (Annual Rate)												
2019-20	38.6%	27.4%	0.0%	34.4%	9.4%	*	-	-	*	2.0%	33.7%	57.1%
2018-19	32.7%	16.7%	4.0%	18.9%	15.4%	-	*	*	*	3.2%	16.1%	28.6%
FHSP-E Graduates (Annual Rate)												
2019-20	4.4%	2.7%	3.3%	3.0%	1.9%	4.1%	0.6%	5.4%	1.5%	6.8%	3.6%	2.3%
2018-19	4.4%	3.4%	2.8%	4.2%	1.5%	3.6%	0.9%	7.5%	2.7%	5.9%	5.1%	6.6%
FHSP-DLA Graduates (Annual Rate)												
2019-20	81.8%	82.1%	76.8%	81.0%	86.1%	66.2%	91.2%	82.1%	84.9%	38.6%	76.7%	69.5%
2018-19	82.1%	79.9%	74.9%	78.4%	84.7%	67.3%	89.9%	79.2%	83.6%	34.3%	73.9%	65.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)												
2019-20	85.8%	84.5%	79.7%	83.7%	87.7%	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%	90.5%	85.2%	86.1%	39.2%	78.7%	71.7%

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

	Region Count	Region Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	32,028	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	29.2%
American Indian	75	0.2%	1,226	0.3%
Asian	674	2.1%	17,126	4.8%
Pacific Islander	56	0.2%	557	0.2%
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				
Economically Disadvantaged Graduates	2,826	8.8%	29,018	8.1%
Emergent Bilingual (EB)/English Learner (EL) Graduates	16,022	50.0%	187,187	52.0%
At-Risk Graduates	1,814	5.7%	29,639	8.2%
	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	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready (Annual Graduates)												
College, Career, and Military Ready (Student Achievement)												
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%
College Ready Graduates												
College Ready (Annual Graduates)												
2019-20	53.4%	48.8%	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%	36.2%	44.1%	62.5%	56.4%	75.6%	38.2%	58.4%	7.6%	38.0%	26.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)												
2019-20	59.7%	57.3%	48.9%	52.1%	72.2%	44.0%	76.4%	67.9%	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 in Mathematics (Annual Graduates)												
2019-20	47.9%	43.6%	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%	50.9%	76.6%	32.7%	55.5%	9.2%	34.5%	22.4%
TSI Criteria Graduates in Both Subjects (Annual Graduates)												
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%	50.9%	71.7%	32.7%	52.9%	5.6%	29.1%	11.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)												
2019-20	21.1%	20.4%	10.4%	16.4%	31.3%	12.0%	50.0%	32.1%	31.5%	1.8%	12.3%	17.6%
2018-19	21.1%	19.5%	9.2%	15.7%	30.3%	27.3%	47.9%	9.1%	27.8%	1.2%	11.6%	15.2%
Associate Degree (Annual 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%
Dual Course Credits in Any Subject (Annual Graduates)												
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%	29.2%	23.6%	34.1%	14.5%	24.7%	2.6%	18.2%	5.7%
Onramps Course Credits (Annual Graduates)												
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 / Military Ready Graduates												
Career or Military Ready (Annual Graduates)												
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%	66.9%	40.7%	35.6%
Approved Industry-Based Certification (Annual Graduates)												
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%

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	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ 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 with Level I or Level II Certificate (Annual Graduates)												
2019-20	0.7%	0.5%	0.3%	0.6%	0.3%	0.0%	0.4%	0.0%	0.2%	0.1%	0.5%	0.2%
2018-19	0.6%	0.4%	0.1%	0.5%	0.3%	0.0%	0.0%	0.0%	0.5%	0.2%	0.5%	0.4%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)												
2019-20	2.4%	2.0%	2.9%	2.0%	1.7%	1.3%	0.7%	3.6%	2.1%	21.1%	2.5%	2.8%
2018-19	2.3%	2.1%	3.2%	2.2%	1.7%	1.8%	0.3%	7.3%	1.4%	23.2%	2.8%	3.3%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)												
2019-20	3.7%	3.9%	5.6%	4.0%	3.6%	5.3%	1.3%	5.4%	3.5%	44.7%	4.6%	5.3%
2018-19	2.7%	2.9%	3.1%	3.0%	2.8%	1.8%	0.9%	5.5%	3.3%	33.5%	3.1%	4.0%

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

	Academic Year	State	Region 20	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading	2019-20	30.1%	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%	3.6%	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)													
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%	5.0%
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%	0.0%	0.6%	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 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%	9.0%	39.0%	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%	5.9%	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%	0.9%
Science	2020	9.4%	8.8%	5.0%	6.0%	15.4%	6.0%	33.3%	13.0%	13.6%	0.6%	3.8%	0.9%
	2019	10.4%	9.3%	6.2%	6.9%	14.7%	8.1%	30.1%	14.3%	15.2%	0.6%	5.0%	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 >= Criterion) (Grades 11-12)													
All Subjects	2020	59.0%	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%	9.9%
	2019	41.2%	38.7%	26.3%	26.4%	59.8%	52.6%	56.2%	57.9%	55.1%	22.0%	18.9%	5.0%
Mathematics	2020	56.5%	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%	80.0%	69.3%	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

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

Academic Year	State	Region 20	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)												
Any Subject	2019-20	46.3%	44.7%	37.1%	43.0%	50.3%	30.3%	64.4%	48.8%	47.4%	15.6%	38.7%
	2018-19	44.6%	42.9%	36.0%	41.1%	48.4%	33.9%	62.8%	43.0%	47.0%	14.2%	37.0%
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%
	2018-19	17.8%	16.8%	14.5%	15.4%	20.5%	13.5%	27.6%	13.7%	19.2%	2.7%	13.0%
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%
	2018-19	20.4%	20.0%	16.4%	18.1%	25.1%	18.0%	36.1%	23.8%	23.2%	4.0%	15.3%
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%
	2018-19	21.7%	21.2%	18.0%	19.8%	25.0%	16.0%	34.0%	21.1%	22.5%	7.3%	17.8%
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%
	2018-19	23.6%	23.7%	18.7%	21.0%	30.6%	20.7%	45.3%	22.2%	29.6%	2.5%	17.3%
CTE Coherent Sequence (Annual Graduates)												
	2019-20	58.5%	57.8%	52.4%	60.0%	54.6%	48.0%	49.3%	50.0%	49.2%	50.9%	53.1%
	2018-19	59.0%	57.5%	53.5%	59.6%	54.4%	45.5%	45.7%	50.9%	51.2%	53.9%	55.2%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)												
	2018-19	52.6%	52.0%	49.5%	50.3%	55.8%	41.8%	70.1%	49.1%	55.2%	23.3%	44.1%
	2017-18	53.4%	51.9%	47.6%	50.1%	56.1%	49.2%	71.9%	53.0%	53.6%	22.3%	43.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course												
	2018-19	42.2%	62.0%	57.9%	53.9%	76.9%	71.4%	86.8%	62.5%	72.2%	20.4%	46.2%
	2017-18	60.7%	57.7%	46.2%	49.9%	76.0%	54.8%	81.5%	73.3%	76.8%	11.7%	43.1%

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

Student Information	Membership				Enrollment			
	Region		State		Region		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	472,635	100.0%	5,359,040	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	7.1%	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	6.6%	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%	2,835,771	52.9%	324,059	68.4%	2,840,982	52.9%
White	94,942	20.1%	1,418,789	26.5%	95,347	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%	2,620,239	48.9%	230,999	48.7%	2,624,722	48.9%
Male	242,124	51.2%	2,738,801	51.1%	242,946	51.3%	2,746,864	51.1%
Economically Disadvantaged								
Non-Educationally Disadvantaged	275,560	58.3%	3,229,178	60.3%	275,909	58.2%	3,233,417	60.2%
Section 504 Students	197,075	41.7%	2,129,862	39.7%	198,036	41.8%	2,138,169	39.8%
EB Students/EL	38,205	8.1%	387,490	7.2%	38,210	8.1%	387,622	7.2%
Students w/ Disciplinary Placements (2019-20)	62,919	13.3%	1,108,207	20.7%	62,968	13.3%	1,108,883	20.6%
	6,243	1.2%	66,833	1.2%				

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

Student Information	Membership				Enrollment			
	Region	Percent	Count	State	Region	Percent	Count	State
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	0.9%	57,709	1.1%	4,269	0.9%	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%	3,457,855	64.5%	260,521	55.0%	3,464,887	64.5%
Military Connected	37,421	7.9%	144,596	2.7%	37,438	7.9%	144,683	2.7%
At-Risk	247,357	52.3%	2,634,284	49.2%	247,595	52.2%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	65,577	13.9%	1,123,936	21.0%	65,606	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%	9,066	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	66,936	17.6%	700,130	16.6%				

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

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	Region	State	Region	State
Retention Rates by Grade:				
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	0.2%	0.2%	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%	0.2%	0.4%	0.4%
Grade 9	6.5%	4.7%	11.0%	7.8%

--- Region ---		--- State ---	
Count	Percent	Count	Percent

Data Quality:

Underreported Students	572	0.2%	6,039	0.2%
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Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Region 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

Staff Information	Region		State	
	Count	Percent	Count	Percent
Total Staff	65,425.2	100.0%	745,316.3	100.0%
Professional Staff:				
Teachers	41,817.6	63.9%	479,219.1	64.3%
Professional Support	31,737.7	48.5%	369,395.4	49.6%
Campus Administration (School Leadership)	7,641.7	11.7%	78,787.8	10.6%
Central Administration	1,827.3	2.8%	22,378.5	3.0%
Educational Aides:	611.0	0.9%	8,657.4	1.2%
Auxiliary Staff:	6,686.2	10.2%	79,348.7	10.6%
	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	n/a
Part-time Counselors	68.0	n/a	1,126.0	n/a
Total Minority Staff:	40,630.8	62.1%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	1,480.6	4.7%	41,186.3	11.1%
Hispanic	14,872.9	46.9%	104,985.0	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%
Teachers by Sex:				
Males	7,732.9	24.4%	88,006.1	23.8%
Females	24,004.8	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%	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	6.0%	24,880.4	6.7%
1-5 Years Experience	8,528.8	26.9%	102,753.7	27.8%
6-10 Years Experience	6,469.6	20.4%	74,854.8	20.3%
11-20 Years Experience	9,784.3	30.8%	107,653.1	29.1%

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

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

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:		
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):		
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%
Turnover Rate for Teachers:	13.4%	14.3%
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

Program Information	Region		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
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.
- ? 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

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

	School Year	Region 20 State	African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)		
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 3 Reading															
At Approaches Grade Level or Above	2021	67%	64%	81%	*	75%	88%	-	*	67%	*	81%	77%	70%	
	2019	76%	73%	88%	71%	84%	92%	*	*	100%	67%	100%	85%	83%	
	2021	39%	36%	53%	*	38%	70%	-	*	*	42%	*	53%	44%	
	2019	45%	42%	52%	29%	39%	62%	*	*	80%	30%	43%	49%	43%	
	2021	19%	17%	27%	*	16%	40%	-	43%	*	15%	*	29%	19%	
2019	27%	25%	34%	0%	22%	45%	*	*	40%	12%	29%	32%	24%	21%	
Grade 3 Mathematics															
At Approaches Grade Level or Above	2021	62%	56%	83%	*	78%	89%	-	100%	*	58%	*	84%	79%	74%
	2019	79%	76%	91%	71%	87%	94%	*	*	100%	68%	100%	92%	85%	84%
	2021	31%	26%	49%	*	35%	63%	-	*	*	38%	*	48%	53%	41%
	2019	49%	45%	63%	29%	56%	69%	*	*	80%	44%	86%	61%	68%	52%
	2021	14%	12%	23%	*	15%	32%	-	29%	*	15%	*	23%	24%	17%
2019	25%	21%	34%	14%	28%	41%	*	*	0%	18%	43%	33%	42%	28%	
Grade 4 Reading															
At Approaches Grade Level or Above	2021	63%	59%	72%	*	63%	80%	-	71%	49%	64%	73%	71%	65%	63%
	2019	75%	71%	81%	*	78%	88%	-	*	40%	*	82%	80%	72%	74%
	2021	36%	34%	43%	*	28%	56%	-	29%	32%	36%	45%	38%	31%	29%
	2019	44%	40%	48%	*	40%	59%	-	*	12%	*	47%	52%	37%	32%
	2021	17%	16%	22%	*	11%	31%	-	29%	11%	27%	25%	14%	13%	13%
2019	22%	19%	26%	*	17%	36%	-	*	4%	*	22%	35%	16%	6%	
Grade 4 Mathematics															
At Approaches Grade Level or Above	2021	59%	52%	74%	*	59%	85%	-	86%	49%	82%	74%	71%	63%	61%
	2019	75%	71%	83%	*	78%	91%	-	*	40%	*	83%	84%	75%	84%
	2021	36%	29%	49%	*	32%	62%	-	71%	38%	55%	51%	42%	33%	18%
	2019	48%	42%	51%	*	42%	61%	-	*	20%	*	48%	58%	39%	39%
	2021	21%	16%	35%	*	15%	52%	-	43%	24%	36%	38%	26%	19%	11%
2019	28%	24%	31%	*	21%	42%	-	*	4%	*	30%	33%	17%	10%	
Grade 4 Writing															

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

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

	School Year	Region State	20	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	49%	66%	*	52%	76%	* 71%	- 86%	43%	64%	68%	59%	53%	53%
	2019	67%	63%	70%	*	62%	81%	*	*	28%	*	70%	72%	58%	58%
	2021	27%	24%	33%	*	20%	44%	* 43%	- 57%	30%	27%	35%	28%	20%	21%
	2019	35%	31%	33%	*	27%	42%	*	*	12%	*	34%	32%	20%	19%
	2021	8%	7%	9%	*	2%	14%	* 29%	- 14%	3%	18%	10%	7%	1%	0%
At Masters Grade Level	2019	11%	8%	10%	*	6%	15%	*	*	0%	*	10%	12%	4%	0%
Grade 5 Reading+															
At Approaches Grade Level or Above	2021	73%	70%	79%	50%	73%	88%	*	* 60%	49%	83%	80%	76%	68%	53%
	2019	86%	85%	94%	*	92%	97%	- *	*	68%	*	94%	94%	90%	88%
	2021	46%	43%	53%	17%	43%	64%	* *	* 60%	21%	67%	55%	46%	37%	24%
	2019	54%	50%	56%	*	47%	68%	- *	*	16%	*	58%	52%	44%	20%
	2021	30%	27%	34%	0%	22%	47%	* *	* 40%	6%	50%	36%	29%	21%	15%
At Masters Grade Level	2019	29%	26%	28%	*	17%	43%	- *	*	4%	*	29%	27%	15%	5%
Grade 5 Mathematics+															
At Approaches Grade Level or Above	2021	70%	65%	90%	100%	86%	93%	*	* 100%	70%	67%	92%	83%	85%	85%
	2019	90%	88%	96%	*	93%	98%	- *	*	88%	*	96%	93%	92%	98%
	2021	44%	39%	60%	67%	49%	70%	* *	* 60%	38%	33%	63%	51%	46%	45%
	2019	58%	56%	62%	*	53%	74%	- *	*	28%	*	64%	58%	52%	45%
	2021	25%	21%	38%	33%	25%	50%	* *	* 20%	17%	0%	42%	25%	26%	15%
At Masters Grade Level	2019	36%	34%	41%	*	32%	53%	- *	*	16%	*	44%	32%	31%	18%
Grade 5 Science															
At Approaches Grade Level or Above	2021	62%	56%	80%	67%	72%	87%	*	* 80%	52%	67%	80%	77%	70%	53%
	2019	75%	71%	90%	*	85%	96%	- *	*	52%	*	90%	88%	85%	73%
	2021	31%	26%	46%	17%	30%	61%	* *	* 40%	37%	33%	47%	44%	34%	22%
	2019	49%	44%	69%	*	57%	84%	- *	*	40%	*	70%	66%	57%	43%
	2021	13%	10%	18%	0%	10%	27%	* *	* 0%	15%	17%	18%	17%	9%	3%
At Masters Grade Level	2019	24%	20%	35%	*	19%	53%	- *	*	4%	*	37%	26%	20%	15%
Grade 6 Reading															
At Approaches Grade Level or Above	2021	62%	59%	72%	*	65%	82%	*	* *	41%	*	72%	74%	63%	50%
	2019	68%	67%	70%	63%	66%	75%	* *	- 63%	22%	*	72%	66%	60%	63%

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

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

	School Year	State	Region 20	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	30%	46%	*	34%	60%	*	-	19%	*	46%	45%	36%
	2019	37%	36%	36%	25%	23%	47%	*	-	11%	*	37%	33%	22%
	2021	15%	13%	19%	*	12%	28%	*	-	3%	*	18%	23%	10%
	2019	18%	16%	17%	25%	8%	23%	*	-	8%	*	18%	14%	7%
Grade 6 Mathematics														
At Approaches Grade Level or Above	2021	68%	62%	74%	*	65%	85%	*	-	46%	*	75%	72%	63%
At Meets Grade Level or Above	2019	81%	79%	79%	88%	75%	82%	*	-	39%	*	82%	71%	73%
	2021	36%	30%	33%	*	21%	46%	*	-	22%	*	33%	31%	18%
	2019	47%	44%	44%	63%	33%	53%	*	-	17%	*	45%	42%	33%
	2021	15%	11%	12%	*	5%	20%	*	-	8%	*	14%	9%	6%
At Masters Grade Level	2019	21%	19%	16%	13%	11%	20%	*	-	8%	*	17%	13%	8%
Grade 7 Reading														
At Approaches Grade Level or Above	2021	69%	67%	78%	*	72%	86%	-	*	39%	*	80%	70%	71%
At Meets Grade Level or Above	2019	76%	74%	79%	57%	73%	84%	*	-	45%	*	82%	69%	70%
	2021	45%	42%	55%	*	46%	66%	-	*	21%	*	56%	51%	42%
	2019	49%	47%	53%	43%	39%	64%	*	-	34%	*	54%	51%	39%
	2021	25%	23%	35%	*	26%	45%	-	*	8%	*	35%	35%	24%
At Masters Grade Level	2019	29%	27%	32%	29%	23%	39%	*	-	17%	*	32%	33%	24%
Grade 7 Mathematics														
At Approaches Grade Level or Above	2021	55%	49%	65%	*	56%	76%	-	*	32%	*	68%	55%	57%
At Meets Grade Level or Above	2019	75%	71%	77%	71%	68%	85%	*	-	41%	*	79%	68%	76%
	2021	27%	22%	34%	*	22%	48%	-	*	18%	*	33%	37%	21%
	2019	43%	39%	43%	43%	32%	53%	*	-	31%	*	45%	38%	31%
	2021	12%	10%	15%	*	8%	24%	-	*	3%	*	16%	14%	7%
At Masters Grade Level	2019	17%	14%	15%	0%	10%	18%	*	-	28%	*	16%	9%	13%
Grade 7 Writing														
At Approaches Grade Level or Above	2021	63%	58%	67%	*	54%	82%	-	*	18%	*	68%	62%	57%
At Meets Grade Level or Above	2019	70%	67%	71%	57%	63%	79%	*	-	41%	*	74%	63%	60%
	2021	33%	28%	38%	*	25%	52%	-	*	13%	*	38%	36%	25%
	2019	42%	38%	41%	43%	24%	54%	*	-	34%	*	42%	37%	28%

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

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

	School Year	Region State	20	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	8%	12%	*	8%	17%	-	*	3%	*	12%	13%	5%	0%
	2019	18%	15%	19%	14%	11%	25%	*	-	10%	*	20%	17%	12%	8%
Grade 8 Reading+															
At Approaches Grade Level or Above	2021	73%	70%	81%	83%	81%	81%	*	-	43%	*	83%	75%	74%	70%
	2019	86%	85%	88%	*	84%	93%	-	100%	45%	*	88%	87%	79%	81%
At Meets Grade Level or Above	2021	46%	43%	52%	33%	43%	60%	*	38%	21%	*	53%	51%	38%	30%
	2019	55%	54%	62%	*	53%	71%	-	83%	21%	*	63%	60%	51%	42%
At Masters Grade Level	2021	21%	19%	27%	33%	17%	33%	*	25%	2%	*	28%	23%	13%	7%
	2019	28%	27%	33%	*	25%	40%	-	67%	7%	*	34%	29%	22%	23%
Grade 8 Mathematics+															
At Approaches Grade Level or Above	2021	62%	55%	65%	*	66%	64%	-	57%	31%	-	69%	54%	61%	64%
	2019	88%	88%	88%	*	82%	93%	-	100%	48%	*	88%	84%	81%	80%
At Meets Grade Level or Above	2021	36%	29%	38%	*	36%	40%	-	29%	24%	-	40%	34%	32%	36%
	2019	57%	54%	61%	*	53%	70%	-	80%	24%	*	59%	69%	51%	50%
At Masters Grade Level	2021	11%	7%	6%	*	5%	6%	-	0%	4%	-	6%	6%	6%	0%
	2019	17%	14%	23%	*	16%	30%	-	40%	17%	*	23%	22%	15%	27%
Grade 8 Science															
At Approaches Grade Level or Above	2021	68%	64%	80%	83%	74%	84%	*	75%	43%	*	83%	71%	72%	67%
	2019	81%	79%	85%	*	80%	90%	-	100%	36%	*	85%	87%	77%	68%
At Meets Grade Level or Above	2021	43%	40%	58%	67%	51%	64%	*	38%	21%	*	58%	57%	46%	33%
	2019	51%	50%	59%	*	47%	72%	-	100%	21%	*	59%	62%	44%	35%
At Masters Grade Level	2021	24%	21%	33%	33%	26%	38%	*	13%	2%	*	35%	26%	18%	17%
	2019	25%	24%	34%	*	20%	46%	-	67%	14%	*	33%	36%	21%	19%
Grade 8 Social Studies															
At Approaches Grade Level or Above	2021	57%	55%	73%	50%	65%	80%	*	75%	44%	*	75%	66%	62%	50%
	2019	69%	66%	73%	*	67%	78%	-	83%	36%	*	72%	75%	65%	65%
At Meets Grade Level or Above	2021	28%	26%	46%	50%	33%	56%	*	50%	25%	*	47%	43%	32%	17%
	2019	37%	35%	39%	*	28%	47%	-	67%	29%	*	37%	45%	30%	29%

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

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

School Year		Region 20	African American			Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
State																			
At Masters Grade Level	2021	14%	12%	21%	33%	16%	25%	*	*	-	13%	6%	*	23%	17%	13%	13%	0%	
	2019	21%	20%	21%	*	14%	28%	-	*	-	50%	14%	*	21%	22%	15%	13%	13%	
End of Course English I																			
At Approaches Grade Level or Above	2021	67%	66%	75%	100%	66%	81%	*	*	*	83%	49%	40%	76%	68%	68%	55%	55%	
	2019	68%	67%	75%	40%	67%	84%	-	100%	-	56%	36%	80%	75%	75%	67%	39%		
At Meets Grade Level or Above	2021	50%	49%	60%	67%	49%	69%	*	*	*	83%	33%	40%	62%	52%	51%	26%		
	2019	50%	49%	60%	20%	51%	69%	-	100%	-	56%	28%	40%	61%	54%	47%	27%		
At Masters Grade Level	2021	12%	11%	20%	11%	12%	27%	*	*	*	50%	18%	20%	20%	21%	13%	5%		
	2019	11%	11%	17%	0%	9%	25%	-	56%	-	11%	14%	0%	16%	19%	7%	6%		
End of Course English II																			
At Approaches Grade Level or Above	2021	71%	72%	79%	*	71%	87%	-	*	*	86%	46%	*	80%	74%	72%	41%		
	2019	68%	68%	74%	50%	68%	80%	*	89%	-	91%	37%	-	76%	66%	66%	53%		
At Meets Grade Level or Above	2021	57%	57%	66%	*	53%	79%	-	*	*	86%	15%	*	66%	65%	53%	28%		
	2019	49%	48%	55%	33%	45%	65%	*	67%	-	73%	23%	-	56%	49%	42%	21%		
At Masters Grade Level	2021	11%	10%	15%	*	8%	21%	-	*	*	43%	12%	*	15%	12%	7%	3%		
	2019	8%	7%	11%	0%	6%	16%	*	44%	-	18%	6%	-	12%	10%	7%	3%		
End of Course Algebra I																			
At Approaches Grade Level or Above	2021	73%	66%	86%	100%	86%	86%	*	*	*	67%	60%	80%	88%	82%	83%	82%		
	2019	85%	82%	90%	*	91%	90%	-	89%	-	88%	60%	60%	91%	87%	86%	86%		
At Meets Grade Level or Above	2021	41%	33%	49%	55%	40%	57%	*	*	*	50%	33%	40%	50%	44%	41%	32%		
	2019	61%	56%	65%	*	58%	71%	-	89%	-	88%	30%	40%	66%	62%	54%	59%		
At Masters Grade Level	2021	23%	18%	28%	45%*	20%	34%	*	*	*	33%	16%	20%	28%	27%	20%	12%		
	2019	37%	34%	40%	*	36%	44%	-	56%	-	25%	20%	20%	41%	36%	27%	32%		
End of Course Biology																			
At Approaches Grade Level or Above	2021	82%	80%	93%	100%	86%	98%	-	100%	*	100%	56%	*	92%	94%	87%	76%		
	2019	88%	88%	94%	*	95%	95%	-	100%	-	100%	74%	-	96%	87%	91%	83%		
At Meets Grade Level or Above	2021	55%	52%	74%	80%	60%	85%	-	83%	*	90%	22%	*	74%	72%	63%	38%		
	2019	62%	62%	79%	*	70%	89%	-	91%	-	88%	42%	-	79%	79%	70%	58%		

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

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

	School Year	Region State	District	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
At Masters Grade Level	2021	22%	20%	29%	20%	17%	37%	-	67%	*	7%	*	28%	31%	20%	10%
	2019	25%	26%	39%	*	26%	52%	-	64%	-	13%	-	40%	35%	25%	17%
End of Course U.S. History																
At Approaches Grade Level or Above	2021	88%	88%	95%	*	92%	99%	-	100%	83%	*	96%	94%	94%	69%	69%
	2019	93%	93%	96%	*	94%	98%	*	100%	74%	-	97%	95%	94%	88%	88%
At Meets Grade Level or Above	2021	69%	68%	78%	*	68%	91%	-	60%	61%	*	80%	71%	71%	38%	38%
	2019	73%	75%	81%	*	71%	89%	-	80%	44%	-	79%	86%	74%	53%	53%
At Masters Grade Level	2021	43%	41%	52%	*	40%	66%	-	40%	36%	*	54%	42%	41%	15%	15%
	2019	45%	48%	49%	*	32%	65%	-	20%	15%	-	46%	58%	36%	12%	12%
SAT/ACT All Subjects																
At Approaches Grade Level or Above	2021	95%	90%	97%	-	80%	100%	-	*	-	-	100%	*	100%	-	-
	2021	69%	61%	94%	-	80%	95%	-	*	-	-	97%	*	86%	-	-
At Masters Grade Level	2021	14%	7%	22%	-	20%	18%	-	*	-	-	23%	*	14%	-	-
All Grades All Subjects																
At Approaches Grade Level or Above	2021	67%	64%	78%	66%	71%	85%	64%	90%	49%	69%	79%	73%	70%	62%	62%
	2019	78%	76%	83%	63%	79%	88%	64%	95%	49%	86%	84%	80%	76%	73%	73%
At Meets Grade Level or Above	2021	41%	38%	51%	33%	40%	62%	36%	71%	29%	44%	52%	47%	39%	27%	27%
	2019	50%	47%	55%	30%	45%	65%	43%	84%	27%	47%	56%	54%	43%	35%	35%
At Masters Grade Level	2021	18%	16%	24%	14%	16%	32%	29%	45%	11%	25%	25%	21%	15%	8%	8%
	2019	24%	22%	27%	11%	18%	36%	14%	57%	12%	25%	28%	27%	18%	13%	13%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2021	68%	66%	77%	67%	70%	84%	60%	88%	49%	60%	78%	73%	70%	59%	59%
	2019	75%	73%	81%	52%	76%	86%	83%	97%	44%	92%	82%	77%	73%	68%	68%
At Meets Grade Level or Above	2021	45%	42%	54%	26%	42%	66%	40%	66%	27%	47%	55%	51%	42%	30%	30%
	2019	48%	46%	53%	26%	43%	63%	50%	85%	22%	40%	54%	51%	41%	30%	30%
At Masters Grade Level	2021	18%	17%	25%	8%	15%	34%	20%	38%	9%	30%	25%	22%	15%	11%	11%
	2019	21%	19%	24%	12%	15%	33%	17%	52%	9%	24%	24%	26%	15%	11%	11%
All Grades Mathematics																
At Approaches Grade Level or Above	2021	66%	60%	78%	68%	72%	84%	40%	93%	50%	75%	80%	71%	71%	69%	69%
	2019	82%	79%	86%	79%	82%	90%	*	95%	55%	88%	88%	82%	80%	83%	83%

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

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

	School Year	Region State	District	African American	Hispanic	White	American Indian	Pacific Islander	Two or More	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	37%	31%	45%	29%	34%	57%	20%	72%	*	53%	31%	43%	41%	33%	27%
	2019	52%	48%	56%	35%	47%	64%	*	82%	*	63%	28%	64%	55%	44%	44%
	2021	18%	14%	23%	21%	14%	32%	20%	38%	*	24%	13%	21%	19%	15%	8%
	2019	26%	24%	29%	9%	22%	35%	*	59%	*	24%	16%	32%	26%	20%	18%
All Grades Writing																
At Approaches Grade Level or Above	2021	58%	53%	66%	29%	53%	79%	*	78%	*	88%	30%	62%	61%	55%	49%
At Meets Grade Level or Above	2019	68%	65%	71%	60%	62%	80%	*	83%	*	67%	35%	*	72%	68%	64%
	2021	30%	26%	36%	0%	23%	48%	*	44%	*	50%	21%	23%	32%	22%	18%
	2019	38%	35%	37%	30%	26%	48%	*	50%	*	44%	24%	*	35%	24%	17%
	2021	9%	7%	11%	0%	5%	16%	*	22%	*	13%	3%	15%	10%	3%	0%
At Masters Grade Level	2019	14%	12%	15%	10%	8%	20%	*	50%	*	44%	6%	*	14%	8%	4%
All Grades Science																
At Approaches Grade Level or Above	2021	71%	68%	84%	82%	77%	90%	*	100%	*	87%	49%	75%	80%	76%	65%
At Meets Grade Level or Above	2019	81%	80%	90%	56%	86%	94%	-	94%	*	100%	55%	86%	90%	84%	74%
	2021	44%	40%	60%	53%	48%	70%	*	92%	*	61%	28%	50%	60%	47%	31%
	2019	54%	52%	69%	22%	58%	81%	-	88%	*	88%	35%	57%	69%	56%	44%
	2021	20%	17%	27%	18%	18%	34%	*	67%	*	30%	8%	25%	27%	16%	10%
At Masters Grade Level	2019	25%	23%	36%	11%	21%	51%	-	69%	*	56%	11%	29%	37%	22%	17%
All Grades Social Studies																
At Approaches Grade Level or Above	2021	73%	73%	84%	60%	80%	89%	*	92%	*	85%	61%	100%	78%	76%	56%
At Meets Grade Level or Above	2019	81%	80%	85%	67%	80%	89%	*	100%	*	91%	58%	*	85%	78%	73%
	2021	49%	49%	62%	60%	53%	72%	*	83%	*	54%	40%	80%	65%	50%	23%
	2019	55%	55%	60%	33%	49%	70%	-	100%	*	73%	37%	*	58%	51%	38%
	2021	29%	28%	37%	20%	29%	44%	*	75%	*	23%	19%	40%	39%	26%	5%
At Masters Grade Level	2019	33%	34%	35%	17%	23%	48%	-	56%	*	36%	15%	*	34%	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 Year	State	Region	20 District	African American	Hispanic	White	American Indian	Asian	Islander	Pacific	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	59	59	59	61	*	*	*	-	*	57	*	58	63	58	50
	2018	63	66	*	63	69	-	*	*	*	*	60	*	64	70	62	63
Grade 4 Mathematics	2019	65	62	54	48	62	*	*	*	-	*	43	*	52	62	45	29
	2018	65	63	61	56	67	-	*	*	*	*	71	*	60	64	54	50
Grade 5 ELA/Reading	2019	81	81	78	80	77	-	*	*	*	*	85	*	77	79	75	76
	2018	80	80	82	82	82	*	*	*	-	60	69	*	82	79	82	89
Grade 5 Mathematics	2019	83	84	81	80	83	-	*	*	*	*	81	*	83	78	79	78
	2018	81	83	80	81	80	*	*	*	-	92	83	*	81	79	80	72
Grade 6 ELA/Reading	2019	42	41	38	36	38	*	*	*	-	38	25	*	38	39	34	40
	2018	47	47	50	42	55	*	*	*	-	83	40	*	51	42	45	44
Grade 6 Mathematics	2019	54	49	42	39	44	*	*	*	-	44	28	*	40	48	37	40
	2018	56	52	39	38	42	*	*	*	-	17	46	*	37	49	38	49
Grade 7 ELA/Reading	2019	77	76	76	75	76	*	*	*	-	83	55	*	75	78	74	76
	2018	76	75	73	69	76	-	*	*	-	92	76	*	74	68	69	85
Grade 7 Mathematics	2019	62	61	59	52	64	*	*	*	-	83	61	*	60	53	56	51
	2018	67	68	65	59	71	-	*	*	-	67	57	*	66	63	63	68
Grade 8 ELA/Reading	2019	77	77	81	81	81	-	*	*	-	100	65	*	81	80	81	81
	2018	79	79	77	76	80	*	75	-	-	64	60	*	77	79	72	78
Grade 8 Mathematics	2019	82	82	82	83	80	-	*	-	-	100	58	*	84	75	78	82
	2018	81	80	87	84	93	*	86	-	-	83	67	*	88	86	86	86
End of Course English II	2019	69	68	69	69	68	*	88	-	-	83	66	-	69	70	70	68
	2018	67	66	62	57	68	*	*	-	-	56	31	*	62	64	60	65
End of Course Algebra I	2019	75	73	76	72	79	-	88	-	-	83	48	50	76	78	68	82
	2018	72	71	80	79	82	*	*	-	-	75	25	-	83	68	73	74
All Grades Both Subjects	2019	69	68	67	65	68	50	83	*	*	73	55	64	67	66	63	62
	2018	69	69	68	58	71	56	83	*	*	67	58	76	68	68	65	68
All Grades ELA/Reading	2019	68	67	67	62	68	60	82	*	*	72	58	75	67	68	65	66
	2018	69	68	68	54	72	*	82	*	*	69	55	75	68	68	65	71
All Grades Mathematics	2019	70	68	66	63	68	*	85	*	*	75	53	56	66	65	60	59
	2018	70	69	68	65	71	*	85	*	*	66	60	77	68	68	65	64

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- Indicates there are no students in the group.

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

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

		School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL (Current)	Total EB/EL	Monitors & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	64%	78%	61%	50%	-	-	-	-	61%	54%	66%	53%	-	19%	79%	54%	90%
	2019	78%	76%	83%	79%	79%	-	-	-	-	-	58%	65%	54%	-	*	-	67%	58%
	2021	41%	38%	51%	21%	50%	-	-	-	-	20%	22%	39%	19%	-	3%	54%	21%	58%
	2019	50%	47%	55%	37%	37%	-	-	-	-	-	18%	21%	16%	-	*	-	25%	22%
	2021	18%	16%	24%	5%	0%	-	-	-	-	5%	7%	13%	7%	-	3%	26%	6%	22%
2019	24%	22%	27%	11%	11%	-	-	-	-	-	-	5%	8%	4%	-	*	-	8%	90%
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2021	68%	66%	77%	60%	*	-	-	-	-	61%	49%	60%	47%	-	14%	79%	50%	92%
	2019	75%	73%	81%	78%	78%	-	-	-	-	-	50%	56%	46%	-	*	-	61%	65%
	2021	45%	42%	54%	19%	*	-	-	-	-	18%	24%	47%	21%	-	7%	56%	21%	65%
	2019	48%	46%	53%	33%	33%	-	-	-	-	-	11%	10%	11%	-	*	-	20%	19%
	2021	18%	17%	25%	8%	*	-	-	-	-	8%	8%	13%	7%	-	7%	26%	8%	19%
2019	21%	19%	24%	9%	9%	-	-	-	-	-	-	3%	4%	3%	-	*	-	5%	19%
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	60%	78%	68%	*	-	-	-	-	68%	66%	80%	64%	-	25%	79%	64%	88%
	2019	82%	79%	86%	90%	90%	-	-	-	-	-	69%	84%	65%	-	*	-	80%	46%
	2021	37%	31%	45%	26%	*	-	-	-	-	25%	22%	47%	19%	-	0%	48%	22%	46%
	2019	52%	48%	56%	44%	44%	-	-	-	-	-	26%	32%	25%	-	*	-	35%	16%
	2021	18%	14%	23%	5%	*	-	-	-	-	5%	9%	20%	7%	-	0%	25%	7%	16%
2019	26%	24%	29%	17%	17%	-	-	-	-	-	-	11%	21%	8%	-	*	-	14%	16%
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	53%	66%	45%	*	-	-	-	-	48%	33%	67%	26%	-	20%	68%	37%	90%
	2019	68%	65%	71%	52%	52%	-	-	-	-	-	63%	75%	56%	-	-	-	57%	35%
	2021	30%	26%	36%	14%	*	-	-	-	-	14%	15%	17%	15%	-	0%	38%	13%	35%
	2019	38%	35%	37%	9%	9%	-	-	-	-	-	13%	38%	0%	-	-	-	11%	5%
	2021	9%	7%	11%	0%	*	-	-	-	-	0%	0%	0%	0%	-	0%	12%	0%	5%
2019	14%	12%	15%	0%	0%	-	-	-	-	-	-	0%	0%	0%	-	-	-	0%	90%
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	68%	84%	57%	*	-	-	-	-	55%	55%	*	57%	-	*	86%	55%	96%
	2019	81%	80%	90%	76%	76%	-	-	-	-	-	53%	54%	52%	-	*	-	65%	70%
	2021	44%	40%	60%	24%	*	-	-	-	-	20%	16%	*	17%	-	*	62%	18%	30%
	2019	54%	52%	69%	45%	45%	-	-	-	-	-	18%	23%	14%	-	*	-	31%	70%
	2021	20%	17%	27%	0%	*	-	-	-	-	0%	9%	*	10%	-	*	28%	6%	30%
2019	25%	23%	36%	12%	12%	-	-	-	-	-	-	3%	8%	0%	-	*	-	7%	30%
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.

	School Year	Region State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total Content-Based ESL	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	73%	84%	-	-	-	-	-	-	56%	-	56%	-	86%	56%	82%
	2019	81%	80%	85%	-	-	-	-	-	-	63%	78%	56%	-	-	63%	-
At Meets Grade Level or Above	2021	49%	49%	62%	-	-	-	-	-	-	26%	-	26%	-	64%	26%	58%
	2019	55%	55%	60%	-	-	-	-	-	-	26%	33%	22%	-	-	26%	-
At Masters Grade Level	2021	29%	28%	37%	-	-	-	-	-	-	4%	-	4%	-	38%	4%	42%
	2019	33%	34%	35%	-	-	-	-	-	-	4%	11%	0%	-	-	4%	-

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

- Indicates there are no students in the group.

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

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

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

State	Region 20	African American		Hispanic White		American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
		District	District	District	District	District	District							
2021 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	88%	85%	98%	99%	98%	98%	100%	100%	97%	97%	100%	98%	97%	99%
Included in Accountability	83%	81%	94%	91%	94%	94%	100%	97%	91%	91%	97%	97%	85%	94%
Not Included in Accountability: Mobile	3%	4%	4%	8%	3%	4%	0%	2%	0%	5%	3%	1%	11%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	1%	9%	0%	0%	0%	0%	3%
Not Tested	12%	15%	2%	1%	2%	2%	0%	0%	0%	3%	0%	2%	3%	1%
Absent	2%	2%	1%	1%	1%	1%	0%	0%	0%	1%	0%	1%	1%	1%
Other	10%	13%	1%	0%	1%	1%	0%	0%	0%	2%	0%	1%	2%	0%
2019 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	97%	100%	99%	100%	100%	100%
Included in Accountability	94%	93%	96%	94%	97%	95%	100%	92%	93%	93%	91%	98%	89%	97%
Not Included in Accountability: Mobile	4%	5%	3%	6%	2%	4%	0%	3%	0%	6%	7%	1%	10%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	1%	0%	0%	0%	4%	0%	0%	0%	0%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	3%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	3%	0%	1%	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)
KERRVILLE ISD (133903) - KERR COUNTY

	State	Region 20	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate												
2019-20	98.3%	98.0%	98.0%	98.0%	98.0%	97.5%	99.5%	98.7%	98.0%	96.9%	97.7%	98.6%
2018-19	95.4%	94.5%	95.9%	95.9%	96.0%	94.7%	97.8%	98.7%	94.3%	94.1%	95.3%	96.8%
Chronic Absenteeism												
2019-20	6.7%	8.7%	6.3%	11.1%	5.8%	11.1%	1.7%	0.0%	5.5%	11.1%	7.2%	1.6%
2018-19	11.4%	15.4%	9.5%	14.5%	9.0%	10.0%	3.1%	0.0%	12.7%	17.8%	12.1%	5.0%
Annual Dropout Rate (Gr 7-8)												
2019-20	0.5%	0.5%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.5%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	2.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	2.3%	0.1%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2020												
Graduated	90.3%	88.8%	93.7%	57.1%	95.3%	94.7%	* 100.0%	-	66.7%	100.0%	92.5%	100.0%
Received TxCHSE	0.4%	0.4%	2.6%	28.6%	1.2%	2.1%	* 0.0%	-	22.2%	0.0%	4.0%	0.0%
Continued HS	3.9%	3.9%	3.4%	14.3%	2.9%	3.2%	* 0.0%	-	11.1%	0.0%	3.5%	0.0%
Dropped Out	5.4%	7.0%	0.3%	0.0%	0.6%	0.0%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.7%	89.1%	96.3%	85.7%	96.5%	96.8%	* 100.0%	-	88.9%	100.0%	96.5%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	93.0%	99.7%	100.0%	99.4%	100.0%	* 100.0%	-	100.0%	100.0%	100.0%	100.0%
Class of 2019												
Graduated	90.0%	88.2%	94.3%	87.5%	95.7%	93.8%	* 100.0%	*	88.9%	84.1%	93.3%	100.0%
Received TxCHSE	0.5%	0.5%	1.6%	0.0%	1.8%	0.5%	* 0.0%	*	11.1%	0.0%	2.8%	0.0%
Continued HS	3.7%	3.8%	4.1%	12.5%	2.5%	5.7%	* 0.0%	*	0.0%	15.9%	3.9%	0.0%
Dropped Out	5.9%	7.5%	0.0%	0.0%	0.0%	0.0%	* 0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	88.7%	95.9%	87.5%	97.5%	94.3%	* 100.0%	*	100.0%	84.1%	96.1%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	92.5%	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)												
Class of 2019												
Graduated	92.0%	90.3%	97.6%	100.0%	96.9%	98.9%	* 100.0%	*	88.9%	95.3%	96.6%	92.3%
Received TxCHSE	0.5%	0.5%	1.8%	0.0%	2.5%	0.5%	* 0.0%	*	11.1%	0.0%	3.4%	7.7%
Continued HS	1.3%	1.4%	0.5%	0.0%	0.6%	0.5%	* 0.0%	*	0.0%	4.7%	0.0%	0.0%
Dropped Out	6.1%	7.8%	0.0%	0.0%	0.0%	0.0%	* 0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	90.8%	99.5%	100.0%	99.4%	99.5%	* 100.0%	*	100.0%	95.3%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	92.2%	100.0%	100.0%	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)
KERRVILLE ISD (133903) - KERR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018												
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	0.6%	0.6%	1.7%	0.0%	2.1%	1.5%	* 0.0%	* 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%	0.0%	0.6%	*
Dropped Out	6.1%	8.7%	0.0%	0.0%	0.0%	0.0%	* 0.0%	* 0.0%	* 0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	90.2%	99.2%	100.0%	99.3%	99.5%	* 100.0%	* 100.0%	* 100.0%	100.0%	99.4%	*
Graduates, TxCHSE, and Continuers	93.9%	91.3%	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)												
Class of 2018												
Graduated	92.6%	90.0%	98.3%	100.0%	97.9%	98.5%	* 100.0%	* 100.0%	* 100.0%	100.0%	97.6%	*
Received TxCHSE	0.7%	0.7%	1.7%	0.0%	2.1%	1.5%	* 0.0%	* 0.0%	* 0.0%	0.0%	2.4%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	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%	0.0%	*
Graduates and TxCHSE	93.3%	90.8%	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%	*
Class of 2017												
Graduated	92.4%	89.1%	97.0%	90.9%	96.7%	97.5%	-	*	*	100.0%	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%	89.9%	99.2%	90.9%	98.7%	100.0%	-	*	*	100.0%	99.3%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	90.4%	99.2%	90.9%	98.7%	100.0%	-	*	*	100.0%	99.3%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Class of 2020	90.3%	88.8%	91.1%	57.1%	92.7%	91.8%	* 100.0%	-	66.7%	94.6%	89.4%	100.0%
Class of 2019	90.0%	88.2%	92.0%	87.5%	90.7%	93.4%	* 100.0%	*	88.9%	82.6%	89.4%	92.3%
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	67.4%	*	-	-	*	-	-	-	-	*	-
Class of 2019	73.3%	63.0%	*	-	-	*	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	2.7%	2.0%	*	0.0%	4.0%	* 0.0%	-	0.0%	2.9%	2.5%	9.1%
Class of 2019	4.2%	3.2%	0.6%	0.0%	0.0%	1.1%	* 0.0%	*	0.0%	0.0%	1.3%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)												
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)												

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

	State	Region 20	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	86.6%	80.4%	*	74.8%	85.4%	* 100.0%	-	83.3%	25.7%	71.9%	81.8%
Class of 2019	87.6%	84.3%	78.6%	71.4%	75.5%	81.4%	* 88.9%	*	75.0%	19.4%	69.1%	83.3%
RHSP/DAP Graduates (Annual Rate)												
2019-20	38.6%	27.4%	*	-	-	*	-	-	-	-	*	-
2018-19	32.7%	16.7%	*	-	*	-	-	-	-	-	*	-
FHSP-E Graduates (Annual Rate)												
2019-20	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%	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)												
2019-20	81.8%	82.1%	75.9%	40.0%	75.5%	76.5%	* 100.0%	-	83.3%	19.5%	66.1%	72.7%
2018-19	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)												
2019-20	85.8%	84.5%	77.8%	40.0%	75.5%	80.3%	* 100.0%	-	83.3%	22.0%	68.6%	81.8%
2018-19	85.9%	82.9%	79.0%	62.5%	74.1%	83.7%	* 88.9%	*	85.7%	21.4%	69.6%	83.3%

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

	District		State	
	Count	Percent	Count	Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	370	100.0%	360,220	100.0%
By Ethnicity:				
African American	5	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%	1,226	0.3%
Asian	6	1.6%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	6	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	1	0.3%	952	0.3%
Foundation H.S. Program (No Endorsement)	82	22.2%	49,535	13.8%
Foundation H.S. Program (Endorsement)	7	1.9%	15,689	4.4%
Foundation H.S. Program (DLA)	280	75.7%	292,532	81.2%
Special Education Graduates				
Economically Disadvantaged Graduates	41	11.1%	29,018	8.1%
Emergent Bilingual (EB)/English Learner (EL) Graduates	169	45.7%	187,187	52.0%
At-Risk Graduates	11	3.0%	29,639	8.2%
	177	47.8%	148,836	41.3%

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

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	57.1%	47.8%	20.0%	38.0%	56.9%	*	50.0%	-	50.0%	53.7%	37.3%	45.5%
2018-19	72.9%	68.9%	72.0%	75.0%	64.8%	77.6%	*	85.0%	*	71.4%	75.0%	66.3%	58.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	48.8%	39.5%	20.0%	27.6%	49.5%	*	50.0%	-	50.0%	2.4%	26.0%	27.3%
2018-19	53.0%	48.7%	43.0%	0.0%	32.1%	52.3%	*	70.0%	*	57.1%	2.9%	32.5%	16.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.3%	43.8%	20.0%	33.7%	53.2%	*	33.3%	-	50.0%	4.9%	31.4%	0.0%
2018-19	60.7%	58.5%	53.4%	12.5%	38.4%	65.9%	*	80.0%	*	85.7%	11.8%	42.2%	8.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	43.6%	29.2%	20.0%	16.0%	40.4%	*	33.3%	-	50.0%	2.4%	15.4%	9.1%
2018-19	48.6%	45.1%	36.1%	0.0%	23.9%	46.6%	*	60.0%	*	42.9%	2.9%	25.3%	8.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	39.1%	28.6%	20.0%	15.3%	40.4%	*	16.7%	-	50.0%	2.4%	14.8%	0.0%
2018-19	44.2%	40.9%	35.0%	0.0%	22.6%	45.5%	*	60.0%	*	42.9%	2.9%	24.1%	8.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
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 Graduates)													
2019-20	2.1%	1.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	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%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	24.2%	27.3%	20.0%	16.0%	37.2%	*	50.0%	-	16.7%	0.0%	16.0%	9.1%
2018-19	23.1%	23.0%	27.3%	0.0%	19.5%	34.1%	*	30.0%	*	42.9%	0.0%	18.1%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	8.7%	28.6%	0.0%	17.2%	38.3%	*	50.0%	-	33.3%	0.0%	18.3%	9.1%
2018-19	2.3%	4.1%	9.6%	0.0%	5.7%	13.6%	*	10.0%	*	14.3%	0.0%	6.6%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
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%	*	50.0%	75.0%	44.9%	54.2%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	8.6%	3.5%	0.0%	4.9%	2.7%	*	0.0%	-	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	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.5%	7.7%	12.5%	5.7%	9.7%	*	10.0%	*	0.0%	0.0%	7.2%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.5%	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%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.0%	3.5%	0.0%	4.9%	2.7%	*	0.0%	-	0.0%	31.7%	5.9%	0.0%
2018-19	2.3%	2.1%	4.7%	12.5%	6.3%	3.4%	*	0.0%	*	0.0%	50.0%	7.2%	8.3%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	3.9%	2.4%	0.0%	1.2%	3.7%	*	0.0%	-	0.0%	22.0%	3.0%	9.1%
2018-19	2.7%	2.9%	1.7%	0.0%	1.3%	1.7%	*	0.0%	*	14.3%	17.6%	1.2%	0.0%

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

	Academic Year	State	Region 20	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)												
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 Prep Courses (Annual Graduates)												
English Language Arts	2019-20	7.3%	3.6%	0.0%	0.0%	0.0%	0.0%	* 0.0%	- 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%
API/IB Results (Participation) (Grades 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%	0.2%	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%
API/IB Results (Examinees >= Criterion) (Grades 11-12)												
All Subjects	2020	59.0%	56.1%	66.1%	-	53.8%	66.7%	- 100.0%	- *	* 69.0%	*	*
	2019	51.0%	47.4%	62.7%	-	57.8%	67.0%	* 71.4%	* *	- 59.1%	*	*
English Language Arts	2020	50.1%	46.4%	58.9%	-	58.3%	60.0%	- *	-	- 66.7%	-	-
	2019	41.2%	38.7%	62.3%	-	31.3%	72.0%	- *	- *	- 41.7%	-	-
Mathematics	2020	56.5%	50.1%	*	-	-	*	-	-	- *	-	-
	2019	52.2%	45.0%	60.0%	-	* 60.0%	-	- *	-	- *	-	-
Science	2020	47.6%	46.9%	35.0%	-	27.3%	32.6%	- *	-	- 23.1%	-	-
	2019	40.6%	42.5%	50.4%	-	42.9%	53.9%	* 66.7%	* *	- 42.9%	-	-

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

Academic Year	State	Region 20	African American		Hispanic White		American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
			District	American	Hispanic	White							
Social Studies	2020	52.3%	48.5%	48.9%	-	20.0%	54.5%	-	*	-	*	18.2%	*
	2019	46.3%	42.9%	58.3%	-	40.0%	60.9%	-	*	-	-	60.0%	-
SAT/ACT Results (Annual Graduates)													
Tested	2019-20	76.7%	81.2%	51.1%	20.0%	43.6%	58.0%	*	50.0%	-	66.7%	2.4%	32.7%
	2018-19	75.0%	82.5%	63.1%	25.0%	54.1%	71.0%	*	80.0%	*	71.4%	20.6%	51.2%
At/Above Criterion for All Examinees	2019-20	35.7%	33.8%	50.3%	*	29.6%	64.2%	*	*	-	*	34.5%	0.0%
	2018-19	36.1%	32.8%	43.7%	*	30.2%	54.4%	*	50.0%	*	40.0%	0.0%	34.1%
Average SAT Score (Annual Graduates)													
All Subjects	2019-20	1019	997	1088	*	1004	1141	*	*	-	*	1037	858
	2018-19	1027	993	1068	*	999	1118	*	1150	*	1072	888	1025
English Language Arts and Writing	2019-20	513	504	551	*	511	578	*	*	-	*	531	413
	2018-19	517	501	542	*	503	567	*	593	*	570	472	517
Mathematics	2019-20	506	493	537	*	493	564	*	*	-	*	507	445
	2018-19	510	491	526	*	496	550	*	558	*	502	417	508
Average ACT Score (Annual Graduates)													
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	-	-	-	*	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	-	19.6	23.9	-	-	-	*	22.4	-
	2018-19	20.8	21.3	22.8	*	20.1	23.8	*	*	*	*	22.8	*

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

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	44.7%	38.6%	10.0%	32.0%	44.1%	*	75.0%	*	40.7%	18.8%	28.0%	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	2019-20	18.2%	16.9%	10.6%	0.0%	5.9%	14.9%	*	25.0%	*	3.8%	1.4%	5.6%	0.0%
	2018-19	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%	6.0%
	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%	5.0%	11.1%	25.6%	*	52.2%	*	18.5%	0.7%	9.4%	1.9%
	2018-19	23.6%	23.7%	16.5%	0.0%	9.7%	22.8%	*	32.4%	*	7.4%	0.0%	9.2%	1.9%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	57.8%	51.6%	60.0%	55.8%	48.4%	*	33.3%	-	66.7%	46.3%	47.3%	54.5%
	2018-19	59.0%	57.5%	61.4%	62.5%	63.5%	59.7%	*	60.0%	*	57.1%	61.8%	65.1%	58.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	52.0%	46.8%	12.5%	38.4%	53.4%	*	70.0%	*	57.1%	17.6%	34.3%	8.3%
	2017-18	53.4%	51.9%	44.1%	16.7%	36.3%	50.5%	*	80.0%	*	25.0%	5.9%	27.8%	28.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	62.0%	64.8%	-	66.7%	66.7%	*	*	-	*	-	61.5%	-
	2017-18	60.7%	57.7%	65.2%	*	46.7%	74.4%	*	*	-	*	*	48.7%	*

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

Student Information	Membership				Enrollment			
	District	State	District	State	District	State	District	State
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,777	100.0%	5,359,040	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	6.7%	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%	2,835,771	52.9%	2,146	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	9	0.2%	8,259	0.2%	9	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%	2,620,239	48.9%	2,311	48.3%	2,624,722	48.9%
Male	2,467	51.6%	2,738,801	51.1%	2,470	51.7%	2,746,864	51.1%
Economically Disadvantaged								
Non-Educationally Disadvantaged	2,576	53.9%	3,229,178	60.3%	2,577	53.9%	3,233,417	60.2%
Section 504 Students	2,201	46.1%	2,129,862	39.7%	2,204	46.1%	2,138,169	39.8%
EB Students/EL	580	12.1%	387,490	7.2%	580	12.1%	387,622	7.2%
Students w/ Disciplinary Placements (2019-20)	356	7.5%	1,108,207	20.7%	356	7.4%	1,108,883	20.6%
Students w/ Dyslexia	68	1.3%	66,833	1.2%				
Foster Care	333	7.0%	241,070	4.5%	333	7.0%	241,197	4.5%
	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

Student Information	Membership				Enrollment			
	District	State	District	State	District	State	District	State
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	60	1.3%	57,709	1.1%	60	1.3%	57,811	1.1%
Immigrant	25	0.5%	108,025	2.0%	25	0.5%	108,092	2.0%
Migrant	5	0.1%	16,657	0.3%	5	0.1%	16,733	0.3%
Title I	3,344	70.0%	3,457,855	64.5%	3,348	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%	2,634,284	49.2%	2,147	44.9%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	352	7.4%	1,123,936	21.0%	352	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	67	11.7%	83,737	14.1%				
Students with Behavioral Disabilities	98	17.1%	122,624	20.6%				
Students with Non-Categorical Early Childhood	18	3.1%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	542	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	1	0.0%	2,944	0.1%				
Asian	4	0.1%	18,370	0.4%				
Pacific Islander	2	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%				

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

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	4.5%	1.4%	12.8%	4.8%
Grade 1	5.0%	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%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.6%	0.2%	0.0%	0.4%
Grade 9	5.1%	4.7%	21.1%	7.8%

	--- District ---		---- State ----	
	Count	Percent	Count	Percent

Data Quality:

Underreported Students	16	0.7%	6,039	0.2%
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Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information		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		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)
KERRVILLE ISD (133903) - KERR COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	649.2	100.0%	745,316.3	100.0%
Professional Staff:				
Teachers	391.5	60.3%	479,219.1	64.3%
Professional Support	313.1	48.2%	369,395.4	49.6%
Campus Administration (School Leadership)	46.3	7.1%	78,787.8	10.6%
Central Administration	21.3	3.3%	22,378.5	3.0%
Educational Aides:	10.8	1.7%	8,657.4	1.2%
Auxiliary Staff:	92.9	14.3%	79,348.7	10.6%
	164.8	25.4%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,290.0	n/a
Part-time Librarians	2.0	n/a	582.0	n/a
Full-time Counselors	13.0	n/a	13,211.0	n/a
Part-time Counselors	2.0	n/a	1,126.0	n/a
Total Minority Staff:	187.9	28.9%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	2.0	0.6%	41,186.3	11.1%
Hispanic	52.9	16.9%	104,985.0	28.4%
White	254.2	81.2%	210,367.3	56.9%
American Indian	1.0	0.3%	1,261.0	0.3%
Asian	1.0	0.3%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	2.0	0.6%	4,320.9	1.2%
Teachers by Sex:				
Males	66.7	21.3%	88,006.1	23.8%
Females	246.4	78.7%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	3.0	1.0%	4,422.7	1.2%
Bachelors	238.8	76.3%	269,818.0	73.0%
Masters	69.3	22.1%	92,432.5	25.0%
Doctorate	1.9	0.6%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.7	1.5%	24,880.4	6.7%
1-5 Years Experience	91.0	29.1%	102,753.7	27.8%
6-10 Years Experience	51.9	16.6%	74,854.8	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

Staff Information	District		State	
	Count	Percent	Count	Percent
21-30 Years Experience	49.4	15.8%	47,975.4	13.0%
Over 30 Years Experience	12.1	3.9%	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	6.6	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:		
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):		
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

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	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

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

	School Year	State	District	Campus	African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)			
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I	At Approaches Grade Level or Above	2021	67%	75%	75%	100%		67%	81%	*	*	49%	40%	77%	70%	68%	54%
		2019	68%	75%	75%	40%		68%	85%	-	63%	36%	80%	75%	76%	68%	39%
		2021	50%	60%	61%	67%		50%	70%	*	83%	33%	40%	63%	55%	52%	27%
		2019	50%	60%	60%	20%		52%	70%	-	63%	28%	40%	62%	55%	48%	27%
		2021	12%	20%	21%	11%		12%	27%	*	50%	18%	20%	21%	22%	14%	5%
2019	11%	17%	17%	0%		9%	25%	-	13%	14%	0%	0%	16%	19%	7%	6%	
End of Course English II	At Approaches Grade Level or Above	2021	71%	79%	80%	*		72%	88%	-	*	46%	*	81%	76%	73%	42%
		2019	68%	74%	75%	40%	-	69%	80%	*	89%	37%	-	77%	68%	69%	53%
		2021	57%	66%	66%	*		54%	80%	-	86%	15%	*	66%	67%	53%	29%
		2019	49%	55%	56%	20%		46%	65%	*	67%	23%	-	57%	50%	44%	21%
		2021	11%	15%	15%	*		9%	21%	-	43%	12%	*	16%	13%	8%	3%
2019	8%	11%	12%	0%		6%	16%	*	20%	6%	-	-	12%	11%	8%	3%	
End of Course Algebra I	At Approaches Grade Level or Above	2021	73%	86%	82%	100%		82%	80%	*	*	59%	*	84%	76%	80%	79%
		2019	85%	90%	89%	*		91%	88%	-	86%	60%	60%	90%	86%	85%	86%
		2021	41%	49%	38%	50%		33%	42%	*	40%	32%	*	39%	32%	36%	28%
		2019	61%	65%	62%	*		57%	66%	-	86%	30%	40%	62%	58%	52%	57%
		2021	23%	28%	17%	38%		14%	19%	*	20%	17%	*	18%	16%	16%	7%
2019	37%	40%	34%	*		35%	34%	-	14%	20%	20%	35%	30%	25%	29%	29%	
End of Course Biology	At Approaches Grade Level or Above	2021	82%	93%	93%	100%		86%	98%	-	100%	56%	*	92%	95%	87%	75%
		2019	88%	94%	94%	*		95%	95%	-	100%	74%	-	96%	87%	91%	83%
		2021	55%	74%	74%	80%		61%	85%	-	90%	22%	*	74%	72%	63%	39%
		2019	62%	79%	79%	*		70%	89%	-	88%	42%	-	79%	79%	70%	58%
		2021	22%	29%	29%	20%		18%	37%	-	60%	7%	*	28%	32%	20%	11%
2019	25%	39%	39%	*		26%	52%	-	50%	13%	-	40%	35%	25%	17%	17%	
End of Course U.S. History																	

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

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

School Year	State	District	African American			American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
			Campus	Hispanic	White	Hispanic	White								
At Approaches Grade Level or Above	2021	88%	95%	95%	93%	99%	100%	-	100%	83%	*	96%	95%	94%	67%
At Meets Grade Level or Above	2019	93%	97%	97%	94%	98%	100%	*	100%	76%	-	97%	94%	94%	88%
	2021	69%	78%	78%	68%	91%	100%	-	60%	63%	*	80%	71%	70%	42%
	2019	73%	81%	82%	73%	90%	100%	*	80%	46%	-	81%	86%	77%	53%
	2021	43%	52%	52%	40%	67%	88%	-	40%	37%	*	54%	43%	40%	17%
At Masters Grade Level	2019	45%	49%	50%	33%	66%	60%	*	20%	16%	-	47%	61%	37%	12%
SAT/ACT All Subjects															
At Approaches Grade Level or Above	2021	95%	97%	97%	80%	100%	100%	-	*	-	-	100%	*	100%	-
At Meets Grade Level or Above	2021	69%	94%	94%	80%	95%	95%	-	*	-	-	97%	*	86%	-
At Masters Grade Level	2021	14%	22%	22%	20%	18%	18%	-	*	-	-	23%	*	14%	-
All Grades All Subjects															
At Approaches Grade Level or Above	2021	67%	78%	85%	80%	90%	90%	*	88%	59%	73%	86%	81%	80%	62%
At Meets Grade Level or Above	2019	78%	83%	85%	82%	89%	89%	*	89%	56%	70%	86%	82%	80%	65%
	2021	41%	51%	64%	54%	75%	75%	*	78%	35%	53%	66%	58%	55%	31%
	2019	50%	55%	67%	59%	76%	76%	*	79%	34%	40%	68%	64%	56%	39%
	2021	18%	24%	26%	18%	33%	33%	*	45%	19%	13%	27%	24%	19%	7%
At Masters Grade Level	2019	24%	27%	29%	21%	38%	38%	*	24%	14%	10%	29%	30%	19%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2021	68%	77%	77%	70%	84%	84%	*	84%	48%	50%	79%	73%	71%	49%
At Meets Grade Level or Above	2019	75%	81%	75%	68%	83%	83%	*	83%	37%	80%	76%	73%	68%	46%
	2021	45%	54%	64%	52%	75%	75%	*	84%	26%	50%	65%	60%	53%	28%
	2019	48%	53%	58%	49%	68%	68%	*	72%	25%	40%	60%	53%	46%	24%
	2021	18%	25%	18%	10%	24%	24%	*	47%	15%	17%	18%	18%	11%	4%
At Masters Grade Level	2019	21%	24%	14%	8%	21%	21%	*	17%	10%	0%	14%	15%	7%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2021	66%	78%	83%	82%	83%	83%	*	67%	59%	*	86%	75%	81%	79%
At Meets Grade Level or Above	2019	82%	86%	89%	91%	88%	88%	-	86%	60%	60%	90%	86%	85%	86%
	2021	37%	45%	43%	35%	50%	50%	*	50%	32%	*	46%	33%	38%	28%
	2019	52%	56%	62%	57%	66%	66%	-	86%	30%	40%	62%	58%	52%	57%
	2021	52%	56%	62%	57%	66%	66%	-	86%	30%	40%	62%	58%	52%	57%

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

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

		School Year	African American					American Indian	Two or More		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)	
			State	District	Campus	Hispanic	White		Pacific Islander	Asian						
At Masters Grade Level	2021	18%	23%	18%	38%	15%	19%	*	40%	*	17%	17%	*	18%	16%	7%
	2019	26%	29%	34%	*	35%	34%	-	43%	-	14%	20%	20%	35%	25%	29%
All Grades Science																
At Approaches Grade Level or Above	2021	71%	84%	93%	100%	86%	98%	-	100%	*	100%	56%	*	92%	95%	87%
	2019	81%	90%	94%	*	95%	95%	-	100%	-	100%	74%	-	96%	87%	91%
At Meets Grade Level or Above	2021	44%	60%	74%	80%	61%	85%	-	83%	*	90%	22%	*	74%	72%	63%
	2019	54%	69%	79%	*	70%	89%	-	91%	-	88%	42%	-	79%	79%	70%
At Masters Grade Level	2021	20%	27%	29%	20%	18%	37%	-	67%	*	60%	7%	*	28%	32%	20%
	2019	25%	36%	39%	*	26%	52%	-	64%	-	50%	13%	-	40%	35%	25%
All Grades Social Studies																
At Approaches Grade Level or Above	2021	73%	84%	95%	*	93%	99%	-	100%	-	100%	83%	*	96%	95%	94%
	2019	81%	85%	97%	*	94%	98%	*	100%	-	100%	76%	-	97%	94%	94%
At Meets Grade Level or Above	2021	49%	62%	78%	*	68%	91%	-	100%	-	60%	63%	*	80%	71%	70%
	2019	55%	60%	82%	*	73%	90%	*	100%	-	80%	46%	-	81%	86%	77%
At Masters Grade Level	2021	29%	37%	52%	*	40%	67%	-	88%	-	40%	37%	*	54%	43%	40%
	2019	33%	35%	50%	*	33%	66%	*	60%	-	20%	16%	-	47%	61%	37%

* 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.

School Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject															
End of Course English II	2019	69	69	69	69	68	*	88	-	83	66	-	69	70	68
	2018	67	62	62	62	68	*	*	-	56	31	*	62	64	65
End of Course Algebra I	2019	75	76	73	*	72	74	-	83	*	48	50	73	75	81
	2018	72	80	77	*	78	77	*	*	71	25	-	80	64	70
All Grades Both Subjects	2019	69	67	71	*	71	71	*	86	-	58	50	71	73	73
	2018	69	68	68	60	65	72	*	*	63	29	*	69	64	67
All Grades ELA/Reading	2019	68	67	69	*	69	68	*	88	-	66	-	69	70	68
	2018	69	68	62	*	57	68	*	*	56	31	*	62	64	65
All Grades Mathematics	2019	70	66	73	*	72	74	-	83	-	48	50	73	75	81
	2018	70	68	77	*	78	77	*	*	71	25	-	80	64	70

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- Indicates there are no students in the group.

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

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

School Year		Total Bilingual Education		BE-Trans Early Exit		BE-Trans Late Exit		BE-Dual Two-Way		BE-Dual One-Way		ALP Bilingual (Exception)		ESL Content-Based		ALP ESL (Waiver)		EB/EL with Parental Denial		Total EB/EL (Current)		Monitors & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																						
All Grades All Subjects																						
At Approaches Grade Level or Above		2021	67%	78%	85%	-	-	-	-	-	-	-	-	48%	-	48%	-	-	-	86%	47%	94%
		2019	78%	83%	85%	-	-	-	-	-	-	-	-	52%	55%	48%	-	-	-	-	52%	73%
		2021	41%	51%	64%	-	-	-	-	-	-	-	-	13%	-	13%	-	-	-	67%	12%	94%
		2019	50%	55%	67%	-	-	-	-	-	-	-	-	19%	16%	24%	-	-	-	-	19%	73%
		2021	18%	24%	26%	-	-	-	-	-	-	-	-	2%	-	2%	-	-	-	28%	2%	29%
2019	24%	27%	29%	-	-	-	-	-	-	-	-	2%	2%	2%	-	-	-	-	2%	2%	29%	
All Grades ELA/Reading																						
At Approaches Grade Level or Above		2021	68%	77%	77%	-	-	-	-	-	-	-	-	29%	-	29%	-	-	-	80%	27%	89%
		2019	75%	81%	75%	-	-	-	-	-	-	-	-	35%	41%	26%	-	-	-	-	35%	72%
		2021	45%	54%	64%	-	-	-	-	-	-	-	-	10%	-	10%	-	-	-	67%	9%	72%
		2019	48%	53%	58%	-	-	-	-	-	-	-	-	9%	6%	13%	-	-	-	-	9%	72%
		2021	18%	25%	18%	-	-	-	-	-	-	-	-	0%	-	0%	-	-	-	20%	0%	14%
2019	21%	24%	14%	-	-	-	-	-	-	-	-	0%	0%	0%	-	-	-	-	0%	0%	14%	
All Grades Mathematics																						
At Approaches Grade Level or Above		2021	66%	78%	83%	-	-	-	-	-	-	-	-	69%	-	69%	-	-	-	83%	69%	94%
		2019	82%	86%	89%	-	-	-	-	-	-	-	-	75%	-	78%	-	-	-	-	75%	94%
		2021	37%	45%	43%	-	-	-	-	-	-	-	-	0%	-	0%	-	-	-	43%	0%	62%
		2019	52%	56%	62%	-	-	-	-	-	-	-	-	25%	-	22%	-	-	-	-	25%	62%
		2021	18%	23%	18%	-	-	-	-	-	-	-	-	0%	-	0%	-	-	-	18%	0%	24%
2019	26%	29%	34%	-	-	-	-	-	-	-	-	8%	-	11%	-	-	-	-	8%	8%	24%	
All Grades Science																						
At Approaches Grade Level or Above		2021	71%	84%	93%	-	-	-	-	-	-	-	-	63%	-	63%	-	-	-	94%	63%	100%
		2019	81%	90%	94%	-	-	-	-	-	-	-	-	71%	75%	67%	-	-	-	-	71%	79%
		2021	44%	60%	74%	-	-	-	-	-	-	-	-	16%	-	16%	-	-	-	77%	16%	79%
		2019	54%	69%	79%	-	-	-	-	-	-	-	-	29%	25%	33%	-	-	-	-	29%	34%
		2021	20%	27%	29%	-	-	-	-	-	-	-	-	5%	-	5%	-	-	-	30%	5%	34%
2019	25%	36%	39%	-	-	-	-	-	-	-	-	0%	0%	0%	-	-	-	-	0%	0%	34%	
All Grades Social Studies																						
At Approaches Grade Level or Above		2021	73%	84%	95%	-	-	-	-	-	-	-	-	64%	-	64%	-	-	-	96%	64%	100%
		2019	81%	85%	97%	-	-	-	-	-	-	-	-	83%	88%	-	-	-	-	-	83%	90%
		2021	49%	62%	78%	-	-	-	-	-	-	-	-	36%	-	36%	-	-	-	79%	36%	90%
		2019	55%	60%	82%	-	-	-	-	-	-	-	-	50%	38%	-	-	-	-	-	50%	75%
		2021	29%	37%	52%	-	-	-	-	-	-	-	-	9%	-	9%	-	-	-	52%	9%	75%
2019	33%	35%	50%	-	-	-	-	-	-	-	-	8%	13%	-	-	-	-	-	8%	8%	75%	

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

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

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

2021 STAAR Participation (All Grades)																		
State District			African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Tests	Assessment Participant	88%	98%	97%	97%	97%	97%	97%	100%	100%	92%	95%	100%	97%	96%	96%	100%	100%
	Included in Accountability	83%	94%	93%	94%	92%	92%	92%	96%	80%	83%	91%	100%	95%	86%	93%	87%	87%
	Not Included in Accountability: Mobile	3%	4%	3%	3%	1%	5%	1%	0%	0%	8%	2%	0%	1%	9%	3%	3%	3%
	Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	0%	4%	20%	0%	2%	0%	0%	1%	0%	1%	10%
	Not Tested	12%	2%	3%	3%	3%	3%	3%	0%	0%	8%	5%	0%	3%	4%	4%	0%	0%
Absent		2%	1%	1%	1%	1%	1%	1%	0%	0%	2%	2%	0%	1%	2%	2%	0%	0%
	Other	10%	1%	2%	2%	2%	1%	1%	0%	0%	6%	4%	0%	2%	2%	2%	0%	0%
	2019 STAAR Participation (All Grades)																	
All Tests	Assessment Participant	99%	100%	99%	99%	99%	99%	99%	100%	-	93%	99%	100%	99%	99%	99%	100%	100%
	Included in Accountability	94%	96%	95%	96%	96%	96%	96%	89%	-	83%	93%	100%	98%	87%	94%	90%	90%
	Not Included in Accountability: Mobile	4%	3%	3%	0%	2%	4%	2%	2%	-	11%	4%	0%	1%	10%	3%	0%	0%
	Not Included in Accountability: Other Exclusions	1%	0%	1%	5%	1%	0%	0%	9%	-	0%	2%	0%	1%	2%	1%	10%	10%
	Not Tested	1%	0%	1%	0%	1%	1%	1%	0%	0%	7%	1%	0%	1%	1%	1%	0%	0%
Absent		1%	0%	1%	0%	1%	1%	1%	0%	-	7%	1%	0%	1%	1%	1%	0%	0%
	Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.0%	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%	95.6%	95.9%	*	97.6%	*	94.5%	94.1%	94.8%	95.6%
Chronic Absenteeism													
2019-20	6.7%	6.3%	9.2%	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)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
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 9-12)													
Class of 2020													
Graduated	90.3%	93.7%	99.7%	*	99.3%	100.0%	*	100.0%	-	100.0%	100.0%	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%	96.3%	100.0%	*	100.0%	100.0%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	99.7%	100.0%	*	100.0%	100.0%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
Class of 2019													
Graduated	90.0%	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%	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%	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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	97.6%	99.4%	100.0%	99.2%	99.4%	*	100.0%	*	100.0%	92.0%	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%	0.6%	*	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%	99.5%	99.4%	100.0%	99.2%	99.4%	*	100.0%	*	100.0%	92.0%	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%	100.0%

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)

TIVY H S (133903001) - KERRVILLE ISD - KERR COUNTY

State		District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	EB/EL
Class of 2018													
Graduated	92.2%	97.5%	100.0%	*	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	*
Received TxCHSE	0.6%	1.7%	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%	0.0%	*
Dropped Out	6.1%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	99.2%	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%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	98.3%	100.0%	*	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	*
Received TxCHSE	0.7%	1.7%	0.0%	*	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Dropped Out	6.1%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*
Graduates and TxCHSE	93.3%	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%	*
Class of 2017													
Graduated	92.4%	97.0%	100.0%	100.0%	100.0%	100.0%	-	*	*	*	100.0%	100.0%	*
Received TxCHSE	0.7%	2.2%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	*
Dropped Out	6.3%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	99.2%	100.0%	100.0%	100.0%	100.0%	-	*	*	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	99.2%	100.0%	100.0%	100.0%	100.0%	-	*	*	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	91.1%	98.5%	*	98.0%	98.7%	*	100.0%	-	100.0%	93.3%	97.2%	100.0%
Class of 2019	90.0%	92.0%	98.1%	100.0%	97.7%	98.1%	*	100.0%	*	100.0%	85.7%	97.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	*	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.0%	1.6%	*	0.0%	3.2%	*	0.0%	-	0.0%	3.6%	1.5%	9.1%
Class of 2019	4.2%	0.6%	0.3%	0.0%	0.0%	0.7%	*	0.0%	*	0.0%	0.0%	0.8%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	78.4%	87.2%	*	82.4%	91.7%	*	100.0%	-	83.3%	28.6%	80.3%	72.7%
Class of 2019	83.5%	78.4%	92.7%	100.0%	92.1%	92.2%	*	100.0%	*	100.0%	35.3%	88.7%	90.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

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

	State	District	Campus	African American		Hispanic	White	American Indian		Pacific Islander	Two or More Races		Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	80.4%	88.8%	*		82.4%	94.9%	*	100.0%	-	83.3%	32.1%	81.8%	81.8%	
Class of 2019	87.6%	78.6%	93.0%			92.1%	92.8%	*	100.0%	*	100.0%	35.3%	89.5%	90.9%	
RHSP/DAP Graduates (Annual Rate)															
2019-20	38.6%	*	-	-	-	*	-	-	*	-	-	-	-	-	-
2018-19	32.7%	*	*	-	-	*	-	-	-	-	-	*	*	*	-
FHSP-E Graduates (Annual Rate)															
2019-20	4.4%	1.9%	1.5%	*		0.0%	3.2%	*	0.0%	-	0.0%	3.3%	1.4%	9.1%	
2018-19	4.4%	0.6%	0.3%			0.0%	0.6%	*	0.0%	*	0.0%	0.0%	0.8%	0.0%	
FHSP-DLA Graduates (Annual Rate)															
2019-20	81.8%	75.9%	86.7%	*		82.6%	90.5%	*	100.0%	-	83.3%	26.7%	79.3%	72.7%	
2018-19	82.1%	78.7%	92.4%			92.9%	91.0%	*	100.0%	*	100.0%	33.3%	88.7%	90.9%	
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)															
2019-20	85.8%	77.8%	88.2%	*		82.6%	93.7%	*	100.0%	-	83.3%	30.0%	80.7%	81.8%	
2018-19	85.9%	79.0%	92.4%			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

		Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)					
Total Graduates		323	100.0%	370	360,220
By Ethnicity:					
African American		3	0.9%	5	44,729
Hispanic		149	46.1%	163	184,060
White		158	48.9%	188	105,215
American Indian		1	0.3%	2	1,226
Asian		6	1.9%	6	17,126
Pacific Islander		0	0.0%	0	557
Two or More Races		6	1.9%	6	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%	1	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	292,532
Special Education Graduates					
Economically Disadvantaged Graduates		30	9.3%	41	29,018
Emergent Bilingual (EB)/English Learner (EL) Graduates		140	43.3%	169	187,187
At-Risk Graduates		11	3.4%	11	29,639
		146	45.2%	177	148,836

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

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	47.8%	52.6%	*	39.6%	65.2%	*	50.0%	-	50.0%	60.0%	42.1%	45.5%
2018-19	72.9%	72.0%	75.2%	70.0%	69.5%	78.9%	*	94.4%	*	75.0%	74.0%	69.6%	63.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	39.5%	44.9%	*	30.2%	58.2%	*	50.0%	-	50.0%	3.3%	30.7%	27.3%
2018-19	53.0%	43.0%	48.2%	0.0%	39.8%	54.1%	*	77.8%	*	66.7%	4.0%	38.5%	18.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	43.8%	48.3%	*	34.9%	61.4%	*	33.3%	-	50.0%	6.7%	35.0%	0.0%
2018-19	60.7%	53.4%	59.2%	20.0%	46.1%	68.6%	*	88.9%	*	83.3%	16.0%	48.5%	9.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	29.2%	33.1%	*	17.4%	47.5%	*	33.3%	-	50.0%	3.3%	17.9%	9.1%
2018-19	48.6%	36.1%	40.1%	0.0%	29.7%	47.8%	*	66.7%	*	50.0%	4.0%	29.2%	9.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	28.6%	32.5%	*	16.8%	47.5%	*	16.7%	-	50.0%	3.3%	17.1%	0.0%
2018-19	44.2%	35.0%	38.8%	0.0%	28.1%	46.5%	*	66.7%	*	50.0%	4.0%	27.7%	9.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
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)													
2019-20	2.1%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	27.3%	31.0%	*	17.4%	43.7%	*	50.0%	-	16.7%	0.0%	18.6%	9.1%
2018-19	23.1%	27.3%	31.4%	0.0%	24.2%	37.1%	*	33.3%	*	50.0%	0.0%	22.3%	0.0%
Onramps Course Credits (Annual Graduates)													
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%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	8.9%	8.4%	*	10.1%	7.6%	*	0.0%	-	0.0%	60.0%	11.4%	18.2%
2018-19	40.4%	41.5%	40.9%	70.0%	42.2%	38.4%	*	50.0%	*	50.0%	74.0%	45.0%	59.1%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	3.5%	3.1%	*	4.7%	1.9%	*	0.0%	-	0.0%	3.3%	3.6%	9.1%

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

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.7%	8.1%	20.0%	6.3%	9.4%	*	11.1%	*	0.0%	0.0%	6.9%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.5%	2.8%	*	4.0%	1.9%	*	0.0%	-	0.0%	30.0%	5.0%	0.0%
2018-19	2.3%	4.7%	3.2%	0.0%	3.9%	3.1%	*	0.0%	*	0.0%	40.0%	5.4%	9.1%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	2.4%	2.8%	*	1.3%	4.4%	*	0.0%	-	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		State		District		Campus		African American		Hispanic White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Econ Disadv		EB/EL			
TSIA Results (Graduates >= Criterion) (Annual Graduates)																												
Reading	2019-20	30.1%	14.1%	14.9%	*	13.4%	16.5%	*	16.7%	*	16.7%	-	0.0%	6.7%	12.1%	0.0%												
	2018-19	33.4%	22.0%	24.3%	20.0%	21.1%	26.4%		11.1%	*	11.1%	*	50.0%	12.0%	22.3%	9.1%												
Mathematics	2019-20	21.2%	9.7%	11.1%	*	8.1%	12.7%		33.3%	*	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%	*	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%	*	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%	*	11.1%	*	33.3%	4.0%	11.5%	9.1%												
Completed and Received Credit for College Prep Courses (Annual Graduates)																												
English Language Arts	2019-20	7.3%	0.0%	0.0%	*	0.0%	0.0%		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%	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%	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%	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%	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%	0.0%												
AP/IB Results (Participation) (Grades 11-12)																												
All Subjects	2020	22.0%	16.9%	18.2%	0.0%	9.5%	25.5%		38.5%	*	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%	*	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%	*	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%	*	15.4%	*	8.3%	0.0%	4.2%	0.0%												
Mathematics	2020	6.4%	0.2%	0.2%	0.0%	0.0%	0.3%		0.0%	*	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%	*	7.7%	*	0.0%	0.0%	1.4%	0.0%												
Science	2020	9.4%	9.1%	9.8%	0.0%	4.0%	15.0%		23.1%	*	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%	*	46.2%	*	8.3%	0.0%	9.8%	0.0%												
Social Studies	2020	12.4%	7.1%	7.7%	0.0%	3.7%	10.8%		7.7%	*	7.7%	*	23.1%	1.6%	4.3%	4.3%												
	2019	13.9%	4.9%	5.5%	0.0%	3.5%	6.8%		23.1%	*	23.1%	*	0.0%	0.0%	3.5%	0.0%												
AP/IB Results (Examinees >= Criterion) (Grades 11-12)																												
All Subjects	2020	59.0%	66.1%	66.1%	-	53.8%	66.7%		100.0%	-	100.0%	-	*	*	69.0%	*												
	2019	51.0%	62.7%	62.7%	-	57.8%	67.0%		71.4%	*	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%		*	-	*	-	*	-	41.7%	-												
Mathematics	2020	56.5%	*	*	-	-	*		-	-	-	-	-	-	*	*												
	2019	52.2%	60.0%	60.0%	-	60.0%	*		*	-	*	-	-	-	*	*												
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%		66.7%	*	66.7%	*	*	-	42.9%	-												

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

	Academic Year	State	District	African American		Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
				Campus	White								
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%	-	*	-	-	60.0%	-
SAT/ACT Results (Annual Graduates)													
Tested	2019-20	76.7%	51.1%	58.5%	*	47.7%	69.0%	*	50.0%	-	66.7%	3.3%	39.6% 54.5%
	2018-19	75.0%	63.1%	73.8%	40.0%	66.4%	78.6%	*	88.9%	*	83.3%	28.0%	64.6% 36.4%
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)													
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	*	*	-	*	507	445
	2018-19	510	526	527	*	497	550	*	558	*	502	417	509 *
Average ACT Score (Annual Graduates)													
All Subjects	2019-20	20.2	22.9	22.9	-	19.2	23.5	-	-	*	*	22.4	-
	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	-	-	*	*	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	-	-	*	*	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 American		Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)															
Any Subject	2019-20	46.3%	38.6%	39.7%	5.6%	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	18.2%	10.6%	10.9%	0.0%	6.1%	15.6%	*	25.0%	*	3.8%	0.8%	5.8%	0.0%	
	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%	5.6%	12.7%	22.4%	*	37.5%	*	12.0%	18.3%	11.3%	6.0%	
	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)															
	2019-20	58.5%	51.6%	55.7%	*	59.1%	53.2%	*	33.3%	-	66.7%	56.7%	53.6%	54.5%	
	2018-19	59.0%	61.4%	60.2%	40.0%	60.9%	60.4%	*	66.7%	*	50.0%	56.0%	63.8%	54.5%	
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)															
	2018-19	52.6%	46.8%	53.7%	20.0%	46.9%	57.9%	*	77.8%	*	66.7%	24.0%	43.1%	9.1%	
	2017-18	53.4%	44.1%	50.3%	*	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															
	2018-19	42.2%	64.8%	66.0%	-	71.4%	66.7%	*	*	-	*	-	-	66.7%	-
	2017-18	60.7%	65.2%	65.6%	*	43.9%	76.3%	*	*	-	*	*	*	48.6%	*

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

Student Information		Membership			Enrollment				
		Campus		State	Campus		State		
Count	Percent	District	Count		Percent	District		Count	Percent
Total Students		1,412	100.0%	4,777	5,359,040	1,412	100.0%	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		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		417	29.5%	8.8%	8.1%	417	29.5%	8.7%	8.1%
Grade 10		381	27.0%	8.0%	7.8%	381	27.0%	8.0%	7.8%
Grade 11		326	23.1%	7.1%	7.2%	326	23.1%	7.1%	7.2%
Grade 12		288	20.4%	6.5%	6.8%	288	20.4%	6.5%	6.8%
Ethnic Distribution:									
African American		26	1.8%	1.8%	12.7%	26	1.8%	1.8%	12.7%
Hispanic		645	45.7%	44.9%	52.9%	645	45.7%	44.9%	52.9%
White		680	48.2%	49.6%	26.5%	680	48.2%	49.6%	26.5%
American Indian		1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Asian		22	1.6%	1.5%	4.7%	22	1.6%	1.5%	4.7%
Pacific Islander		5	0.4%	0.2%	0.2%	5	0.4%	0.2%	0.2%
Two or More Races		33	2.3%	1.7%	2.7%	33	2.3%	1.7%	2.7%
Sex:									
Female		688	48.7%	48.4%	48.9%	688	48.7%	48.3%	48.9%
Male		724	51.3%	51.6%	51.1%	724	51.3%	51.7%	51.1%
Economically Disadvantaged									
Non-Educationally Disadvantaged		613	43.4%	53.9%	60.3%	613	43.4%	53.9%	60.2%
Section 504 Students		799	56.6%	46.1%	39.7%	799	56.6%	46.1%	39.8%
EB Students/EL		193	13.7%	12.1%	7.2%	193	13.7%	12.1%	7.2%
Students w/ Disciplinary Placements (2019-20)		55	3.9%	7.5%	20.7%	55	3.9%	7.4%	20.6%
Students w/ Dyslexia		44	3.0%	1.3%	1.2%				
Foster Care		116	8.2%	7.0%	4.5%	116	8.2%	7.0%	4.5%
		0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%

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

Student Information	Membership		Enrollment	
	Campus	State	Campus	State
Homeless	12	0.8%	12	0.8%
Immigrant	6	0.4%	6	0.4%
Migrant	0	0.0%	0	0.0%
Title I	11	0.8%	11	0.8%
Military Connected	0	0.0%	0	0.0%
At-Risk	659	46.7%	659	46.7%
Students by Instructional Program:				
Bilingual/ESL Education	55	3.9%	55	3.9%
Gifted and Talented Education	113	8.0%	113	8.0%
Special Education	144	10.2%	144	10.2%
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%		42.5%
Students with Physical Disabilities	5	3.5%		21.3%
Students with Autism	15	10.4%		14.1%
Students with Behavioral Disabilities	33	22.9%		20.6%
Students with Non-Categorical Early Childhood	0	0.0%		1.5%
Mobility (2019-20):				
Total Mobile Students	157	10.7%		13.8%
By Ethnicity:				
African American	9	0.6%		2.8%
Hispanic	60	4.1%		7.1%
White	82	5.6%		3.1%
American Indian	0	0.0%		0.1%
Asian	2	0.1%		0.4%
Pacific Islander	1	0.1%		0.0%
Two or More Races	3	0.2%		0.4%
Count and Percent of Special Ed Students who are Mobile	31	19.4%		16.5%
Count and Percent of EB Students/EL who are Mobile	5	8.5%		13.6%
Count and Percent of Econ Dis Students who are Mobile	94	13.5%		16.0%
Student Attrition (2019-20):				
Total Student Attrition	107	10.1%		16.6%

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

Student Information	--Non-Special Education Rates--		--Special Education Rates--	
	Campus	District	State	District
Retention Rates by Grade:				
Kindergarten	-	4.5%	1.4%	- 12.8% 4.8%
Grade 1	-	5.0%	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%	0.2%	- 0.0% 0.3%
Grade 6	-	0.0%	0.2%	- 0.0% 0.3%
Grade 7	-	0.0%	0.3%	- 0.0% 0.3%
Grade 8	-	0.6%	0.2%	- 0.0% 0.4%
Grade 9	5.1%	5.1%	4.7%	21.6% 21.1% 7.8%

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

Class Size Information	Campus	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	-	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

Staff Information	Campus			District	State
	Count	Average	Percent		
Total Staff	116.5	100.0%	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	13,211.0	
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%	0.6%	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%	0.6%	1.2%	
Teachers 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	0.9	1.0%	0.6%	0.7%	
Teachers 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%	
Over 30 Years Experience	3.9	4.2%	3.9%	3.1%	

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

Staff Information	Campus			State		
	Count	Average	Percent	District	District	State

Number of Students per Teacher 15.3 n/a 15.3 14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.9	6.4
Average Years Experience of Principals with District	4.0	6.6	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):			
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	\$59,688	\$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	Campus			State		
	Count	Percent	District	District	District	State
Teachers by Program (population served):						
Bilingual/ESL Education	0.0	0.0%	3.2%	6.2%		
Career and Technical Education	10.8	11.8%	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	62.8	68.2%	77.6%	71.0%		
Special Education	8.5	9.3%	9.1%	9.4%		
Other	10.0	10.8%	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)**

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

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

School Year	State District	African American	Hispanic White	American Indian	Pacific Islander	Two or More	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
End of Course English I												
At Approaches Grade Level or Above	2021	67%	75%	*	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2021	50%	60%	*	-	-	-	*	-	*	*	-
At Masters Grade Level	2021	12%	20%	*	-	-	-	-	-	*	*	-
End of Course English II												
At Approaches Grade Level or Above	2021	71%	79%	*	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2019	68%	74%	*	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2021	57%	66%	*	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2019	49%	55%	*	-	-	-	-	*	-	*	-
At Masters Grade Level	2021	11%	15%	*	-	-	-	-	*	*	*	-
At Masters Grade Level	2019	8%	11%	*	-	-	-	-	*	-	*	-
End of Course Algebra I												
At Approaches Grade Level or Above	2019	85%	90%	*	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2019	61%	65%	*	-	-	-	-	*	-	-	-
At Masters Grade Level	2019	37%	40%	*	-	-	-	-	*	-	-	-
End of Course Biology												
At Approaches Grade Level or Above	2021	82%	93%	*	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2021	55%	74%	*	-	-	-	-	-	*	*	-
At Masters Grade Level	2021	22%	29%	*	-	-	-	-	-	*	*	-
End of Course U.S. History												
At Approaches Grade Level or Above	2021	88%	95%	100%	-	-	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2019	93%	96%	92%	-	-	-	*	89%	*	88%	-
At Meets Grade Level or Above	2021	69%	78%	100%	-	-	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2019	73%	81%	50%	-	-	-	*	33%	*	38%	-
At Masters Grade Level	2021	43%	52%	55%	-	-	-	-	67%	40%	67%	-
At Masters Grade Level	2019	45%	49%	25%	-	-	-	*	22%	*	13%	-
All Grades All Subjects												

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

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

	School Year	State	District	Campus	African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	67%	78%	100%	-	* 100%	-	-	-	-	-	100%	100%	100%	-
	2019	78%	83%	82%	-	75%	*	-	*	*	-	79%	*	70%	-
At Meets Grade Level or Above	2021	41%	51%	94%	-	* 92%	-	-	-	-	-	100%	88%	90%	-
	2019	50%	55%	35%	-	17%	*	-	-	*	-	21%	*	30%	-
At Masters Grade Level	2021	18%	24%	38%	-	* 46%	-	-	-	-	-	50%	25%	40%	-
	2019	24%	27%	18%	-	8%	*	-	-	*	-	14%	*	10%	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2021	68%	77%	*	-	*	-	-	-	-	-	*	*	*	-
	2019	75%	81%	*	-	*	-	-	-	-	-	*	-	*	-
At Meets Grade Level or Above	2021	45%	54%	*	-	*	-	-	-	-	-	*	*	*	-
	2019	48%	53%	*	-	*	-	-	-	-	-	*	-	*	-
At Masters Grade Level	2021	18%	25%	*	-	*	-	-	-	-	-	*	*	*	-
	2019	21%	24%	*	-	*	-	-	-	-	-	*	*	*	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	*	-	*	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2019	52%	56%	*	-	*	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2019	26%	29%	*	-	*	-	-	-	-	-	*	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2021	71%	84%	*	-	-	*	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2021	44%	60%	*	-	*	-	-	-	-	-	-	*	*	-
At Masters Grade Level	2021	20%	27%	*	-	*	-	-	-	-	-	-	*	*	-
All Grades Social Studies															
At Approaches Grade Level or Above	2021	73%	84%	100%	-	* 100%	-	-	-	-	-	100%	100%	100%	-
	2019	81%	85%	92%	-	86%	*	-	-	*	-	89%	*	88%	-
At Meets Grade Level or Above	2021	49%	62%	100%	-	* 100%	-	-	-	-	-	100%	100%	100%	-
	2019	55%	60%	50%	-	29%	*	-	*	-	-	33%	*	38%	-
At Masters Grade Level	2021	29%	37%	55%	-	* 67%	-	-	-	-	-	67%	40%	67%	-
	2019	33%	35%	25%	-	14%	*	-	-	*	-	22%	*	13%	-

* 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).

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

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

School Year	State District	Campus Education	Total Bilingual	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP		ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL		Total EB/EL (Current)	Monitored & Former EB/EL
								Bilingual (Exception)	Total				Parental Denial	Never EB/EL		
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2021	67%	78%	100%	-	-	-	-	-	-	-	-	-	-	100%	-
	2019	78%	83%	82%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	41%	51%	94%	-	-	-	-	-	-	-	-	-	-	94%	-
At Meets Grade Level or Above	2019	50%	55%	35%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	18%	24%	38%	-	-	-	-	-	-	-	-	-	-	38%	-
At Masters Grade Level	2019	24%	27%	18%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																
At Approaches Grade Level or Above	2021	68%	77%	*	-	-	-	-	-	-	-	-	-	-	*	-
	2019	75%	81%	*	-	-	-	-	-	-	-	-	-	-	-	-
	2021	45%	54%	*	-	-	-	-	-	-	-	-	-	-	*	-
At Meets Grade Level or Above	2019	48%	53%	*	-	-	-	-	-	-	-	-	-	-	-	-
	2021	18%	25%	*	-	-	-	-	-	-	-	-	-	-	*	-
At Masters Grade Level	2019	21%	24%	*	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																
At Approaches Grade Level or Above	2021	66%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	82%	86%	*	-	-	-	-	-	-	-	-	-	-	-	-
	2021	37%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	56%	*	-	-	-	-	-	-	-	-	-	-	-	-
	2021	18%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	29%	*	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science																
At Approaches Grade Level or Above	2021	71%	84%	*	-	-	-	-	-	-	-	-	-	-	*	-
	2019	81%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	44%	60%	*	-	-	-	-	-	-	-	-	-	-	*	-
At Meets Grade Level or Above	2019	54%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	20%	27%	*	-	-	-	-	-	-	-	-	-	-	*	-
At Masters Grade Level	2019	25%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies																
At Approaches Grade Level or Above	2021	73%	84%	100%	-	-	-	-	-	-	-	-	-	-	100%	-
	2019	81%	85%	92%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	49%	62%	100%	-	-	-	-	-	-	-	-	-	-	100%	-
At Meets Grade Level or Above	2019	55%	60%	50%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	29%	37%	55%	-	-	-	-	-	-	-	-	-	-	55%	-
At Masters Grade Level	2019	33%	35%	25%	-	-	-	-	-	-	-	-	-	-	-	-

- * 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)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

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

State District		African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	88%	98%	100%	100%	100%	-	-	*	-	100%	100%
Included in Accountability	83%	94%	29%	0%	10%	62%	-	*	-	32%	28%
Not Included in Accountability: Mobile	3%	4%	71%	100%	90%	38%	-	*	-	68%	72%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%
Not Tested	12%	2%	0%	0%	0%	0%	-	*	-	0%	0%
Absent	2%	1%	0%	0%	0%	0%	-	*	-	0%	0%
Other	10%	1%	0%	0%	0%	0%	-	*	-	0%	0%
2019 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	*	-	-
Included in Accountability	94%	96%	44%	*	50%	36%	-	-	*	-	-
Not Included in Accountability: Mobile	4%	3%	56%	*	50%	64%	-	-	*	-	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	*	-	-
Not Tested	1%	0%	0%	*	0%	0%	-	-	*	-	-
Absent	1%	0%	0%	*	0%	0%	-	-	*	-	-
Other	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)
HILL COUNTRY H S (133903105) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	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 7-8)												
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	0.0%	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%	*	66.7%	67.7%	-	-	-	*	100.0%	65.7%
Received TxCHSE	0.4%	2.6%	15.3%	*	4.8%	12.9%	-	-	-	*	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%	-	-	-	*	0.0%	0.0%
Graduates and TxCHSE	90.7%	96.3%	76.3%	*	71.4%	80.6%	-	-	-	*	100.0%	82.9%
Graduates, TxCHSE, and Continuers	94.6%	99.7%	98.3%	*	95.2%	100.0%	-	-	-	*	100.0%	100.0%
Class of 2019												
Graduated	90.0%	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%	95.9%	84.0%	*	91.2%	75.0%	*	*	-	*	82.4%	89.4%
Graduates, TxCHSE, and Continuers	94.1%	100.0%	100.0%	*	100.0%	100.0%	*	*	-	*	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2019												
Graduated	92.0%	97.6%	90.3%	*	88.2%	96.6%	*	*	-	*	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%
Graduates and TxCHSE	92.6%	99.5%	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 American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	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%	*	-	*	*	0.0%	*
Graduates and TxCHSE	92.8%	99.2%	95.2%	*	95.5%	97.1%	*	-	*	*	97.0%	*
Graduates, TxCHSE, and Continuers	93.9%	100.0%	100.0%	*	100.0%	100.0%	*	-	*	*	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2018												
Graduated	92.6%	98.3%	90.0%	*	85.7%	90.9%	*	-	*	*	87.9%	*
Received TxCHSE	0.7%	1.7%	10.0%	*	14.3%	9.1%	*	-	*	*	12.1%	*
Continued HS	0.6%	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%	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%	*
Class of 2017												
Graduated	92.4%	97.0%	86.3%	*	88.6%	83.9%	-	*	*	100.0%	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%	99.2%	96.3%	*	95.5%	100.0%	-	*	*	100.0%	97.8%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.2%	96.3%	*	95.5%	100.0%	-	*	*	100.0%	97.8%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Class of 2020	90.3%	91.1%	55.2%	*	60.0%	60.0%	-	-	*	100.0%	61.5%	-
Class of 2019	90.0%	92.0%	69.0%	*	68.3%	70.6%	*	*	*	77.8%	70.4%	*
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	*	*	-	-	*	-	-	-	-	*	-
Class of 2019	73.3%	*	*	-	-	*	-	-	-	-	*	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	2.0%	5.7%	*	0.0%	10.0%	-	-	-	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)												

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

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	78.4%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	-
Class of 2019	83.5%	78.4%	1.8%	*	0.0%	4.8%	*	*	*	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)												
Class of 2020	87.8%	80.4%	8.3%	*	0.0%	14.3%	-	-	-	0.0%	13.0%	-
Class of 2019	87.6%	78.6%	1.8%	*	0.0%	4.3%	*	*	*	0.0%	0.0%	*
RHSP/DAP Graduates (Annual Rate)												
2019-20	38.6%	*	*	-	-	*	-	-	-	-	*	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)												
2019-20	4.4%	1.9%	4.3%	*	0.0%	6.9%	*	-	-	0.0%	7.1%	-
2018-19	4.4%	0.6%	1.9%	*	0.0%	5.9%	*	*	*	0.0%	2.8%	*
FHSP-DLA Graduates (Annual Rate)												
2019-20	81.8%	75.9%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	-
2018-19	82.1%	78.7%	1.9%	*	0.0%	5.9%	*	*	*	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)												
2019-20	85.8%	77.8%	6.4%	*	0.0%	10.0%	*	-	-	0.0%	10.3%	-
2018-19	85.9%	79.0%	3.7%	*	0.0%	11.8%	*	*	*	0.0%	2.8%	*

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	47	100.0%	370	360,220
By Ethnicity:				
African American	2	4.3%	5	44,729
Hispanic	14	29.8%	163	184,060
White	30	63.8%	188	105,215
American Indian	1	2.1%	2	1,226
Asian	0	0.0%	6	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	0	0.0%	6	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	1	2.1%	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	292,532
Special Education Graduates				
Economically Disadvantaged Graduates	11	23.4%	41	29,018
Emergent Bilingual (EB)/English Learner (EL) Graduates	29	61.7%	169	187,187
At-Risk Graduates	0	0.0%	11	29,639
	31	66.0%	177	148,836

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

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	47.8%	14.9%	*	21.4%	13.3%	*	-	-	-	-	36.4%	13.8%
2018-19	72.9%	72.0%	53.7%	*	45.2%	64.7%	*	*	-	*	*	77.8%	54.2%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	39.5%	2.1%	*	0.0%	3.3%	*	-	-	-	-	0.0%	3.4%
2018-19	53.0%	43.0%	13.0%	*	0.0%	35.3%	*	*	-	*	*	0.0%	11.1%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	43.8%	12.8%	*	21.4%	10.0%	*	-	-	-	-	0.0%	13.8%
2018-19	60.7%	53.4%	20.4%	*	6.5%	41.2%	*	*	-	*	*	0.0%	19.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	29.2%	2.1%	*	0.0%	3.3%	*	-	-	-	-	0.0%	3.4%
2018-19	48.6%	36.1%	13.0%	*	0.0%	35.3%	*	*	-	*	*	0.0%	11.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	28.6%	2.1%	*	0.0%	3.3%	*	-	-	-	-	0.0%	3.4%
2018-19	44.2%	35.0%	13.0%	*	0.0%	35.3%	*	*	-	*	*	0.0%	11.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	17.6%	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	0.0%
2018-19	21.1%	19.6%	0.0%	*	0.0%	0.0%	*	*	-	*	*	0.0%	0.0%
Associate Degree (Annual Graduates)													
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 Subject (Annual Graduates)													
2019-20	24.6%	27.3%	2.1%	*	0.0%	3.3%	*	-	-	-	-	0.0%	3.4%
2018-19	23.1%	27.3%	3.7%	*	0.0%	5.9%	*	*	-	*	*	0.0%	2.8%
Onramps Course Credits (Annual Graduates)													
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%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	8.9%	12.8%	*	21.4%	10.0%	*	-	-	-	-	36.4%	10.3%
2018-19	40.4%	41.5%	44.4%	*	45.2%	38.2%	*	*	-	*	*	77.8%	44.4%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	3.5%	6.4%	*	7.1%	6.7%	*	-	-	-	-	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

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	7.7%	5.6%	*	3.2%	11.8%	*	*	*	*	0.0%	8.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	-
2018-19	0.6%	0.0%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.5%	8.5%	*	14.3%	6.7%	*	-	-	-	36.4%	10.3%	-
2018-19	2.3%	4.7%	13.0%	*	16.1%	5.9%	*	*	*	*	77.8%	13.9%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	2.4%	0.0%	*	0.0%	0.0%	*	-	-	-	0.0%	0.0%	-
2018-19	2.7%	1.7%	0.0%	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*

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

Academic Year		State	District	Campus	African American		Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)															
Reading	2019-20	30.1%	14.1%	8.5%	*	21.4%	3.3%	*	*	-	-	-	0.0%	6.9%	-
	2018-19	33.4%	22.0%	9.3%	*	3.2%	17.6%	*	*	*	-	*	0.0%	11.1%	*
Mathematics	2019-20	21.2%	9.7%	0.0%	*	0.0%	0.0%	*	*	-	-	-	0.0%	0.0%	-
	2018-19	24.7%	15.4%	5.6%	*	0.0%	11.8%	*	*	*	-	*	0.0%	5.6%	*
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%	5.6%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)															
English Language Arts	2019-20	7.3%	0.0%	0.0%	*	0.0%	0.0%	*	*	-	-	-	0.0%	0.0%	-
	2018-19	5.1%	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%	-
	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)															
All Subjects	2020	22.0%	16.9%	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	0.0%	-
	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%	0.2%	0.0%	*	0.0%	0.0%	*	-	-	-	-	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%	*	-	-	-	-	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%	*	-	-	-	-	0.0%	0.0%	-
	2019	13.9%	4.9%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	-	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)															
All Subjects	2020	59.0%	66.1%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	51.0%	62.7%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	58.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	62.3%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	*	-	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	60.0%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	35.0%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	50.4%	-	-	-	-	-	-	-	-	-	-	-	-

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	48.9%	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	58.3%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)													
Tested	2019-20	76.7%	51.1%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	-
	2018-19	75.0%	63.1%	1.9%	*	3.2%	0.0%	*	-	*	0.0%	2.8%	*
Above Criterion for All Examinees	2019-20	35.7%	50.3%	-	-	-	-	-	-	-	-	-	-
	2018-19	36.1%	43.7%	*	-	*	-	-	-	-	-	*	-
Average SAT Score (Annual Graduates)													
All Subjects	2019-20	1019	1088	-	-	-	-	-	-	-	-	-	-
	2018-19	1027	1068	*	*	-	-	-	-	-	-	*	-
English Language Arts and Writing	2019-20	513	551	-	-	*	-	-	-	-	-	-	-
	2018-19	517	542	*	-	*	-	-	-	-	-	*	-
Mathematics	2019-20	506	537	-	-	-	-	-	-	-	-	-	-
	2018-19	510	526	*	-	*	-	-	-	-	-	*	-
Average ACT Score (Annual Graduates)													
All Subjects	2019-20	20.2	22.9	-	-	-	-	-	-	-	-	-	-
	2018-19	20.6	22.4	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-20	19.9	22.7	-	-	-	-	-	-	-	-	-	-
	2018-19	20.3	22.2	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	20.1	22.7	-	-	-	-	-	-	-	-	-	-
	2018-19	20.4	22.0	-	-	-	-	-	-	-	-	-	-
Science	2019-20	20.5	23.2	-	-	-	-	-	-	-	-	-	-
	2018-19	20.8	22.8	-	-	-	-	-	-	-	-	-	-

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

	Academic Year	State	District	Campus	African American			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)																
Any Subject	2019-20	46.3%	38.6%	18.1%	*	12.5%	20.5%	*	-	-	-	*	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	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%	5.6%	-	-	-	-	-	0.0%	6.3%	-	-
	2018-19	20.4%	17.3%	2.2%	*	0.0%	6.3%	*	-	-	-	-	0.0%	0.0%	-	-
Science	2019-20	22.4%	18.3%	41.9%	*	27.3%	52.9%	*	-	-	-	-	33.3%	46.2%	-	-
	2018-19	21.7%	21.3%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	0.0%	-	-
Social Studies	2019-20	24.6%	18.8%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	0.0%	-	-
	2018-19	23.6%	16.5%	0.0%	*	0.0%	0.0%	*	*	-	-	*	0.0%	0.0%	-	-
CTE Coherent Sequence (Annual Graduates)																
	2019-20	58.5%	51.6%	23.4%	*	21.4%	23.3%	*	-	-	-	-	18.2%	17.2%	-	-
	2018-19	59.0%	61.4%	68.5%	*	74.2%	52.9%	*	*	-	-	*	77.8%	69.4%	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)																
	2018-19	52.6%	46.8%	7.4%	*	3.2%	11.8%	*	*	-	-	*	0.0%	2.8%	-	-
	2017-18	53.4%	44.1%	16.2%	*	16.7%	17.9%	-	-	-	-	*	0.0%	8.6%	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course																
	2018-19	42.2%	64.8%	*	-	*	-	-	*	-	-	-	-	*	-	-
	2017-18	60.7%	65.2%	60.0%	-	*	50.0%	-	-	-	-	-	-	*	-	-

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

Student Information	Membership				Enrollment			
	Campus		Campus		Campus		Campus	
	Count	Percent	District	State	Count	Percent	District	State
Total Students	39	100.0%	4,777	5,359,040	39	100.0%	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	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	1	2.6%	8.8%	8.1%	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	1	2.6%	1.8%	12.7%	1	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	1	2.6%	1.5%	4.7%	1	2.6%	1.5%	4.7%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	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%	17	43.6%	48.3%	48.9%
Male	22	56.4%	51.6%	51.1%	22	56.4%	51.7%	51.1%
Economically Disadvantaged								
Non-Educationally Disadvantaged	18	46.2%	53.9%	60.3%	18	46.2%	53.9%	60.2%
Section 504 Students	21	53.8%	46.1%	39.7%	21	53.8%	46.1%	39.8%
EB Students/EL	8	20.5%	12.1%	7.2%	8	20.5%	12.1%	7.2%
Students w/ Disciplinary Placements (2019-20)	2	5.1%	7.5%	20.7%	2	5.1%	7.4%	20.6%
Students w/ Dyslexia	2	2.1%	1.3%	1.2%				
Foster Care	2	5.1%	7.0%	4.5%	2	5.1%	7.0%	4.5%
	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

Student Information	Membership		Enrollment	
	Campus	State	Campus	State
Homeless	7 17.9%	1.3%	7 17.9%	1.3%
Immigrant	0 0.0%	0.5%	0 0.0%	0.5%
Migrant	0 0.0%	0.1%	0 0.0%	0.1%
Title I	7 17.9%	70.0%	7 17.9%	70.0%
Military Connected	0 0.0%	0.7%	0 0.0%	0.7%
At-Risk	37 94.9%	44.9%	37 94.9%	44.9%
Students by Instructional Program:				
Bilingual/ESL Education	2 5.1%	7.4%	2 5.1%	7.4%
Gifted and Talented Education	0 0.0%	8.2%	0 0.0%	8.2%
Special Education	6 15.4%	12.0%	6 15.4%	12.0%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	6			
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	2 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 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	3 3.5%	0.2%		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%
Count and Percent of Econ Dis Students who are Mobile	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

Student Information	--Non-Special Education Rates--		--Special Education Rates--	
	Campus	District	State	Campus District State
Retention Rates by Grade:				
Kindergarten	-	4.5%	1.4%	- 12.8% 4.8%
Grade 1	-	5.0%	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%	0.2%	- 0.0% 0.3%
Grade 6	-	0.0%	0.2%	- 0.0% 0.3%
Grade 7	-	0.0%	0.3%	- 0.0% 0.3%
Grade 8	-	0.6%	0.2%	- 0.0% 0.4%
Grade 9	0.0%	5.1%	4.7%	0.0% 21.1% 7.8%

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

Class Size Information	Campus 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	-	20.9 19.8
Grade 6	-	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	9.0	24.0 18.3

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

Staff Information	Campus		
	Count	Average Percent	State
Total Staff	7.0	100.0%	100.0%
Professional Staff:	7.0	100.0%	64.3%
Teachers	4.5	64.3%	49.6%
Professional Support	1.5	21.4%	10.6%
Campus Administration (School Leadership)	1.0	14.3%	3.0%
Educational Aides:	0.0	0.0%	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	0.0	n/a	2.0 1,126.0
Total Minority Staff:	0.0	0.0%	28.9%
Teachers by Ethnicity:			
African American	0.0	0.0%	0.6%
Hispanic	0.0	0.0%	16.9%
White	4.5	100.0%	81.2%
American Indian	0.0	0.0%	0.3%
Asian	0.0	0.0%	0.3%
Pacific Islander	0.0	0.0%	0.0%
Two or More Races	0.0	0.0%	0.6%
Teachers by Sex:			
Males	0.5	11.2%	21.3%
Females	4.0	88.8%	78.7%
Teachers by Highest Degree Held:			
No Degree	0.0	0.0%	1.0%
Bachelors	4.0	88.8%	76.3%
Masters	0.5	11.2%	22.1%
Doctorate	0.0	0.0%	0.6%
Teachers by Years of Experience:			
Beginning Teachers	0.0	0.0%	1.5%
1-5 Years Experience	0.0	0.0%	29.1%
6-10 Years Experience	0.5	11.2%	16.6%
11-20 Years Experience	0.0	0.0%	33.2%
21-30 Years Experience	4.0	88.8%	15.8%
Over 30 Years Experience	0.0	0.0%	3.9%

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

Staff Information	----- Campus -----		
	Count	Average Percent	State

Number of Students per 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	6.6	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):			
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

Program Information	----- Campus -----		
	Count	Percent	State
Teachers by Program (population served):			
Bilingual/ESL Education	0.0	0.0%	3.2%
Career and Technical Education	0.2	4.4%	4.4%
Compensatory Education	0.0	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%
Regular Education	4.3	95.6%	77.6%
Special Education	0.0	0.0%	9.1%
Other	0.0	0.0%	3.2%

Texas Education Agency
2020-21 Staff Information (TAPR)
HILL COUNTRY H S (133903105) - 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: 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

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

School Year	State District		African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)
	State	District	Campus	American	Hispanic	White	American	Indian	Asian	Islander	Races	or More	Special Ed	Ed	Special Ed	Former	Continuously Enrolled	Continuously Enrolled	Disadv	Econ	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																					
Grade 6 Reading																					
At Approaches Grade Level or Above	2021	62%	72%	72%	*	65%	82%	*	*	-	*	*	41%	*	*	*	72%	74%	63%	50%	
	2021	32%	46%	46%	*	34%	60%	*	*	-	*	*	19%	*	*	*	46%	45%	36%	35%	
	2021	15%	19%	19%	*	12%	28%	*	*	-	*	*	3%	*	*	*	18%	23%	10%	4%	
Grade 6 Mathematics																					
At Approaches Grade Level or Above	2021	68%	74%	74%	*	65%	85%	*	*	-	*	*	46%	*	*	*	75%	72%	63%	62%	
	2021	36%	33%	33%	*	21%	46%	*	*	-	*	*	22%	*	*	*	33%	31%	18%	12%	
At Masters Grade Level	2021	15%	12%	12%	*	5%	20%	*	*	-	*	*	8%	*	*	*	14%	9%	6%	4%	
Grade 7 Reading																					
At Approaches Grade Level or Above	2021	69%	78%	78%	*	72%	86%	-	*	*	*	*	39%	*	*	*	80%	70%	71%	67%	
	2019	76%	79%	79%	57%	73%	84%	*	*	-	83%	*	45%	*	*	*	82%	69%	70%	71%	
At Meets Grade Level or Above	2021	45%	55%	55%	*	46%	66%	-	*	*	*	*	21%	*	*	*	56%	51%	42%	31%	
	2019	49%	53%	53%	43%	39%	64%	*	*	-	67%	*	34%	*	*	*	54%	51%	39%	42%	
At Masters Grade Level	2021	25%	35%	35%	*	26%	45%	-	*	*	*	*	8%	*	*	*	35%	35%	24%	18%	
	2019	29%	32%	32%	29%	23%	39%	*	*	-	67%	*	17%	*	*	*	32%	33%	24%	21%	
Grade 7 Mathematics																					
At Approaches Grade Level or Above	2021	55%	65%	65%	*	56%	76%	-	*	*	*	*	32%	*	*	*	68%	55%	57%	53%	
	2019	75%	77%	77%	71%	68%	85%	*	*	-	67%	*	41%	*	*	*	79%	68%	68%	76%	
At Meets Grade Level or Above	2021	27%	34%	34%	*	22%	48%	-	*	*	*	*	18%	*	*	*	33%	37%	21%	10%	
	2019	43%	43%	43%	43%	32%	53%	*	*	-	67%	*	31%	*	*	*	45%	38%	31%	37%	
At Masters Grade Level	2021	12%	15%	15%	*	8%	24%	-	*	*	*	*	3%	*	*	*	16%	14%	7%	5%	
	2019	17%	15%	15%	0%	10%	18%	*	*	-	33%	*	28%	*	*	*	16%	9%	13%	11%	
Grade 7 Writing																					
At Approaches Grade Level or Above	2021	63%	67%	67%	*	54%	82%	-	*	*	*	*	18%	*	*	*	68%	62%	57%	45%	
	2019	70%	71%	71%	57%	63%	79%	*	*	-	80%	*	41%	*	*	*	74%	63%	60%	68%	
At Meets Grade Level or Above	2021	33%	38%	38%	*	25%	52%	-	*	*	*	*	13%	*	*	*	38%	36%	25%	15%	
	2019	42%	41%	41%	43%	24%	54%	*	*	-	60%	*	34%	*	*	*	42%	37%	28%	16%	

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

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

School Year	State	District	African American		Hispanic White		American Indian		Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
			Campus	White	Black	Hispanic	Indian	Asian								
At Masters Grade Level	2021	10%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%
	2019	18%	19%	19%	19%	19%	19%	19%	19%	19%	19%	19%	19%	19%	19%	19%
Grade 8 Reading+																
At Approaches Grade Level or Above	2021	73%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
	2019	86%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
At Meets Grade Level or Above	2021	46%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%
	2019	55%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%
At Masters Grade Level	2021	21%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%
	2019	28%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%
Grade 8 Mathematics+																
At Approaches Grade Level or Above	2021	62%	65%	65%	65%	65%	65%	65%	65%	65%	65%	65%	65%	65%	65%	65%
	2019	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%	88%
At Meets Grade Level or Above	2021	36%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%
	2019	57%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%	61%
At Masters Grade Level	2021	11%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%
	2019	17%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%
Grade 8 Science																
At Approaches Grade Level or Above	2021	68%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
	2019	81%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
At Meets Grade Level or Above	2021	43%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%	58%
	2019	51%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%	59%
At Masters Grade Level	2021	24%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%	33%
	2019	25%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%	34%
Grade 8 Social Studies																
At Approaches Grade Level or Above	2021	57%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%
	2019	69%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%	73%
At Meets Grade Level or Above	2021	28%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%
	2019	37%	39%	39%	39%	39%	39%	39%	39%	39%	39%	39%	39%	39%	39%	39%

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

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

School Year		State		District		Campus		African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)	
Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	Econ	Disadv	Monitored												
At Masters Grade Level		2021	14%	21%	21%	21%	33%	16%	25%	*	*	-	13%	6%	*	*	23%	17%	13%	13%	0%								
		2019	21%	21%	21%	21%	*	14%	28%	-	*	-	50%	14%	*	*	21%	22%	15%	15%	13%								
End of Course Algebra I																													
At Approaches Grade Level or Above		2021	73%	86%	100%	100%	*	100%	100%	*	*	-	*	*	*	*	100%	100%	100%	100%	100%								
		2019	85%	90%	100%	100%	-	*	100%	-	*	-	*	-	-	-	100%	100%	100%	100%	*								
At Meets Grade Level or Above		2021	41%	49%	84%	84%	*	71%	93%	*	*	-	*	*	*	*	85%	83%	75%	75%	60%								
		2019	61%	65%	100%	100%	-	*	100%	-	*	-	*	-	-	-	100%	100%	100%	100%	*								
At Masters Grade Level		2021	23%	28%	62%	62%	*	46%	70%	*	*	-	*	*	*	*	63%	61%	42%	42%	40%								
		2019	37%	40%	100%	100%	-	*	100%	-	*	-	*	-	-	-	100%	100%	100%	100%	*								
All Grades All Subjects																													
At Approaches Grade Level or Above		2021	67%	78%	74%	74%	51%	67%	81%	67%	88%	*	68%	38%	57%	57%	76%	68%	65%	65%	59%								
		2019	78%	83%	80%	80%	68%	74%	86%	*	100%	-	88%	42%	88%	88%	81%	76%	71%	71%	73%								
At Meets Grade Level or Above		2021	41%	51%	46%	46%	28%	35%	57%	67%	65%	*	41%	21%	43%	43%	46%	44%	33%	33%	24%								
		2019	50%	55%	52%	52%	35%	40%	62%	*	93%	-	76%	28%	53%	53%	52%	51%	39%	39%	36%								
At Masters Grade Level		2021	18%	24%	22%	22%	21%	15%	29%	67%	38%	*	17%	4%	29%	29%	22%	20%	12%	12%	7%								
		2019	24%	27%	26%	26%	16%	17%	33%	*	75%	-	56%	15%	41%	41%	27%	24%	18%	18%	17%								
All Grades ELA/Reading																													
At Approaches Grade Level or Above		2021	68%	77%	77%	77%	58%	72%	83%	*	88%	*	67%	41%	40%	40%	78%	73%	69%	69%	63%								
		2019	75%	81%	83%	83%	55%	79%	88%	*	100%	-	92%	45%	80%	80%	85%	77%	74%	74%	75%								
At Meets Grade Level or Above		2021	45%	54%	51%	51%	17%	41%	62%	*	63%	*	42%	20%	40%	40%	52%	49%	39%	39%	32%								
		2019	48%	53%	57%	57%	36%	46%	67%	*	100%	-	75%	28%	60%	60%	58%	55%	45%	45%	42%								
At Masters Grade Level		2021	18%	25%	27%	27%	17%	18%	36%	*	38%	*	25%	4%	20%	20%	27%	26%	16%	16%	11%								
		2019	21%	24%	33%	33%	27%	24%	39%	*	63%	-	67%	12%	60%	60%	33%	31%	23%	23%	22%								
All Grades Mathematics																													
At Approaches Grade Level or Above		2021	66%	78%	71%	71%	42%	65%	79%	*	88%	*	58%	37%	60%	60%	74%	65%	62%	62%	60%								
		2019	82%	86%	83%	83%	82%	75%	90%	*	100%	-	83%	45%	100%	100%	84%	76%	75%	75%	78%								
At Meets Grade Level or Above		2021	37%	45%	39%	39%	17%	29%	50%	*	63%	*	42%	22%	40%	40%	40%	38%	26%	26%	20%								
		2019	52%	56%	54%	54%	36%	43%	63%	*	88%	-	75%	28%	80%	80%	54%	54%	42%	42%	43%								

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

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

		School Year		African American				Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)
		State	District	Campus	American	Hispanic	White	American	Indian	Asian	Islander	Races	Special Ed	Special Ed	Continuously Enrolled	Continuously Enrolled	Disadvantaged	Disadvantaged	Disadvantaged	Disadvantaged	Disadvantaged	Disadvantaged	Disadvantaged	
At Masters Grade Level	2021	18%	23%	16%	17%	9%	23%	*	25%	*	25%	*	17%	5%	20%	17%	15%	8%	5%					
	2019	26%	29%	22%	9%	14%	29%	*	88%	-	88%	-	42%	22%	60%	23%	18%	15%	19%					
All Grades Writing																								
At Approaches Grade Level or Above	2021	58%	66%	67%	*	54%	82%	-	*	*	*	*	18%	*	*	68%	62%	57%	45%					
	2019	68%	71%	71%	57%	63%	79%	*	*	*	*	80%	41%	*	*	74%	63%	60%	68%					
At Meets Grade Level or Above	2021	30%	36%	38%	*	25%	52%	-	*	*	*	*	13%	*	*	38%	36%	25%	15%					
	2019	38%	37%	41%	43%	24%	54%	*	*	*	*	60%	34%	*	*	42%	37%	28%	16%					
At Masters Grade Level	2021	9%	11%	12%	*	8%	17%	-	*	*	*	*	3%	*	*	12%	13%	5%	0%					
	2019	14%	15%	19%	14%	11%	25%	*	*	*	*	60%	10%	*	*	20%	17%	12%	8%					
All Grades Science																								
At Approaches Grade Level or Above	2021	71%	84%	80%	83%	74%	84%	*	*	*	*	75%	43%	*	*	83%	71%	72%	67%					
	2019	81%	90%	85%	*	80%	90%	-	*	*	*	100%	36%	*	*	85%	87%	77%	68%					
At Meets Grade Level or Above	2021	44%	60%	58%	67%	51%	64%	*	*	*	*	38%	21%	*	*	58%	57%	46%	33%					
	2019	54%	69%	59%	*	47%	72%	-	*	*	*	100%	21%	*	*	59%	62%	44%	35%					
At Masters Grade Level	2021	20%	27%	33%	33%	26%	38%	*	*	*	*	13%	2%	*	*	35%	26%	18%	17%					
	2019	25%	36%	34%	*	20%	46%	-	*	*	*	67%	14%	*	*	33%	36%	21%	19%					
All Grades Social Studies																								
At Approaches Grade Level or Above	2021	73%	84%	73%	50%	65%	80%	*	*	*	*	75%	44%	*	*	75%	66%	62%	50%					
	2019	81%	85%	73%	*	67%	78%	-	*	*	*	83%	36%	*	*	72%	75%	65%	65%					
At Meets Grade Level or Above	2021	49%	62%	46%	50%	33%	56%	*	*	*	*	50%	25%	*	*	47%	43%	32%	17%					
	2019	55%	60%	39%	*	28%	47%	-	*	*	*	67%	29%	*	*	37%	45%	30%	29%					
At Masters Grade Level	2021	29%	37%	21%	33%	16%	25%	*	*	*	*	13%	6%	*	*	23%	17%	13%	0%					
	2019	33%	35%	21%	*	14%	28%	-	*	*	*	50%	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.

School Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject															
Grade 7 ELA/Reading	2019	77	76	75	75	76	*	*	83	55	*	75	78	74	76
	2018	76	73	60	69	76	-	*	92	76	*	74	68	69	85
Grade 7 Mathematics	2019	62	59	67	52	64	*	*	83	61	*	60	53	56	51
	2018	67	65	60	59	71	-	*	67	57	*	66	63	63	68
Grade 8 ELA/Reading	2019	77	81	*	81	81	-	*	100	65	*	81	80	81	81
	2018	79	77	*	76	80	*	75	64	60	*	77	79	72	78
Grade 8 Mathematics	2019	82	82	*	83	80	-	*	100	58	*	84	75	78	82
	2018	81	87	*	84	93	*	86	83	67	*	88	86	86	86
End of Course Algebra I	2019	75	76	100	*	100	-	*	*	-	-	100	100	100	*
	2018	72	80	100	-	100	-	*	*	-	-	100	100	*	*
All Grades Both Subjects	2019	69	67	75	73	76	*	91	92	60	88	75	72	72	72
	2018	69	68	76	72	80	*	88	77	65	79	77	74	72	79
All Grades ELA/Reading	2019	68	67	78	78	78	*	81	92	60	*	78	79	78	78
	2018	69	68	75	73	78	*	82	77	68	75	75	74	70	82
All Grades Mathematics	2019	70	66	71	68	73	*	100	92	59	*	73	64	67	65
	2018	70	68	77	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

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

		School Year	State District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)		ESL Total Content-Based		ESL Pull-Out (Waiver)		EB/EL with Parental Denial		Total EB/EL (Current)	Monitors & Former EB/EL					
STAAR Performance Rate by Subject and Performance Level																								
All Grades All Subjects																								
At Approaches Grade Level or Above	2021	67%	78%	74%	-	-	-	-	-	-	-	-	46%	-	46%	-	50%	75%	46%	84%				
	2019	78%	83%	80%	-	-	-	-	-	-	-	-	54%	57%	54%	-	-	-	54%					
	2021	41%	51%	46%	-	-	-	-	-	-	-	-	18%	-	18%	-	17%	48%	18%	36%				
	2019	50%	55%	52%	-	-	-	-	-	-	-	-	7%	0%	8%	-	-	-	7%					
	2021	18%	24%	22%	-	-	-	-	-	-	-	-	6%	-	6%	-	17%	23%	7%	9%				
2019	24%	27%	26%	-	-	-	-	-	-	-	-	1%	0%	1%	-	-	-	1%						
All Grades ELA/Reading																								
At Approaches Grade Level or Above	2021	68%	77%	77%	-	-	-	-	-	-	-	-	48%	-	48%	-	*	78%	48%	94%				
	2019	75%	81%	83%	-	-	-	-	-	-	-	-	53%	*	53%	-	-	-	53%					
	2021	45%	54%	51%	-	-	-	-	-	-	-	-	21%	-	21%	-	*	53%	22%	50%				
	2019	48%	53%	57%	-	-	-	-	-	-	-	-	6%	*	7%	-	-	-	6%					
	2021	18%	25%	27%	-	-	-	-	-	-	-	-	5%	-	5%	-	*	29%	6%	19%				
2019	21%	24%	33%	-	-	-	-	-	-	-	-	0%	*	0%	-	-	-	0%						
All Grades Mathematics																								
At Approaches Grade Level or Above	2021	66%	78%	71%	-	-	-	-	-	-	-	-	52%	-	52%	-	*	72%	52%	81%				
	2019	82%	86%	83%	-	-	-	-	-	-	-	-	63%	*	60%	-	-	-	63%					
	2021	37%	45%	39%	-	-	-	-	-	-	-	-	16%	-	16%	-	*	41%	16%	27%				
	2019	52%	56%	54%	-	-	-	-	-	-	-	-	13%	*	13%	-	-	-	13%					
	2021	18%	23%	16%	-	-	-	-	-	-	-	-	8%	-	8%	-	*	18%	8%	0%				
2019	26%	29%	22%	-	-	-	-	-	-	-	-	3%	*	3%	-	-	-	3%						
All Grades Writing																								
At Approaches Grade Level or Above	2021	58%	66%	67%	-	-	-	-	-	-	-	-	21%	-	21%	-	*	69%	23%	87%				
	2019	68%	71%	71%	-	-	-	-	-	-	-	-	59%	*	56%	-	-	-	59%					
	2021	30%	36%	38%	-	-	-	-	-	-	-	-	13%	-	13%	-	*	41%	12%	27%				
	2019	38%	37%	41%	-	-	-	-	-	-	-	-	0%	*	0%	-	-	-	0%					
	2021	9%	11%	12%	-	-	-	-	-	-	-	-	0%	-	0%	-	*	13%	0%	7%				
2019	14%	15%	19%	-	-	-	-	-	-	-	-	0%	*	0%	-	-	-	0%						
All Grades Science																								
At Approaches Grade Level or Above	2021	71%	84%	80%	-	-	-	-	-	-	-	-	47%	-	47%	-	-	81%	47%	88%				
	2019	81%	90%	85%	-	-	-	-	-	-	-	-	40%	*	43%	-	-	-	40%					
	2021	44%	60%	58%	-	-	-	-	-	-	-	-	20%	-	20%	-	-	60%	20%	53%				
	2019	54%	69%	59%	-	-	-	-	-	-	-	-	7%	*	7%	-	-	-	7%					
	2021	20%	27%	33%	-	-	-	-	-	-	-	-	20%	-	20%	-	-	34%	20%	18%				
2019	25%	36%	34%	-	-	-	-	-	-	-	-	0%	*	0%	-	-	-	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.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total Content-ESL Based	ESL Pull-Out (Waiver)	ALP ESL	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	84%	73%	-	-	-	-	-	-	47%	47%	-	-	75%	47%	59%
	2019	81%	85%	73%	-	-	-	-	-	-	47%	50%	-	-	-	47%	-
At Meets Grade Level or Above	2021	49%	62%	46%	-	-	-	-	-	-	20%	20%	-	-	49%	20%	18%
	2019	55%	60%	39%	-	-	-	-	-	-	7%	7%	-	-	-	7%	-
At Masters Grade Level	2021	29%	37%	21%	-	-	-	-	-	-	0%	0%	-	-	23%	0%	0%
	2019	33%	35%	21%	-	-	-	-	-	-	0%	0%	-	-	-	0%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency

2020-21 STAAR Participation (TAPR)

PETERSON MIDDLE (133903041) - KERRVILLE ISD - KERR COUNTY

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

2021 STAAR Participation (All Grades)															EB/EL (Current & Monitored)	
African American			Hispanic White			American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged		
State	District	Campus	African American	Hispanic White	Hispanic White	American Indian	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)	
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	98%	98%	100%	97%	98%	100%	100%	*	100%	96%	100%	98%	96%	97%	99%
Included in Accountability	83%	94%	94%	100%	94%	94%	100%	93%	*	85%	89%	100%	96%	87%	93%	94%
Not Included in Accountability: Mobile	3%	4%	4%	0%	3%	4%	0%	7%	*	15%	7%	0%	2%	9%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	2%
Not Tested	12%	2%	2%	0%	3%	2%	0%	0%	*	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%	2%	0%	0%	*	0%	3%	0%	1%	3%	2%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	98%	100%	94%	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	90%	98%	96%	*	100%	-	98%	95%	94%	99%	91%	98%	100%
Not Included in Accountability: Mobile	4%	3%	3%	10%	2%	4%	*	0%	-	0%	5%	0%	1%	9%	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%	-	2%	0%	6%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	2%	0%	6%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	EB/EL
Attendance Rate												
2019-20	98.3%	98.0%	98.0%	98.5%	98.1%	97.8%	* 99.6%	* 98.4%	96.5%	97.7%	99.1%	
2018-19	95.4%	95.9%	95.9%	95.6%	96.1%	95.6%	* 98.7%	* 94.1%	93.6%	95.1%	97.2%	
Chronic Absenteeism												
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%	9.5%	10.5%	14.3%	8.4%	12.8%	* 0.0%	* 9.1%	19.7%	14.1%	2.6%	
Annual Dropout Rate (Gr 7-8)												
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	* 0.0%	* 0.0%	0.0%	0.0%	0.0%	
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	* 0.0%	* 0.0%	0.0%	0.0%	0.0%	
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	
2018-19	1.9%	0.1%	-	-	-	-	-	-	-	-	-	
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2020												
Graduated	90.3%	93.7%	-	-	-	-	-	-	-	-	-	
Received TxCHSE	0.4%	2.6%	-	-	-	-	-	-	-	-	-	
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	
Dropped Out	5.4%	0.3%	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	90.7%	96.3%	-	-	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	94.6%	99.7%	-	-	-	-	-	-	-	-	-	
Class of 2019												
Graduated	90.0%	94.3%	-	-	-	-	-	-	-	-	-	
Received TxCHSE	0.5%	1.6%	-	-	-	-	-	-	-	-	-	
Continued HS	3.7%	4.1%	-	-	-	-	-	-	-	-	-	
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	90.4%	95.9%	-	-	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2019												
Graduated	92.0%	97.6%	-	-	-	-	-	-	-	-	-	
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	92.6%	99.5%	-	-	-	-	-	-	-	-	-	

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

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2018												
Graduated	92.2%	97.5%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.8%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2018												
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017												
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.2%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Class of 2020	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)												

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

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-DLA Graduates (Longitudinal Rate)												
Class of 2020	87.8%	80.4%	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.6%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)												
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)												
2019-20	4.4%	1.9%	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)												
2019-20	81.8%	75.9%	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	78.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-DLA Graduates (Annual Rate)												
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	79.0%	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	5	44,729
Hispanic	-	-	163	184,060
White	-	-	188	105,215
American Indian	-	-	2	1,226
Asian	-	-	6	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	6	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	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)	-	-	280	292,532
Special Education Graduates	-	-	41	29,018
Economically Disadvantaged Graduates	-	-	169	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	11	29,639
At-Risk Graduates	-	-	177	148,836

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

There is no data for this campus.

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

	Academic Year	State	District	Campus	African American		Hispanic White	American Indian		Pacific Islander	Two or More Races		Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates) -															
Reading	2019-20	30.1%	14.1%			-	-	-	-	-	-	-	-	-	-
	2018-19	33.4%	22.0%			-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	21.2%	9.7%			-	-	-	-	-	-	-	-	-	-
	2018-19	24.7%	15.4%			-	-	-	-	-	-	-	-	-	-
Both Subjects	2019-20	16.4%	6.5%			-	-	-	-	-	-	-	-	-	-
	2018-19	18.8%	11.3%			-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)															
English Language Arts	2019-20	7.3%	0.0%			-	-	-	-	-	-	-	-	-	-
	2018-19	5.1%	0.0%			-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	9.7%	0.0%			-	-	-	-	-	-	-	-	-	-
	2018-19	7.3%	0.0%			-	-	-	-	-	-	-	-	-	-
Both Subjects	2019-20	4.2%	0.0%			-	-	-	-	-	-	-	-	-	-
	2018-19	2.6%	0.0%			-	-	-	-	-	-	-	-	-	-
API/B Results (Participation) (Grades 11-12)															
All Subjects	2020	22.0%	16.9%			-	-	-	-	-	-	-	-	-	-
	2019	25.2%	20.6%			-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	12.7%	8.5%			-	-	-	-	-	-	-	-	-	-
	2019	14.5%	9.5%			-	-	-	-	-	-	-	-	-	-
Mathematics	2020	6.4%	0.2%			-	-	-	-	-	-	-	-	-	-
	2019	7.4%	2.1%			-	-	-	-	-	-	-	-	-	-
Science	2020	9.4%	9.1%			-	-	-	-	-	-	-	-	-	-
	2019	10.4%	15.5%			-	-	-	-	-	-	-	-	-	-
Social Studies	2020	12.4%	7.1%			-	-	-	-	-	-	-	-	-	-
	2019	13.9%	4.9%			-	-	-	-	-	-	-	-	-	-
API/B Results (Examinees >= Criterion) (Grades 11-12)															
All Subjects	2020	59.0%	66.1%			-	-	-	-	-	-	-	-	-	-
	2019	51.0%	62.7%			-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	58.9%			-	-	-	-	-	-	-	-	-	-
	2019	41.2%	62.3%			-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	*			-	-	-	-	-	-	-	-	-	-
	2019	52.2%	60.0%			-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	35.0%			-	-	-	-	-	-	-	-	-	-
	2019	40.6%	50.4%			-	-	-	-	-	-	-	-	-	-

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

	Academic Year	State	District	African American		Hispanic White		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	EB/EL
				Campus	Indian	Hispanic	White	Indian	Asian	Islander	Races				
Social Studies	2020	52.3%	48.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	58.3%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)															
Tested	2019-20	76.7%	51.1%	?	-	-	?	-	-	-	-	-	-	-	-
	2018-19	75.0%	63.1%	-	-	-	-	-	-	-	-	-	-	-	-
Above Criterion for All Examinees	2019-20	35.7%	50.3%	*	-	-	*	-	-	-	-	-	-	-	-
	2018-19	36.1%	43.7%	-	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)															
All Subjects	2019-20	1019	1088	*	-	-	*	-	-	-	-	-	-	-	-
	2018-19	1027	1068	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2019-20	513	551	*	-	-	*	-	-	-	-	-	-	-	-
	2018-19	517	542	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	506	537	*	-	-	*	-	-	-	-	-	-	-	-
	2018-19	510	526	-	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)															
All Subjects	2019-20	20.2	22.9	-	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.6	22.4	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-20	19.9	22.7	-	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.3	22.2	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019-20	20.1	22.7	-	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.4	22.0	-	-	-	-	-	-	-	-	-	-	-	-
Science	2019-20	20.5	23.2	-	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20.8	22.8	-	-	-	-	-	-	-	-	-	-	-	-

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

There is no data for this campus.

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

Student Information	Membership				Enrollment			
	Campus		Campus		Campus		Campus	
	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,089	100.0%	4,777	5,359,040	1,089	100.0%	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	0.0%	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%	52.9%
White	528	48.5%	49.6%	26.5%	528	48.5%	49.6%	26.5%
American Indian	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Asian	9	0.8%	1.5%	4.7%	9	0.8%	1.5%	4.7%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Two or More Races	10	0.9%	1.7%	2.7%	10	0.9%	1.7%	2.7%
Sex:								
Female	516	47.4%	48.4%	48.9%	516	47.4%	48.3%	48.9%
Male	573	52.6%	51.6%	51.1%	573	52.6%	51.7%	51.1%
Economically Disadvantaged								
Non-Educationally Disadvantaged	580	53.3%	53.9%	60.3%	580	53.3%	53.9%	60.2%
Section 504 Students	509	46.7%	46.1%	39.7%	509	46.7%	46.1%	39.8%
EB Students/EL	204	18.7%	12.1%	7.2%	204	18.7%	12.1%	7.2%
Students w/ Disciplinary Placements (2019-20)	66	6.1%	7.5%	20.7%	66	6.1%	7.4%	20.6%
Students w/ Dyslexia	22	2.8%	1.3%	1.2%				
Foster Care	109	10.0%	7.0%	4.5%	109	10.0%	7.0%	4.5%
	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

Student Information	Membership		Enrollment	
	Count	Percent	Count	Percent
Homeless	11	1.0%	11	1.0%
Immigrant	1	0.1%	1	0.1%
Migrant	2	0.2%	2	0.2%
Title I	1,089	100.0%	1,089	100.0%
Military Connected	22	2.0%	22	2.0%
At-Risk	473	43.4%	473	43.4%
Students by Instructional Program:				
Bilingual/ESL Education	65	6.0%	65	6.0%
Gifted and Talented Education	129	11.8%	129	11.8%
Special Education	132	12.1%	132	12.1%
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%		42.5%
Students with Physical Disabilities	9	6.8%		21.3%
Students with Autism	14	10.6%		14.1%
Students with Behavioral Disabilities	23	17.4%		20.6%
Students with Non-Categorical Early Childhood	0	0.0%		1.5%
Mobility (2019-20):				
Total Mobile Students	69	8.9%		13.8%
By Ethnicity:				
African American	3	0.4%		2.8%
Hispanic	22	2.8%		7.1%
White	41	5.3%		3.1%
American Indian	0	0.0%		0.1%
Asian	2	0.3%		0.4%
Pacific Islander	0	0.0%		0.0%
Two or More Races	1	0.1%		0.4%
Count and Percent of Special Ed Students who are Mobile	13	14.1%		16.5%
Count and Percent of EB Students/EL who are Mobile	1	3.4%		13.6%
Count and Percent of Econ Dis Students who are Mobile	41	9.6%		16.0%
Student Attrition (2019-20):				
Total Student Attrition	33	9.2%		16.6%

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

Student Information	--Non-Special Education Rates--		--Special Education Rates--	
	Campus	District	State	Campus District State
Retention Rates by Grade:				
Kindergarten	-	4.5%	1.4%	- 12.8% 4.8%
Grade 1	-	5.0%	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%	0.2%	- 0.0% 0.3%
Grade 6	-	0.0%	0.2%	- 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%	4.7%	- 21.1% 7.8%

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

Class Size Information	Campus	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	-	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

Staff Information	Campus		
	Count	Average Percent	State
Total Staff	89.2	100.0%	100.0%
Professional Staff:			
Teachers	78.4	87.9%	60.3%
Professional Support	69.8	78.3%	48.2%
Campus Administration (School Leadership)	5.4	6.0%	7.1%
Educational Aides:	3.2	3.6%	3.3%
Librarians and Counselors (Headcount):	10.8	12.1%	14.3%
Full-time Librarians	0.0	n/a	0.0
Part-time Librarians	1.0	n/a	2.0
Full-time Counselors	2.0	n/a	13.0
Part-time Counselors	2.0	n/a	2.0
Total Minority Staff:	21.1	23.6%	28.9%
Teachers by Ethnicity:			
African American	0.0	0.0%	0.6%
Hispanic	17.0	24.4%	16.9%
White	52.8	75.6%	81.2%
American Indian	0.0	0.0%	0.3%
Asian	0.0	0.0%	0.3%
Pacific Islander	0.0	0.0%	0.0%
Two or More Races	0.0	0.0%	0.6%
Teachers by Sex:			
Males	17.4	25.0%	21.3%
Females	52.4	75.0%	78.7%
Teachers by Highest Degree Held:			
No Degree	0.0	0.0%	1.0%
Bachelors	56.3	80.6%	76.3%
Masters	13.5	19.4%	22.1%
Doctorate	0.0	0.0%	0.6%
Teachers by Years of Experience:			
Beginning Teachers	0.5	0.7%	1.5%
1-5 Years Experience	28.2	40.4%	29.1%
6-10 Years Experience	9.9	14.2%	16.6%
11-20 Years Experience	18.8	27.0%	33.2%
21-30 Years Experience	8.6	12.3%	15.8%
Over 30 Years Experience	3.8	5.5%	3.9%

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

Staff Information	Campus			
	Count	Average	Percent	State

Number of Students per Teacher 15.6 n/a 15.3 14.5

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	6.6	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:			
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):			
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

Program Information	Campus			
	Count	Percent	District	State
Teachers by Program (population served):				
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 Year		State District Campus		African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		Econ Disadv		EB/EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																									
Grade 3 Reading																									
At Approaches Grade Level or Above	2021	67%	81%	93%	*	92%	97%	-	*	-	-	-	88%	-	94%	-	88%	91%	*					*	
	2019	76%	88%	91%	*	90%	93%	-	-	*	*	*	75%	-	92%	-	75%	90%	86%					*	
	2021	39%	53%	60%	*	54%	72%	-	*	-	-	-	63%	-	60%	-	63%	51%	*					*	
	2019	45%	52%	48%	*	41%	59%	-	-	*	*	*	50%	-	46%	-	75%	46%	43%					*	
	2021	19%	27%	26%	*	19%	38%	-	-	*	-	-	13%	-	31%	-	6%	17%	*					*	
At Masters Grade Level	2019	27%	34%	29%	*	22%	39%	-	-	*	*	*	0%	-	28%	-	38%	25%	14%					*	
	Grade 3 Mathematics																								
	At Approaches Grade Level or Above	2021	62%	83%	93%	*	92%	97%	-	*	-	-	-	75%	-	95%	-	81%	91%	*					*
		2019	79%	91%	91%	*	90%	93%	-	-	*	*	*	75%	-	92%	-	75%	90%	85%					*
		2021	31%	49%	58%	*	50%	72%	-	*	-	-	-	56%	-	58%	-	56%	53%	*					*
2019		49%	63%	68%	*	69%	67%	-	-	*	*	*	75%	-	67%	-	75%	60%	46%					*	
2021		14%	23%	28%	*	25%	34%	-	-	*	-	-	25%	-	31%	-	19%	23%	*					*	
At Masters Grade Level	2019	25%	34%	37%	*	42%	33%	-	-	*	*	*	25%	-	36%	-	50%	34%	46%					*	
	Grade 4 Reading																								
	At Approaches Grade Level or Above	2021	63%	72%	72%	*	65%	79%	-	*	-	-	-	71%	*	71%	*	77%	65%	*					*
		2019	75%	81%	75%	*	75%	77%	-	*	-	-	-	43%	*	73%	*	89%	68%	67%					*
		2021	36%	43%	39%	*	24%	57%	-	-	*	-	-	71%	*	38%	*	46%	33%	*					*
2019		44%	48%	42%	*	41%	43%	-	-	*	-	-	29%	*	39%	*	67%	39%	47%					*	
2021		17%	22%	18%	*	11%	21%	-	-	*	-	-	43%	*	19%	*	15%	15%	*					*	
At Masters Grade Level	2019	22%	26%	18%	*	16%	23%	-	-	*	-	-	0%	*	16%	*	33%	12%	7%					*	
	Grade 4 Mathematics																								
	At Approaches Grade Level or Above	2021	59%	74%	72%	*	59%	86%	-	*	-	-	-	71%	*	74%	*	62%	63%	*					*
		2019	75%	83%	82%	*	79%	87%	-	*	-	-	-	57%	*	80%	*	100%	79%	87%					*
		2021	36%	49%	48%	*	38%	61%	-	-	*	-	-	71%	*	48%	*	46%	35%	*					*
2019		48%	51%	49%	*	46%	57%	-	-	*	-	-	29%	*	47%	*	67%	40%	47%					*	
2021		21%	35%	38%	*	24%	54%	-	-	*	-	-	57%	*	36%	*	46%	28%	*					*	
At Masters Grade Level	2019	28%	31%	30%	*	23%	43%	-	-	*	-	-	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 Year	State	District	Campus	African American	Hispanic White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	66%	71%	*	59%	83%	-	*	-	*	71%	*	69%	77%	60%
	2019	67%	70%	61%	*	56%	70%	-	*	-	-	29%	*	59%	70%	50%
	2021	27%	33%	33%	*	24%	41%	-	*	-	*	57%	*	32%	38%	23%
	2019	35%	33%	22%	*	19%	30%	-	*	-	-	29%	*	19%	50%	14%
	2021	8%	9%	7%	*	0%	7%	-	*	-	*	14%	*	7%	8%	3%
At Masters Grade Level	2019	11%	10%	1%	*	2%	0%	-	*	-	-	0%	*	0%	10%	0%
	2021	73%	79%	77%	*	76%	84%	-	-	*	-	75%	*	77%	75%	68%
	2019	86%	94%	92%	-	91%	93%	-	-	-	-	*	-	92%	86%	88%
	2021	46%	53%	51%	*	46%	59%	-	-	*	-	50%	*	54%	33%	39%
	2019	54%	56%	51%	-	45%	63%	-	-	-	-	*	-	48%	86%	43%
At Masters Grade Level	2021	30%	34%	29%	*	22%	41%	-	-	*	-	25%	*	31%	17%	20%
	2019	29%	28%	22%	-	14%	40%	-	-	-	-	*	-	20%	43%	14%
	2021	70%	90%	95%	*	97%	91%	-	-	*	-	75%	*	95%	92%	93%
	2019	90%	96%	97%	-	95%	100%	-	-	-	-	*	-	97%	100%	95%
	2021	44%	60%	67%	*	65%	72%	-	-	*	-	75%	*	72%	42%	61%
At Masters Grade Level	2019	58%	62%	73%	-	68%	83%	-	-	-	-	*	-	72%	86%	69%
	2021	25%	38%	41%	*	35%	47%	-	-	*	-	38%	*	49%	0%	32%
	2019	36%	41%	48%	--	43%	60%	-	-	-	-	*	-	49%	43%	43%
	2021	62%	80%	77%	*	73%	84%	-	-	*	-	63%	*	77%	75%	64%
	2019	75%	90%	92%	-	91%	93%	-	-	-	-	*	-	92%	86%	89%
At Masters Grade Level or Above	2021	31%	46%	45%	*	30%	66%	-	-	*	-	50%	*	46%	42%	39%
	2019	49%	69%	71%	-	62%	90%	-	-	-	-	*	-	70%	86%	64%
	2021	13%	18%	14%	*	11%	19%	-	-	*	-	25%	*	16%	0%	11%
	2019	24%	35%	32%	-	18%	63%	-	-	-	-	*	-	31%	43%	26%
	2021	67%	78%	81%	47%	78%	87%	-	100%	*	100%	75%	67%	82%	79%	75%
All Grades All Subjects	2019	78%	83%	85%	56%	84%	89%	-	*	*	*	65%	*	85%	85%	82%
	2021	67%	78%	81%	47%	78%	87%	-	100%	*	100%	75%	67%	82%	79%	75%
	2019	78%	83%	85%	56%	84%	89%	-	*	*	*	65%	*	85%	85%	82%
	2021	67%	78%	81%	47%	78%	87%	-	100%	*	100%	75%	67%	82%	79%	75%
	2019	78%	83%	85%	56%	84%	89%	-	*	*	*	65%	*	85%	85%	82%

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 Year	State	District	Campus	African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)				
At Meets Grade Level or Above	2021	41%	51%	51%	5%	42%	63%	-	100%	*	50%	61%	58%	51%	47%	42%	67%	
	2019	50%	55%	53%	11%	49%	62%	-	*	*	*	48%	*	52%	72%	48%	38%	
	2021	18%	24%	25%	5%	19%	33%	-	80%	*	50%	27%	33%	28%	14%	19%	21%	
	2019	24%	27%	28%	11%	22%	38%	-	*	*	*	7%	*	27%	38%	22%	15%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	77%	81%	29%	79%	87%	-	*	*	*	81%	*	81%	80%	76%	67%	
	2019	75%	81%	86%	*	85%	89%	-	*	*	*	67%	*	86%	83%	83%	80%	
	2021	45%	54%	51%	0%	43%	63%	-	*	*	*	61%	*	51%	49%	42%	67%	
	2019	48%	53%	47%	*	42%	56%	-	*	*	*	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%	-	*	*	*	0%	*	22%	38%	17%	9%	
	All Grades Mathematics																	
	At Approaches Grade Level or Above	2021	66%	78%	87%	71%	84%	91%	-	*	*	*	74%	*	89%	78%	83%	89%
2019		82%	86%	90%	*	88%	93%	-	*	*	*	72%	*	90%	92%	88%	88%	
2021		37%	45%	58%	14%	51%	69%	-	*	*	*	65%	*	60%	49%	50%	89%	
2019		52%	56%	63%	*	61%	69%	-	*	*	*	56%	*	62%	75%	57%	49%	
At Masters Grade Level	2021	18%	23%	36%	14%	28%	45%	-	*	*	*	35%	*	39%	22%	27%	44%	
	2019	26%	29%	39%	*	36%	43%	-	*	*	*	17%	*	38%	50%	33%	26%	
	All Grades Writing																	
	At Approaches Grade Level or Above	2021	58%	66%	71%	*	59%	83%	-	*	*	*	71%	*	69%	77%	60%	*
2019		68%	71%	61%	*	56%	70%	-	*	-	*	29%	*	59%	70%	50%	60%	
2021		30%	36%	33%	*	24%	41%	-	*	*	*	57%	*	32%	38%	23%	*	
2019		38%	37%	22%	*	19%	30%	-	*	-	*	29%	*	19%	50%	14%	13%	
At Masters Grade Level	2021	9%	11%	7%	*	0%	7%	-	*	*	*	14%	*	7%	8%	3%	*	
	2019	14%	15%	1%	*	2%	0%	-	*	*	*	0%	*	0%	10%	0%	0%	
	All Grades Science																	
	At Approaches Grade Level or Above	2021	71%	84%	77%	*	73%	84%	-	*	*	*	63%	*	77%	75%	64%	*
2019		81%	90%	92%	-	91%	93%	-	-	*	-	*	-	92%	86%	89%	80%	
2021		44%	60%	45%	*	30%	66%	-	*	*	*	50%	*	46%	42%	39%	*	
2019		54%	69%	71%	-	62%	90%	-	-	*	-	70%	*	70%	86%	64%	40%	
At Masters Grade Level	2021	20%	27%	14%	*	11%	19%	-	-	*	*	25%	*	16%	0%	11%	*	
	2019	25%	36%	32%	-	18%	63%	-	-	*	-	*	-	31%	43%	26%	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)

DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

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

School Year	State	District	Campus	School Progress Domain - Academic Growth Score by Grade and Subject										Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
				African American	Hispanic	White	American Indian	Asian	Pacific Islander											
Grade 4 ELA/Reading	2019	61	59	*	61	53	-	*	-	-	-	-	-	50	*	-	58	56	59	60
	2018	63	66	-	51	67	-	-	-	-	-	-	-	*	-	-	53	75	55	56
Grade 4 Mathematics	2019	65	54	*	45	60	-	*	-	-	-	-	-	43	*	-	48	61	43	30
	2018	65	61	-	30	53	-	-	-	-	-	-	-	*	-	-	39	28	31	21
Grade 5 ELA/Reading	2019	81	78	-	78	75	-	-	-	-	-	-	-	*	-	-	77	79	74	67
	2018	80	82	*	81	83	-	*	-	-	-	-	-	60	-	-	81	78	78	82
Grade 5 Mathematics	2019	83	81	-	93	87	-	-	-	-	-	-	-	*	-	-	91	93	90	83
	2018	81	80	*	78	83	-	*	-	-	-	-	-	70	-	-	81	81	78	60
All Grades Both Subjects	2019	69	67	*	70	69	-	*	-	-	-	-	-	58	*	-	69	70	67	60
	2018	69	68	*	56	71	-	*	-	-	-	-	-	59	-	-	61	66	58	53
All Grades ELA/Reading	2019	68	67	*	70	64	-	*	-	-	-	-	-	61	*	-	68	66	67	63
	2018	69	68	*	63	75	-	*	-	-	-	-	-	50	-	-	65	76	65	68
All Grades Mathematics	2019	70	66	*	71	73	-	*	-	-	-	-	-	55	*	-	71	75	68	57
	2018	70	68	*	50	67	-	*	-	-	-	-	-	68	-	-	57	56	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 Year	State District Campus	Total Bilingual Education	BE-Trans Early Exit		BE-Trans Late Exit		BE-Dual One-Way		BE-Dual Two-Way		ALP Bilingual (Exception)		ESL Total Content-Based		ESL Pull-Out		ALP ESL (Waiver)		EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
			BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual One-Way	BE-Dual Two-Way	BE-Dual One-Way	BE-Dual Two-Way	ALP Bilingual (Exception)	ALP Total Content-Based	ESL Pull-Out	ESL Total Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	EB/EL (Current)						
STAAR Performance Rate by Subject and Performance Level																						
All Grades All Subjects																						
At Approaches Grade Level or Above	2021	67%	78%	81%	-	-	-	-	-	-	-	-	-	67%	-	-	-	-	-	82%	67%	*
	2019	78%	83%	85%	80%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80%	*
	2021	41%	51%	51%	-	-	-	-	-	-	-	-	-	62%	-	-	-	-	-	50%	62%	*
	2019	50%	55%	53%	38%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	38%	*
	2021	18%	24%	25%	-	-	-	-	-	-	-	-	-	19%	-	-	-	-	-	25%	19%	*
2019	24%	27%	28%	15%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15%	*
All Grades ELA/Reading																						
At Approaches Grade Level or Above	2021	68%	77%	81%	-	-	-	-	-	-	-	-	-	63%	-	-	-	-	-	81%	63%	*
	2019	75%	81%	86%	80%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80%	*
	2021	45%	54%	51%	-	-	-	-	-	-	-	-	-	63%	-	-	-	-	-	50%	63%	*
	2019	48%	53%	47%	36%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36%	*
	2021	18%	25%	24%	-	-	-	-	-	-	-	-	-	13%	-	-	-	-	-	25%	13%	*
2019	21%	24%	23%	9%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9%	*
All Grades Mathematics																						
At Approaches Grade Level or Above	2021	66%	78%	87%	-	-	-	-	-	-	-	-	-	88%	-	-	-	-	-	87%	88%	*
	2019	82%	86%	90%	88%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	88%	*
	2021	37%	45%	58%	-	-	-	-	-	-	-	-	-	88%	-	-	-	-	-	56%	88%	*
	2019	52%	56%	63%	49%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	49%	*
	2021	18%	23%	36%	-	-	-	-	-	-	-	-	-	38%	-	-	-	-	-	35%	38%	*
2019	26%	29%	39%	26%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	26%	*
All Grades Writing																						
At Approaches Grade Level or Above	2021	58%	66%	71%	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	71%	*	*
	2019	68%	71%	61%	60%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60%	*
	2021	30%	36%	33%	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	32%	*	*
	2019	38%	37%	22%	13%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13%	*
	2021	9%	11%	7%	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	7%	*	*
2019	14%	15%	1%	0%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0%	*
All Grades Science																						
At Approaches Grade Level or Above	2021	71%	84%	77%	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	79%	*	-
	2019	81%	90%	92%	80%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80%	*
	2021	44%	60%	45%	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	46%	*	-
	2019	54%	69%	71%	40%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40%	*
	2021	20%	27%	14%	-	-	-	-	-	-	-	-	-	*	-	-	-	-	-	14%	*	-
2019	25%	36%	32%	13%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	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.

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.

		African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)	
State District		Campus	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability
2021 STAAR Participation (All Grades)																					
All Tests																					
Assessment Participant		88%	98%	100%	100%	100%	99%	99%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability		83%	94%	97%	100%	97%	97%	97%	-	100%	*	100%	100%	100%	100%	99%	99%	91%	98%	100%	100%
Not Included in Accountability: Mobile		3%	4%	2%	0%	3%	2%	2%	-	0%	*	0%	0%	0%	0%	1%	0%	9%	2%	0%	0%
Not Included in Accountability: Other Exclusions		1%	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested		12%	2%	0%	0%	0%	1%	1%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent		2%	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other		10%	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2019 STAAR Participation (All Grades)																					
All Tests																					
Assessment Participant		99%	100%	100%	100%	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%	100%	99%	99%
Included in Accountability		94%	96%	97%	100%	97%	97%	97%	-	*	*	82%	*	*	99%	99%	79%	97%	97%	99%	99%
Not Included in Accountability: Mobile		4%	3%	3%	0%	3%	3%	3%	-	*	*	18%	*	*	0%	0%	21%	3%	3%	0%	0%
Not Included in Accountability: Other Exclusions		1%	0%	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%	1%	1%
Absent		1%	0%	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%	1%	1%

* 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)
DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate												
2019-20	98.3%	98.0%	98.2%	99.1%	98.3%	98.1%	*	*	* 97.6%	97.3%	98.1%	98.9%
2018-19	95.4%	95.9%	96.4%	97.9%	96.2%	96.5%	* 98.5%	*	*	94.9%	96.2%	97.2%
Chronic Absenteeism												
2019-20	6.7%	6.3%	3.5%	0.0%	3.9%	3.1%	*	0.0%	* 14.3%	7.5%	4.7%	0.0%
2018-19	11.4%	9.5%	4.3%	0.0%	4.8%	4.0%	*	0.0%	*	6.1%	4.6%	1.2%
Annual Dropout Rate (Gr 7-8)												
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2020												
Graduated	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.3%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	96.3%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.7%	-	-	-	-	-	-	-	-	-	-
Class of 2019												
Graduated	90.0%	94.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	4.1%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.9%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2019												
Graduated	92.0%	97.6%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.5%	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2018												
Graduated	92.2%	97.5%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.8%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2018												
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017												
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.2%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Class of 2020	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)												

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

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-DLA Graduates (Longitudinal Rate)												
Class of 2020	87.8%	80.4%	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.6%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)												
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)												
2019-20	4.4%	1.9%	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)												
2019-20	81.8%	75.9%	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	78.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)												
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	79.0%	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	5	44,729
Hispanic	-	-	163	184,060
White	-	-	188	105,215
American Indian	-	-	2	1,226
Asian	-	-	6	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	6	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	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)	-	-	280	292,532
Special Education Graduates	-	-	41	29,018
Economically Disadvantaged Graduates	-	-	169	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	11	29,639
At-Risk Graduates	-	-	177	148,836

There is no data for this campus.

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

There is no data for this campus.

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

There is no data for this campus.

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

Student Information	Membership		Enrollment	
	Campus	Count	Percent	District
Student Information	Campus	Count	Percent	District
Total Students	520	100.0%	4,777	5,359,040
Students by Grade:	520	100.0%	4,777	5,359,040
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	3.3%	3.7%
Kindergarten	89	17.1%	7.0%	6.7%
Grade 1	101	19.4%	7.6%	7.1%
Grade 2	85	16.3%	7.4%	7.1%
Grade 3	87	16.7%	7.1%	7.1%
Grade 4	81	15.6%	6.8%	7.2%
Grade 5	77	14.8%	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%
Grade 8	0	0.0%	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	6.5%	6.8%
Ethnic Distribution:	14	2.7%	1.8%	12.7%
African American	251	48.3%	44.9%	52.9%
Hispanic	232	44.6%	49.6%	26.5%
White	1	0.2%	0.3%	0.3%
American Indian	10	1.9%	1.5%	4.7%
Asian	3	0.6%	0.2%	0.2%
Pacific Islander	9	1.7%	1.7%	2.7%
Two or More Races	243	46.7%	48.4%	48.9%
Sex:	277	53.3%	51.6%	51.1%
Female	333	64.0%	53.9%	60.3%
Male	187	36.0%	46.1%	39.7%
Economically Disadvantaged	69	13.3%	12.1%	7.2%
Non-Educationally Disadvantaged	16	3.1%	7.5%	20.7%
Section 504 Students	0	0.0%	1.3%	1.2%
EB Students/EL	45	8.7%	7.0%	4.5%
Students w/ Disciplinary Placements (2019-20)	9	1.7%	0.4%	0.3%
Students w/ Dyslexia				
Foster Care				

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

Student Information	Membership		Enrollment	
	Campus	State	Campus	State
Homeless	6	1.2%	6	1.2%
Immigrant	5	1.0%	5	1.0%
Migrant	0	0.0%	0	0.0%
Title I	520	100.0%	520	100.0%
Military Connected	1	0.2%	1	0.2%
At-Risk	205	39.4%	205	39.4%
Students by Instructional Program:				
Bilingual/ESL Education	15	2.9%	15	2.9%
Gifted and Talented Education	22	4.2%	22	4.2%
Special Education	68	13.1%	68	13.1%
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%		42.5%
Students with Physical Disabilities	29	42.6%		21.3%
Students with Autism	**	**		14.1%
Students with Behavioral Disabilities	11	16.2%		20.6%
Students with Non-Categorical Early Childhood	*	*		1.5%
Mobility (2019-20):				
Total Mobile Students	61	13.4%		13.8%
By Ethnicity:				
African American	1	0.2%		2.8%
Hispanic	36	7.9%		7.1%
White	24	5.3%		3.1%
American Indian	0	0.0%		0.1%
Asian	0	0.0%		0.4%
Pacific Islander	0	0.0%		0.0%
Two or More Races	0	0.0%		0.4%
Count and Percent of Special Ed Students who are Mobile	10	17.9%		16.5%
Count and Percent of EB Students/EL who are Mobile	10	37.0%		13.6%
Count and Percent of Econ Dis Students who are Mobile	49	16.9%		16.0%
Student Attrition (2019-20):				
Total Student Attrition	73	16.9%		16.6%

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

Student Information	--Non-Special Education Rates--		--Special Education Rates--	
	Campus	District	State	Campus District State
Retention Rates by Grade:				
Kindergarten	12.7%	4.5%	1.4%	7.1% 12.8% 4.8%
Grade 1	10.8%	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% 0.3%
Grade 6	-	0.0%	0.2%	- 0.0% 0.3%
Grade 7	-	0.0%	0.3%	- 0.0% 0.3%
Grade 8	-	0.6%	0.2%	- 0.0% 0.4%
Grade 9	-	5.1%	4.7%	- 21.1% 7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.8	19.8	17.7
Grade 1	20.7	20.2	18.0
Grade 2	20.3	21.7	18.0
Grade 3	17.3	21.5	18.2
Grade 4	20.1	18.9	18.3
Grade 5	14.4	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)
DANIELS EL (133903101) - KERRVILLE ISD - KERR COUNTY

Staff Information	Campus			District	State
	Count	Average	Percent		
Total Staff	52.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:					
Teachers	39.1	75.1%	60.3%	64.3%	64.3%
Professional Support	31.9	61.3%	48.2%	49.6%	49.6%
Campus Administration (School Leadership)	5.2	9.9%	7.1%	10.6%	10.6%
Educational Aides:	2.0	3.8%	3.3%	3.0%	3.0%
	13.0	24.9%	14.3%	10.6%	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	96.9%	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

Staff Information	Campus			
	Count	Average	Percent	State

Number of Students per Teacher 16.3 n/a 15.3 14.5

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	6.6	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:			
Average Years Experience of Teachers with District:	15.8	12.3	11.2
	12.1	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties 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

Program Information	Campus			
	Count	Percent	District	State
Teachers by Program (population served):				
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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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 Year	State District Campus	African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)					
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
Grade 3 Reading	At Approaches Grade Level or Above	2021	67%	81%	72%	*	69%	75%	-	*	-	-	60%	*	70%	82%	76%	71%
		2019	76%	88%	84%	*	77%	92%	*	-	*	-	-	63%	-	85%	80%	74%
		2021	39%	53%	40%	*	21%	56%	-	*	-	-	-	30%	*	38%	55%	39%
	At Meets Grade Level or Above	2019	45%	52%	54%	*	41%	68%	-	*	-	-	-	13%	-	54%	53%	44%
		2021	19%	27%	21%	*	3%	36%	-	*	-	-	-	20%	*	20%	27%	17%
		2019	27%	34%	29%	*	18%	46%	-	*	-	-	-	13%	-	27%	40%	16%
Grade 3 Mathematics	At Approaches Grade Level or Above	2021	62%	83%	76%	*	62%	86%	-	*	-	-	60%	*	75%	82%	71%	57%
		2019	79%	91%	88%	*	87%	89%	-	*	-	-	-	75%	-	90%	80%	84%
		2021	31%	49%	40%	*	24%	53%	-	*	-	-	-	20%	*	38%	55%	37%
	At Meets Grade Level or Above	2019	49%	63%	59%	*	51%	70%	-	*	-	-	-	25%	-	57%	67%	44%
		2021	14%	23%	19%	*	10%	28%	-	*	-	-	-	10%	*	16%	36%	20%
		2019	25%	34%	29%	*	15%	49%	-	*	-	-	-	13%	-	27%	40%	16%
Grade 4 Reading	At Approaches Grade Level or Above	2021	63%	72%	62%	-	38%	75%	-	*	-	-	18%	-	65%	57%	53%	50%
		2019	75%	81%	76%	*	72%	87%	-	*	-	-	-	17%	-	74%	78%	64%
		2021	36%	43%	39%	-	17%	55%	-	*	-	-	-	9%	-	43%	30%	26%
	At Meets Grade Level or Above	2019	44%	48%	42%	*	31%	59%	-	*	-	-	-	0%	-	37%	49%	25%
		2021	17%	22%	18%	-	13%	23%	-	*	-	-	-	0%	-	25%	0%	9%
		2019	22%	26%	24%	*	15%	36%	-	*	-	-	-	0%	-	13%	38%	11%
Grade 4 Mathematics	At Approaches Grade Level or Above	2021	59%	74%	70%	-	50%	80%	-	*	-	-	27%	-	75%	61%	62%	58%
		2019	75%	83%	81%	*	72%	92%	-	*	-	-	-	17%	-	80%	81%	73%
		2021	36%	49%	42%	-	17%	55%	-	*	-	-	-	18%	*	45%	35%	29%
	At Meets Grade Level or Above	2019	48%	51%	51%	*	41%	62%	-	*	-	-	-	0%	-	39%	65%	36%
		2021	21%	35%	30%	-	13%	41%	-	*	-	-	-	9%	-	35%	17%	18%
		2019	28%	31%	28%	*	23%	36%	-	*	-	-	-	0%	-	22%	35%	9%
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 Year	State	District	Campus	African American		Hispanic White		American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
				American	African	Hispanic	White	Indian	Asian								
2021	53%	66%	55%	-	-	25%	69%	-	*	-	*	18%	-	57%	50%	40%	33%
2019	67%	70%	61%	*	*	56%	69%	-	*	-	*	0%	-	59%	65%	45%	50%
2021	27%	33%	29%	-	-	13%	38%	-	*	-	*	0%	-	35%	17%	14%	8%
2019	35%	33%	24%	*	*	26%	26%	-	*	-	*	0%	-	26%	22%	7%	20%
2021	8%	9%	8%	-	-	4%	11%	-	*	-	*	0%	-	12%	0%	0%	0%
2019	11%	10%	7%	*	*	5%	10%	-	*	-	*	0%	-	9%	5%	0%	0%
Grade 5 Reading+																	
2021	73%	79%	71%	*	*	58%	85%	-	*	-	*	27%	*	73%	65%	56%	53%
2019	86%	94%	94%	-	-	91%	97%	-	-	-	*	*	*	92%	96%	90%	85%
2021	46%	53%	54%	*	*	35%	72%	-	*	-	*	0%	*	55%	47%	33%	20%
2019	54%	56%	48%	-	-	35%	67%	-	-	-	*	*	*	48%	46%	32%	25%
2021	30%	34%	38%	*	*	25%	54%	-	*	-	*	0%	*	39%	35%	21%	7%
2019	29%	28%	22%	-	-	13%	36%	-	-	-	*	*	*	24%	18%	8%	5%
Grade 5 Mathematics+																	
2021	70%	90%	80%	*	*	73%	87%	-	*	-	*	40%	*	82%	71%	72%	73%
2019	90%	96%	94%	-	-	91%	97%	-	-	-	*	*	*	94%	93%	90%	100%
2021	44%	60%	60%	*	*	50%	67%	-	*	-	*	13%	*	61%	53%	47%	47%
2019	58%	62%	52%	-	-	41%	69%	-	-	-	*	*	*	52%	54%	39%	40%
2021	25%	38%	42%	*	*	25%	56%	-	*	-	*	7%	*	45%	29%	26%	13%
2019	36%	41%	29%	-	-	20%	41%	-	-	-	*	*	*	27%	32%	15%	10%
Grade 5 Science																	
2021	62%	80%	77%	*	*	62%	90%	-	*	-	*	29%	*	78%	75%	71%	64%
2019	75%	90%	86%	-	-	78%	97%	-	-	-	*	*	*	89%	79%	80%	70%
2021	31%	46%	49%	*	*	33%	64%	-	*	-	*	14%	*	52%	38%	33%	21%
2019	49%	69%	64%	-	-	52%	82%	-	-	-	*	*	*	65%	61%	49%	50%
2021	13%	18%	20%	*	*	15%	26%	-	*	-	*	7%	*	19%	25%	14%	0%
2019	24%	35%	35%	-	-	19%	59%	-	-	-	*	*	*	38%	29%	17%	15%
All Grades All Subjects																	
2021	67%	78%	71%	88%	88%	57%	80%	-	*	76%	-	89%	100%	72%	65%	63%	58%
2019	78%	83%	83%	64%	64%	79%	90%	-	*	*	-	57%	92%	84%	81%	76%	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 Year	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	51%	45%	50%	29%	57%	* 47%	-	67%	12%	60%	47%	38%	33%	20%
	2019	50%	55%	49%	27%	40%	63%	* *	-	21%	9%	42%	49%	50%	35%	37%
	2021	18%	24%	25%	13%	15%	34%	* 18%	-	22%	6%	60%	27%	18%	16%	6%
	2019	24%	27%	26%	0%	16%	39%	* *	-	0%	4%	25%	24%	28%	12%	10%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2021	68%	77%	68%	*	56%	78%	* 67%	-	*	33%	*	70%	65%	62%	59%
	2019	75%	81%	85%	60%	81%	92%	* *	-	40%	44%	*	85%	85%	77%	79%
At Meets Grade Level or Above	2021	45%	54%	45%	*	26%	61%	* 33%	-	*	11%	*	46%	41%	33%	17%
	2019	48%	53%	48%	40%	36%	64%	* *	-	20%	6%	*	47%	49%	34%	31%
At Masters Grade Level	2021	18%	25%	26%	*	15%	37%	* 0%	-	*	6%	*	29%	18%	16%	7%
	2019	21%	24%	25%	0%	15%	39%	* *	-	0%	6%	*	22%	31%	12%	10%
All Grades Mathematics																
At Approaches Grade Level or Above	2021	66%	78%	76%	*	63%	84%	* 100%	-	*	42%	*	78%	69%	69%	63%
	2019	82%	86%	88%	60%	84%	93%	* *	-	80%	56%	*	89%	85%	83%	93%
At Meets Grade Level or Above	2021	37%	45%	48%	*	33%	58%	* 67%	-	*	17%	*	49%	45%	38%	27%
	2019	52%	56%	54%	20%	44%	67%	* *	-	40%	11%	*	50%	61%	40%	40%
At Masters Grade Level	2021	18%	23%	31%	*	17%	42%	* 33%	-	*	8%	*	33%	25%	21%	10%
	2019	26%	29%	29%	0%	20%	42%	* *	-	0%	6%	*	26%	35%	14%	10%
All Grades Writing																
At Approaches Grade Level or Above	2021	58%	66%	55%	-	25%	69%	- *	-	*	18%	-	57%	50%	40%	33%
	2019	68%	71%	61%	*	56%	69%	- *	-	*	0%	-	59%	65%	45%	50%
At Meets Grade Level or Above	2021	30%	36%	29%	-	13%	38%	- *	-	*	0%	-	35%	17%	14%	8%
	2019	38%	37%	24%	*	26%	26%	- *	-	*	0%	-	26%	22%	7%	20%
At Masters Grade Level	2021	9%	11%	8%	-	4%	11%	- *	-	*	0%	-	12%	0%	0%	0%
	2019	14%	15%	7%	*	5%	10%	- *	-	*	0%	-	9%	5%	0%	0%
All Grades Science																
At Approaches Grade Level or Above	2021	71%	84%	77%	*	62%	90%	* *	-	*	29%	*	78%	75%	71%	64%
	2019	81%	90%	86%	-	78%	97%	- *	-	*	*	*	89%	79%	80%	70%
At Meets Grade Level or Above	2021	44%	60%	49%	*	33%	64%	* *	-	*	14%	*	52%	38%	33%	21%
	2019	54%	69%	64%	-	52%	82%	- *	-	*	*	*	65%	61%	49%	50%
At Masters Grade Level	2021	20%	27%	20%	*	15%	26%	* *	-	*	7%	*	19%	25%	14%	0%
	2019	25%	36%	35%	-	19%	59%	- *	-	*	*	*	38%	29%	17%	15%

- * 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.

School Year	State	District	African American			American Indian			Pacific Islander			Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economic Disadv	EB/EL (Current & Monitored)
			Campus	Hispanic	White	Hispanic	White	Asian	Asian	Islander	Score by Grade and Subject							
Grade 4 ELA/Reading	2019	61	59	57	51	64	-	*	-	*	*	60	-	-	53	63	52	50
	2018	63	66	68	-66	74	-	-	-	-	-	*	*	*	68	69	64	67
Grade 4 Mathematics	2019	65	54	47	40	54	-	*	-	*	*	40	-	-	38	59	36	20
	2018	65	61	71	65	83	-	-	-	-	*	60	*	*	69	76	66	65
Grade 5 ELA/Reading	2019	81	78	77	76	79	-	-	-	-	*	*	*	*	78	73	75	78
	2018	80	82	90	93	92	-	*	-	*	*	*	*	*	91	87	89	92
Grade 5 Mathematics	2019	83	81	78	74	86	-	-	-	-	*	*	*	*	77	79	74	75
	2018	81	80	80	80	81	-	*	-	*	*	*	*	*	80	80	81	85
All Grades Both Subjects	2019	69	67	65	63	70	-	*	-	*	67	61	75	64	67	61	63	
	2018	69	68	78	75	83	-	*	-	*	58	80	83	78	79	76	76	
All Grades ELA/Reading	2019	68	67	68	66	72	-	*	-	*	*	67	*	*	68	67	65	69
	2018	69	68	80	79	85	-	*	-	*	*	83	83	81	80	78	80	
All Grades Mathematics	2019	70	66	63	59	69	-	*	-	*	*	56	*	*	61	67	58	57
	2018	70	68	76	72	82	-	*	-	*	*	78	83	75	78	74	73	

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

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

School Year		State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	ESL Total Content-Based	ESL Pull-Out (Waiver)	ALP ESL	EB/EL with Parental Denial	EB/EL Never EB/EL (Current)	Total EB/EL	Monitors & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	78%	71%	61%	-	-	-	-	61%	90%	-	90%	-	14%	73%	58%	*
	2019	78%	83%	83%	78%	78%	-	-	-	-	83%	-	-	-	-	-	79%	*
	2021	41%	51%	45%	20%	-	-	-	-	20%	40%	-	40%	-	0%	50%	19%	*
	2019	50%	55%	49%	34%	34%	-	-	-	-	50%	-	-	-	-	-	35%	*
	2021	18%	24%	25%	5%	-	-	-	-	5%	20%	-	20%	-	0%	29%	6%	*
2019	24%	27%	26%	8%	8%	-	-	-	-	-	33%	-	-	-	-	9%	*	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	77%	68%	63%	-	-	-	-	63%	*	-	*	-	17%	71%	58%	*
	2019	75%	81%	85%	76%	76%	-	-	-	-	*	-	-	-	-	-	78%	*
	2021	45%	54%	45%	17%	-	-	-	-	17%	*	-	*	-	0%	51%	15%	*
	2019	48%	53%	48%	29%	29%	-	-	-	-	*	-	-	-	-	-	30%	*
	2021	18%	25%	26%	7%	-	-	-	-	7%	*	-	*	-	0%	30%	8%	*
2019	21%	24%	25%	8%	8%	-	-	-	-	-	*	-	-	-	-	10%	*	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	78%	76%	67%	-	-	-	-	67%	*	-	*	-	17%	78%	63%	*
	2019	82%	86%	88%	92%	92%	-	-	-	-	*	-	-	-	-	-	93%	*
	2021	37%	45%	48%	27%	-	-	-	-	27%	*	-	*	-	0%	53%	25%	*
	2019	52%	56%	54%	39%	39%	-	-	-	-	*	-	-	-	-	-	40%	*
	2021	18%	23%	31%	7%	-	-	-	-	7%	*	-	*	-	0%	36%	8%	*
2019	26%	29%	29%	8%	-	8%	-	-	-	-	*	-	-	-	-	10%	*	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	66%	55%	22%	-	-	-	-	22%	*	-	*	-	*	59%	33%	-
	2019	68%	71%	61%	38%	38%	-	-	-	-	*	-	-	-	-	-	44%	-
	2021	30%	36%	29%	0%	-	-	-	-	0%	*	-	*	-	*	33%	8%	-
	2019	38%	37%	24%	0%	0%	-	-	-	-	*	-	-	-	-	-	11%	-
	2021	9%	11%	8%	0%	-	-	-	-	0%	*	-	*	-	*	10%	0%	-
2019	14%	15%	7%	0%	0%	-	-	-	-	-	*	-	-	-	-	0%	-	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	84%	77%	69%	-	-	-	-	69%	-	-	-	-	*	80%	64%	-
	2019	81%	90%	86%	72%	72%	-	-	-	-	*	-	-	-	-	-	68%	-
	2021	44%	60%	49%	23%	-	-	-	-	23%	-	-	-	-	*	55%	21%	-
	2019	54%	69%	64%	50%	50%	-	-	-	-	*	-	-	-	-	-	47%	-
	2021	20%	27%	20%	0%	-	-	-	-	0%	-	-	-	-	*	25%	0%	*
2019	25%	36%	35%	11%	11%	-	-	-	-	-	*	-	-	-	-	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.

Texas Education Agency

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

				African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	88%	98%	99%	100%	100%	99%	* 100%	- 100%	99%	100%	99%	99%	99%	99%
Included in Accountability	83%	94%	97%	100%	96%	97%	* 100%	- 100%	93%	100%	98%	93%	96%	99%
Not Included in Accountability: Mobile	3%	4%	2%	0%	3%	2%	* 0%	- 0%	6%	0%	1%	6%	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%	2%	1%	0%	0%	1%	* 0%	- 0%	1%	0%	1%	1%	1%	1%
Absent	2%	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%
2019 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	100%	100%	100%	100%	100%	* *	- 100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	100%	95%	97%	* *	- 100%	100%	100%	99%	92%	94%	93%
Not Included in Accountability: Mobile	4%	3%	3%	0%	4%	3%	* *	- 0%	0%	0%	1%	7%	5%	5%
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

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	EB/EL
Attendance Rate												
2019-20	98.3%	98.0%	98.5%	98.8%	98.4%	98.5%	* 99.4%	-	* 98.4%	98.4%	98.4%	98.6%
2018-19	95.4%	95.9%	96.7%	94.7%	96.7%	96.9%	* *	-	* 95.7%	96.3%	96.3%	96.8%
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%	6.6%	2.7%	* 0.0%	-	20.0%	6.7%	6.3%	3.6%
Annual Dropout Rate (Gr 7-8)												
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2020												
Graduated	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.3%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	96.3%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.7%	-	-	-	-	-	-	-	-	-	-
Class of 2019												
Graduated	90.0%	94.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	4.1%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.9%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2019												
Graduated	92.0%	97.6%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.5%	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2018												
Graduated	92.2%	97.5%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.8%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2018												
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017												
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.2%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Class of 2020	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)												

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)												
Class of 2020	87.8%	80.4%	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.6%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)												
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)												
2019-20	4.4%	1.9%	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)												
2019-20	81.8%	75.9%	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	78.7%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)												
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	79.0%	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	370	360,220
By Ethnicity:				
African American	-	-	5	44,729
Hispanic	-	-	163	184,060
White	-	-	188	105,215
American Indian	-	-	2	1,226
Asian	-	-	6	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	6	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	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)	-	-	280	292,532
Special Education Graduates				
Economically Disadvantaged Graduates	-	-	41	29,018
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	169	187,187
At-Risk Graduates	-	-	11	29,639
	-	-	177	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Student Information	Membership				Enrollment			
	Campus		Campus		Campus		Campus	
	Count	Percent	District	State	Count	Percent	District	State
Total Students	491	100.0%	4,777	5,359,040	491	100.0%	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	76	15.5%	6.8%	7.2%	76	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%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	6	1.2%	1.7%	2.7%	6	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%	51.6%	51.1%	253	51.5%	51.7%	51.1%
Economically Disadvantaged								
Non-Educationally Disadvantaged	273	55.6%	53.9%	60.3%	273	55.6%	53.9%	60.2%
Section 504 Students	218	44.4%	46.1%	39.7%	218	44.4%	46.1%	39.8%
EB Students/EL	25	5.1%	12.1%	7.2%	25	5.1%	12.1%	7.2%
Students w/ Disciplinary Placements (2019-20)	79	16.1%	7.5%	20.7%	79	16.1%	7.4%	20.6%
Students w/ Dyslexia	0	0.0%	1.3%	1.2%				
Foster Care	11	2.2%	7.0%	4.5%	11	2.2%	7.0%	4.5%
	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

Student Information	Membership		Enrollment	
	Campus	State	Campus	State
Homeless	4 0.8% 1.3%	1.1%	4 0.8% 1.3%	1.1%
Immigrant	5 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%	49.2%	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	8 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	54 11.5% 11.9%	13.8%		
By Ethnicity:				
African American	2 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	1 0.2% 0.2%	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

Student Information	--Non-Special Education Rates--		--Special Education Rates--	
	Campus	District	State	Campus District State
Retention Rates by Grade:				
Kindergarten	1.5%	4.5%	1.4%	0.0% 12.8% 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% 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% 0.3%
Grade 6	-	0.0%	0.2%	- 0.0% 0.3%
Grade 7	-	0.0%	0.3%	- 0.0% 0.3%
Grade 8	-	0.6%	0.2%	- 0.0% 0.4%
Grade 9	-	5.1%	4.7%	- 21.1% 7.8%

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

Class Size Information	Campus District 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

Staff Information	Campus			District	State
	Count	Average	Percent		
Total Staff	51.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:					
Teachers	39.7	76.8%	60.3%	64.3%	64.3%
Professional Support	33.1	64.0%	48.2%	49.6%	49.6%
Campus Administration (School Leadership)	4.6	9.0%	7.1%	10.6%	10.6%
Educational Aides:	2.0	3.9%	3.3%	3.0%	3.0%
	12.0	23.2%	14.3%	10.6%	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:	11.5	22.3%	28.9%	51.5%	
Teachers by Ethnicity:					
African American	0.0	0.0%	0.6%	11.1%	
Hispanic	6.5	19.7%	16.9%	28.4%	
White	26.6	80.3%	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	0.0	0.0%	0.6%	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	9.9	29.8%	22.1%	25.0%	
Doctorate	0.0	0.0%	0.6%	0.7%	
Teachers by Years of Experience:					
Beginning Teachers	2.0	5.9%	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%	
Over 30 Years Experience	0.1	0.3%	3.9%	3.1%	

Texas Education Agency
2020-21 Staff Information (TAPR)
STARKEY EL (133903102) - KERRVILLE ISD - KERR COUNTY

Staff Information	Campus		
	Count	Average Percent	State

Number of Students per Teacher 14.8 n/a 15.3 14.5

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	6.6	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):			
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

Program Information	Campus		
	Count	Percent	State
Teachers by Program (population served):			
Bilingual/ESL Education	4.5	13.6%	3.2%
Career and Technical Education	0.0	0.0%	4.4%
Compensatory Education	2.0	6.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%
Regular Education	23.7	71.7%	77.6%
Special Education	2.9	8.6%	9.1%
Other	0.0	0.0%	3.2%

Texas Education Agency
2020-21 Staff Information (TAPR)
STARKEY EL (133903102) - 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: 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

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

	School Year	State	District	African American		Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2021	67%	81%	74%	-	59%	94%	*	-	*	60%	*	75%	60%	63%	63%
	2019	76%	88%	86%	-	81%	89%	*	-	*	67%	100%	83%	94%	80%	80%
	2021	39%	53%	51%	-	28%	83%	*	-	*	40%	*	52%	40%	41%	42%
	2019	45%	52%	46%	-	39%	49%	*	-	*	44%	33%	38%	72%	37%	60%
	2021	19%	27%	25%	-	15%	40%	*	-	*	13%	*	26%	20%	20%	21%
	2019	27%	34%	35%	-	29%	36%	*	-	*	22%	33%	28%	56%	24%	40%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2021	62%	83%	78%	-	70%	89%	*	-	*	47%	*	79%	70%	75%	79%
	2019	79%	91%	91%	-	84%	96%	*	-	*	56%	100%	90%	94%	90%	80%
At Meets Grade Level or Above	2021	31%	49%	44%	-	24%	71%	*	-	*	40%	*	43%	50%	35%	37%
	2019	49%	63%	58%	-	48%	62%	*	-	*	44%	83%	53%	72%	49%	80%
	2021	14%	23%	14%	-	7%	26%	*	-	*	7%	*	12%	30%	8%	5%
	2019	25%	34%	33%	-	29%	36%	*	-	*	22%	50%	30%	44%	31%	20%
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	72%	77%	*	71%	85%	*	-	-	50%	80%	73%	86%	71%	72%
	2019	75%	81%	89%	*	83%	94%	-	*	*	*	*	96%	69%	84%	*
At Meets Grade Level or Above	2021	36%	43%	40%	*	35%	54%	*	-	-	25%	40%	38%	48%	35%	28%
	2019	44%	48%	52%	*	52%	52%	-	*	*	*	*	57%	38%	47%	*
At Masters Grade Level	2021	17%	22%	19%	*	10%	38%	*	-	-	0%	20%	18%	24%	15%	17%
	2019	22%	26%	27%	*	24%	29%	-	*	*	*	*	28%	25%	23%	*
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	59%	74%	68%	*	61%	81%	*	-	-	50%	80%	63%	81%	64%	61%
	2019	75%	83%	81%	*	79%	81%	-	*	*	*	*	85%	69%	72%	*
At Meets Grade Level or Above	2021	36%	49%	36%	*	35%	42%	*	-	-	25%	60%	36%	38%	29%	11%
	2019	48%	51%	42%	*	45%	35%	-	*	*	*	*	43%	38%	42%	*
At Masters Grade Level	2021	21%	35%	19%	*	10%	38%	*	-	-	0%	40%	21%	14%	11%	0%
	2019	28%	31%	16%	*	14%	16%	-	*	*	*	*	17%	13%	19%	*

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

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

School Year	African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)
	State	District	Campus	White	Indian	Asian	Islander	More	Races	Current	Ed	Ed	Ed	Former	Enrolled	Enrolled	Disadv	Econ	
At Approaches Grade Level or Above	2021	53%	66%	69%	*	63%	77%	-	*	-	-	25%	60%	60%	70%	67%	64%	61%	
	2019	67%	70%	87%	*	83%	91%	-	*	-	*	*	*	*	89%	82%	82%	*	
	2021	27%	33%	31%	*	24%	46%	-	*	-	-	25%	20%	20%	27%	43%	25%	28%	
	2019	35%	33%	46%	*	45%	47%	-	*	-	*	*	*	*	50%	35%	41%	*	
	2021	8%	9%	6%	*	0%	19%	-	*	-	-	0%	0%	0%	5%	10%	0%	0%	
	2019	11%	10%	19%	*	17%	19%	-	*	-	*	*	*	*	17%	24%	16%	*	
Grade 5 Reading+																			
At Approaches Grade Level or Above	2021	73%	79%	78%	*	69%	88%	-	*	-	*	58%	*	*	78%	77%	69%	53%	
	2019	86%	94%	95%	*	98%	97%	-	*	-	-	80%	-	-	95%	96%	93%	*	
	2021	46%	53%	44%	*	36%	51%	-	*	-	*	42%	*	*	43%	45%	33%	27%	
	2019	54%	56%	61%	*	62%	64%	-	*	-	*	30%	-	-	66%	52%	54%	*	
	2021	30%	34%	26%	*	17%	34%	-	*	-	*	0%	*	*	28%	23%	20%	20%	
	2019	29%	28%	32%	*	27%	42%	-	*	-	-	10%	-	-	31%	33%	27%	*	
Grade 5 Mathematics+																			
At Approaches Grade Level or Above	2021	70%	90%	90%	*	85%	93%	-	*	-	*	83%	*	*	91%	86%	83%	93%	
	2019	90%	96%	93%	*	91%	94%	-	*	-	-	90%	-	-	97%	85%	90%	*	
	2021	44%	60%	52%	*	41%	61%	-	*	-	*	42%	*	*	54%	48%	42%	36%	
	2019	58%	62%	48%	*	42%	58%	-	*	-	*	30%	-	-	53%	37%	39%	*	
	2021	25%	38%	29%	*	17%	41%	-	*	-	*	17%	*	*	29%	29%	21%	14%	
	2019	36%	41%	34%	*	29%	44%	-	*	-	-	10%	-	-	40%	22%	29%	*	
Grade 5 Science																			
At Approaches Grade Level or Above	2021	62%	80%	72%	*	67%	78%	-	*	-	*	50%	*	*	73%	68%	63%	43%	
	2019	75%	90%	88%	*	87%	97%	-	*	-	-	50%	-	-	84%	96%	85%	*	
	2021	31%	46%	31%	*	24%	40%	-	*	-	*	33%	*	*	30%	36%	25%	21%	
	2019	49%	69%	64%	*	58%	75%	-	*	-	*	30%	-	-	64%	63%	56%	*	
	2021	13%	18%	9%	*	2%	18%	-	*	-	*	17%	*	*	6%	18%	4%	0%	
	2019	24%	35%	28%	*	22%	36%	-	*	-	-	10%	-	-	33%	19%	19%	*	
All Grades All Subjects																			
At Approaches Grade Level or Above	2021	67%	78%	76%	100%	68%	86%	-	88%	-	75%	54%	61%	61%	76%	76%	69%	66%	
	2019	78%	83%	89%	56%	87%	92%	-	80%	*	100%	63%	94%	94%	90%	87%	85%	87%	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

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

School Year		State District		Campus		African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)
		2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	
At Meets Grade Level or Above	2021	41%	51%	42%	17%	31%	57%	-	63%	-	50%	36%	26%	41%	43%	33%	29%							
	2019	50%	55%	53%	11%	50%	56%	-	40%	-	100%	28%	56%	53%	51%	46%	32%							
	2021	18%	24%	19%	0%	10%	32%	-	38%	-	13%	8%	13%	19%	20%	12%	10%							
	2019	24%	27%	29%	0%	24%	33%	-	40%	-	80%	12%	31%	29%	29%	24%	16%							
All Grades ELA/Reading																								
At Approaches Grade Level or Above	2021	68%	77%	76%	*	66%	89%	-	*	-	*	57%	63%	76%	77%	68%	63%							
	2019	75%	81%	90%	*	89%	93%	-	*	-	*	70%	100%	91%	89%	86%	92%							
	2021	45%	54%	45%	*	32%	63%	-	*	-	*	37%	25%	45%	45%	36%	33%							
	2019	48%	53%	53%	*	52%	54%	-	*	-	*	30%	43%	53%	54%	46%	25%							
At Masters Grade Level	2021	18%	25%	24%	*	14%	37%	-	*	-	*	6%	13%	24%	23%	18%	19%							
	2019	21%	24%	32%	*	27%	36%	-	*	-	*	13%	29%	29%	38%	25%	17%							
All Grades Mathematics																								
At Approaches Grade Level or Above	2021	66%	78%	79%	*	72%	88%	-	*	-	*	60%	75%	78%	81%	73%	76%							
	2019	82%	86%	89%	*	86%	91%	-	*	-	*	65%	100%	91%	84%	85%	92%							
	2021	37%	45%	44%	*	33%	60%	-	*	-	*	37%	38%	45%	44%	35%	27%							
	2019	52%	56%	50%	*	45%	54%	-	*	-	*	30%	86%	51%	48%	43%	42%							
At Masters Grade Level	2021	18%	23%	21%	*	11%	35%	-	*	-	*	9%	25%	20%	23%	13%	6%							
	2019	26%	29%	29%	*	25%	33%	-	*	-	*	13%	43%	30%	26%	26%	17%							
All Grades Writing																								
At Approaches Grade Level or Above	2021	58%	66%	69%	*	63%	77%	-	*	-	-	25%	60%	70%	67%	64%	61%							
	2019	68%	71%	87%	*	83%	91%	-	-	-	*	*	*	89%	82%	82%	*							
	2021	30%	36%	31%	*	24%	46%	-	*	-	-	25%	20%	27%	43%	25%	28%							
	2019	38%	37%	46%	*	45%	47%	-	-	-	*	*	*	50%	35%	41%	*							
At Masters Grade Level	2021	9%	11%	6%	*	0%	19%	-	*	-	-	0%	0%	5%	10%	0%	0%							
	2019	14%	15%	19%	*	17%	19%	-	-	-	*	*	*	17%	24%	16%	*							
All Grades Science																								
At Approaches Grade Level or Above	2021	71%	84%	72%	*	67%	78%	-	*	-	*	50%	*	73%	68%	63%	43%							
	2019	81%	90%	88%	*	87%	97%	-	*	-	-	50%	-	84%	96%	85%	*							
	2021	44%	60%	31%	*	24%	40%	-	*	-	*	33%	*	30%	36%	25%	21%							
	2019	54%	69%	64%	*	58%	75%	-	*	-	-	30%	-	64%	63%	56%	*							
At Masters Grade Level	2021	20%	27%	9%	*	2%	18%	-	*	-	*	17%	*	6%	18%	4%	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.

School Year	State	District	African American				American Indian				Pacific Islander				Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
			Campus	Hispanic	White	Indian	Asian	Islander	More	Subject												
School Progress Domain - Academic Growth Score by Grade and Subject																						
Grade 4 ELA/Reading	2019	61	59	58	*	64	50	-	-	*	*	*	*	58	57	56	*					
	2018	63	66	70	*	67	76	-	*	*	67	-	69	71	68	*						
Grade 4 Mathematics	2019	65	54	43	*	46	38	-	-	*	*	*	41	50	45	*						
	2018	65	61	72	*	74	73	-	*	*	92	-	71	75	72	*						
Grade 5 ELA/Reading	2019	81	78	81	*	85	80	-	*	*	94	-	78	88	81	*						
	2018	80	82	73	*	69	73	-	*	*	56	-	74	69	77	*						
Grade 5 Mathematics	2019	83	81	70	*	66	73	-	*	*	83	-	74	60	69	*						
	2018	81	80	79	*	75	81	-	*	*	75	-	80	75	80	*						
All Grades Both Subjects	2019	69	67	65	67	68	62	-	*	*	75	*	65	67	65	57						
	2018	69	68	74	65	71	76	-	*	*	71	-	74	73	74	71						
All Grades ELA/Reading	2019	68	67	71	*	77	66	-	*	*	79	*	69	77	71	64						
	2018	69	68	71	60	68	74	-	*	*	61	-	72	70	72	75						
All Grades Mathematics	2019	70	66	59	*	58	57	-	*	*	71	*	60	56	59	50						
	2018	70	68	76	70	75	77	-	*	*	82	-	76	75	76	67						

* 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

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

School Year		State District Campus	Total Bilingual Education		BE-Trans Early Exit		BE-Trans BE-Dual BE-D	
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- * 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)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

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

		African American		Hispanic White		American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
State District		Campus	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability	Accountability
2021 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	88%	98%	98%	100%	99%	98%	-	100%	-	100%	100%	98%	98%	97%
Included in Accountability	83%	94%	90%	100%	90%	91%	-	100%	-	89%	100%	97%	73%	90%
Not Included in Accountability: Mobile	3%	4%	8%	0%	8%	7%	-	0%	-	11%	0%	2%	25%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	1%	1%
Not Tested	12%	2%	2%	0%	1%	2%	-	0%	-	0%	0%	2%	2%	3%
Absent	2%	1%	1%	0%	1%	1%	-	0%	-	0%	0%	1%	2%	3%
Other	10%	1%	1%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	0%
2019 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	94%	100%	98%	91%	-	100%	*	100%	82%	99%	83%	100%
Not Included in Accountability: Mobile	4%	3%	6%	0%	2%	9%	-	0%	*	0%	18%	1%	17%	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%	-	0%	*	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate												
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%	*	5.9%	3.4%	*	*	0.0%	8.6%	6.1%	2.2%
2018-19	11.4%	9.5%	8.6%	0.0%	10.1%	7.4%	-	*	20.0%	11.6%	10.5%	15.0%
Annual Dropout Rate (Gr 7-8)												
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2020												
Graduated	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.3%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	96.3%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.7%	-	-	-	-	-	-	-	-	-	-
Class of 2019												
Graduated	90.0%	94.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	4.1%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.9%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2019												
Graduated	92.0%	97.6%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.5%	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2018												
Graduated	92.2%	97.5%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.8%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2018												
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017												
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.2%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Class of 2020	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)												

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	80.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	78.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

		Campus		District		State	
		Count	Percent	Count	Count	Count	Count
Graduates (2019-20 Annual Graduates)							
Total Graduates		-	-	-	370	360,220	
By Ethnicity:							
African American		-	-	-	5	44,729	
Hispanic		-	-	-	163	184,060	
White		-	-	-	188	105,215	
American Indian		-	-	-	2	1,226	
Asian		-	-	-	6	17,126	
Pacific Islander		-	-	-	0	557	
Two or More Races		-	-	-	6	7,307	
By Graduation Type:							
Minimum H.S. Program		-	-	-	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)		-	-	-	280	292,532	
Special Education Graduates							
Economically Disadvantaged Graduates		-	-	-	41	29,018	
Emergent Bilingual (EB)/English Learner (EL) Graduates		-	-	-	169	187,187	
At-Risk Graduates		-	-	-	11	29,639	
		-	-	-	177	148,836	

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

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Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

		Membership				Enrollment			
		Campus		State		Campus		State	
Student Information		Count	Percent	District	State	Count	Percent	District	State
Total Students		518	100.0%	4,777	5,359,040	518	100.0%	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		99	19.1%	7.1%	7.1%	99	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		6	1.2%	1.8%	12.7%	6	1.2%	1.8%	12.7%
Hispanic		283	54.6%	44.9%	52.9%	283	54.6%	44.9%	52.9%
White		213	41.1%	49.6%	26.5%	213	41.1%	49.6%	26.5%
American Indian		1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%
Asian		6	1.2%	1.5%	4.7%	6	1.2%	1.5%	4.7%
Pacific Islander		0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races		9	1.7%	1.7%	2.7%	9	1.7%	1.7%	2.7%
Sex:									
Female		255	49.2%	48.4%	48.9%	255	49.2%	48.3%	48.9%
Male		263	50.8%	51.6%	51.1%	263	50.8%	51.7%	51.1%
Economically Disadvantaged									
Non-Educationally Disadvantaged		332	64.1%	53.9%	60.3%	332	64.1%	53.9%	60.2%
Section 504 Students		186	35.9%	46.1%	39.7%	186	35.9%	46.1%	39.8%
EB Students/EL		32	6.2%	12.1%	7.2%	32	6.2%	12.1%	7.2%
Students w/ Disciplinary Placements (2019-20)		92	17.8%	7.5%	20.7%	92	17.8%	7.4%	20.6%
Students w/ Dyslexia		0	0.0%	1.3%	1.2%				
Foster Care		23	4.4%	7.0%	4.5%	23	4.4%	7.0%	4.5%
		1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Student Information	Membership		Enrollment	
	Campus	State	Campus	State
Homeless	8	1.5%	8	1.5%
Immigrant	5	1.0%	5	1.0%
Migrant	3	0.6%	3	0.6%
Title I	518	100.0%	518	100.0%
Military Connected	1	0.2%	1	0.2%
At-Risk	264	51.0%	264	51.0%
Students by Instructional Program:				
Bilingual/ESL Education	92	17.8%	92	17.8%
Gifted and Talented Education	44	8.5%	44	8.5%
Special Education	71	13.7%	71	13.7%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	71			
By Type of Primary Disability	25	35.2%		42.5%
Students with Intellectual Disabilities	27	38.0%		21.3%
Students with Physical Disabilities	11	15.5%		14.1%
Students with Autism	**	**		20.6%
Students with Behavioral Disabilities	*	*		1.5%
Students with Non-Categorical Early Childhood				
Mobility (2019-20):				
Total Mobile Students	56	12.3%		13.8%
By Ethnicity:				
African American	1	0.2%		2.8%
Hispanic	26	5.7%		7.1%
White	28	6.1%		3.1%
American Indian	0	0.0%		0.1%
Asian	0	0.0%		0.4%
Pacific Islander	1	0.2%		0.0%
Two or More Races	0	0.0%		0.4%
Count and Percent of Special Ed Students who are Mobile	14	20.0%		16.5%
Count and Percent of EB Students/EL who are Mobile	14	15.7%		13.6%
Count and Percent of Econ Dis Students who are Mobile	49	15.1%		16.0%
Student Attrition (2019-20):				
Total Student Attrition	77	17.9%		16.6%

Texas Education Agency
2020-21 Student Information (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Student Information	--Non-Special Education Rates--		--Special Education Rates--	
	Campus	District	State	Campus District State
Retention Rates by Grade:				
Kindergarten	1.4%	4.5%	1.4%	7.7% 12.8% 4.8%
Grade 1	3.1%	5.0%	1.9%	0.0% 0.0% 3.2%
Grade 2	1.3%	2.5%	1.0%	6.3% 8.2% 1.4%
Grade 3	1.4%	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	1.6%	0.7%	0.2%	0.0% 0.0% 0.3%
Grade 6	-	0.0%	0.2%	- 0.0% 0.3%
Grade 7	-	0.0%	0.3%	- 0.0% 0.3%
Grade 8	-	0.6%	0.2%	- 0.0% 0.4%
Grade 9	-	5.1%	4.7%	- 21.1% 7.8%

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

Class Size Information	Campus 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	Campus			District	State
	Count	Average	Percent		
Total Staff	53.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:					
Teachers	40.1	74.8%	60.3%	64.3%	64.3%
Professional Support	33.2	61.9%	48.2%	49.6%	49.6%
Campus Administration (School Leadership)	4.9	9.2%	7.1%	10.6%	10.6%
Educational Aides:	2.0	3.7%	3.3%	3.0%	3.0%
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	13,211.0	
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%	0.6%	11.1%	
Hispanic	7.5	22.6%	16.9%	28.4%	
White	25.7	77.4%	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	0.0	0.0%	0.6%	1.2%	
Teachers by Sex:					
Males	3.0	9.0%	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%	0.6%	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	6.0%	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 Years Experience	1.1	3.3%	3.9%	3.1%	

-Texas Education Agency
2020-21 Staff Information (TAPR)
NIMITZ EL (133903103) - KERRVILLE ISD - KERR COUNTY

Staff Information	Campus			
	Count	Average	Percent	State

Number of Students per Teacher 15.6 n/a 15.3 14.5

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	6.6	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):			
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

Program Information	Campus			
	Count	Percent	District	State
Teachers by Program (population served):				
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%	2.6%	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

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

	School Year	State	District	Campus	African American	Hispanic White	American Indian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2021	67%	81%	88%	*	83%	89%	*	-	*	50%	-	89%	86%	78%	67%
	2019	76%	88%	92%	-	89%	93%	-	*	71%	*	92%	90%	88%	*	
	2021	39%	53%	62%	*	48%	73%	-	*	20%	-	62%	62%	47%	33%	
	2019	45%	52%	60%	-	37%	72%	-	*	14%	*	60%	60%	44%	*	
	2021	19%	27%	38%	*	30%	45%	-	*	20%	-	42%	29%	25%	33%	
	2019	27%	34%	46%	-	22%	57%	-	*	14%	*	46%	45%	29%	*	
Grade 3 Mathematics																
At Approaches Grade Level or Above	2021	62%	83%	85%	*	87%	86%	*	-	*	40%	-	87%	81%	78%	83%
	2019	79%	91%	94%	-	89%	96%	-	*	75%	*	95%	90%	86%	*	
	2021	31%	49%	54%	*	43%	61%	-	*	20%	-	55%	52%	39%	33%	
	2019	49%	63%	66%	-	50%	75%	-	*	38%	*	66%	65%	54%	*	
	2021	14%	23%	32%	*	22%	41%	-	*	20%	-	38%	19%	22%	17%	
	2019	25%	34%	38%	-	21%	47%	-	*	13%	*	37%	40%	26%	*	
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	72%	77%	*	72%	80%	*	-	*	56%	*	80%	67%	64%	*
	2019	75%	81%	87%	-	83%	92%	*	-	50%	-	88%	85%	74%	*	
	2021	36%	43%	54%	*	39%	57%	*	*	33%	*	58%	33%	32%	*	
	2019	44%	48%	58%	-	39%	73%	*	-	13%	-	56%	62%	40%	*	
	2021	17%	22%	33%	*	11%	39%	*	*	11%	*	36%	20%	14%	*	
	2019	22%	26%	34%	-	14%	50%	*	-	13%	-	32%	38%	20%	*	
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	59%	74%	87%	*	72%	93%	*	-	*	56%	*	87%	87%	71%	*
	2019	75%	83%	89%	-	81%	98%	*	-	50%	-	88%	92%	74%	*	
	2021	36%	49%	69%	*	39%	79%	*	*	44%	*	71%	60%	43%	*	
	2019	48%	51%	60%	-	33%	81%	*	-	38%	-	61%	58%	34%	*	
	2021	21%	35%	54%	*	11%	66%	*	-	33%	*	57%	40%	25%	*	
	2019	28%	31%	45%	-	22%	63%	*	-	13%	-	49%	35%	20%	*	
Grade 4 Writing																

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

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

	School Year	State	District	African American		Hispanic White		American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	EB/EL (Current & Monitored)
				Campus	Hispanic	White	Indian	Asian	Islander							
At Approaches Grade Level or Above	2021	53%	66%	71%	*	44%	80%	*	-	-	*	67%	*	75%	53%	46%
	2019	67%	70%	76%	-	61%	90%	*	-	-	-	38%	-	76%	77%	57%
	2021	27%	33%	40%	*	11%	48%	*	-	-	*	44%	*	44%	20%	11%
	2019	35%	33%	45%	-	28%	58%	*	-	-	-	13%	-	47%	38%	23%
	2021	8%	9%	14%	*	6%	18%	*	-	-	*	0%	*	15%	13%	0%
	2019	11%	10%	16%	-	3%	27%	*	-	-	-	0%	-	17%	15%	0%
Grade 5 Reading+																
At Approaches Grade Level or Above	2021	73%	79%	91%	-	91%	92%	-	*	-	*	50%	*	92%	86%	79%
	2019	86%	94%	95%	-	88%	98%	-	-	-	*	50%	-	96%	92%	90%
	2021	46%	53%	64%	-	57%	70%	-	-	-	*	8%	*	68%	52%	47%
	2019	54%	56%	66%	-	50%	74%	-	-	-	*	0%	-	72%	50%	47%
	2021	30%	34%	43%	-	26%	56%	-	-	-	*	8%	*	44%	38%	21%
	2019	29%	28%	38%	-	19%	48%	-	-	-	*	0%	-	42%	27%	10%
Grade 5 Mathematics+																
At Approaches Grade Level or Above	2021	70%	90%	95%	-	91%	98%	*	-	-	*	92%	*	98%	86%	92%
	2019	90%	96%	99%	-	97%	100%	-	-	-	*	88%	-	99%	100%	97%
	2021	44%	60%	63%	-	40%	80%	-	-	-	*	42%	*	65%	57%	34%
	2019	58%	62%	75%	-	59%	82%	-	-	-	*	25%	-	74%	77%	63%
	2021	25%	38%	41%	-	26%	54%	-	-	-	*	17%	*	44%	33%	26%
	2019	36%	41%	53%	-	31%	63%	-	-	-	*	25%	-	58%	38%	40%
Grade 5 Science																
At Approaches Grade Level or Above	2021	62%	80%	92%	-	89%	94%	-	-	-	*	75%	*	92%	90%	84%
	2019	75%	90%	93%	-	84%	97%	-	-	-	*	38%	-	94%	88%	87%
	2021	31%	46%	57%	-	34%	74%	-	-	-	*	58%	*	58%	57%	39%
	2019	49%	69%	77%	-	56%	87%	-	-	-	*	38%	-	80%	69%	57%
	2021	13%	18%	28%	-	11%	40%	-	-	-	*	17%	*	30%	19%	8%
	2019	24%	35%	42%	-	16%	55%	-	-	-	*	0%	-	48%	27%	13%
All Grades All Subjects																
At Approaches Grade Level or Above	2021	67%	78%	86%	20%	82%	89%	*	100%	-	81%	61%	80%	87%	81%	76%
	2019	78%	83%	91%	-	83%	96%	*	-	-	100%	57%	*	91%	89%	69%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

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

School Year		State District Campus		African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)	
At Meets Grade Level or Above	2021	41%	51%	58%	0%	40%	67%	*	50%	-	62%	34%	47%	60%	51%	37%	33%						
	2019	50%	55%	64%	-	44%	76%	*	-	71%	22%	*	65%	60%	45%	31%							
	2021	18%	24%	35%	0%	19%	45%	*	33%	-	24%	16%	33%	38%	27%	18%	26%						
	2019	24%	27%	39%	-	18%	52%	*	-	43%	10%	*	42%	33%	20%	19%							
All Grades ELA/Reading																							
At Approaches Grade Level or Above	2021	68%	77%	85%	*	84%	86%	*	*	-	75%	52%	60%	87%	81%	75%	73%						
	2019	75%	81%	91%	-	86%	95%	*	-	*	57%	*	92%	89%	84%	83%							
	2021	45%	54%	60%	*	50%	66%	*	*	-	63%	19%	40%	63%	51%	43%	45%						
	2019	48%	53%	62%	-	42%	73%	*	-	*	9%	*	63%	57%	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%	*	-	*	9%	*	40%	36%	20%	17%							
	All Grades Mathematics																						
	At Approaches Grade Level or Above	2021	66%	78%	89%	*	86%	93%	*	*	-	88%	65%	100%	91%	84%	81%	82%					
2019		82%	86%	94%	-	89%	98%	*	-	*	71%	*	94%	94%	85%	67%							
2021		37%	45%	62%	*	41%	74%	*	*	-	63%	35%	60%	64%	56%	38%	27%						
2019		52%	56%	67%	-	47%	79%	*	-	*	33%	*	67%	67%	50%	50%							
At Masters Grade Level	2021	18%	23%	43%	*	21%	55%	*	*	-	38%	23%	20%	47%	30%	25%	18%						
	2019	26%	29%	45%	-	25%	58%	*	-	*	17%	*	48%	38%	28%	33%							
	All Grades Writing																						
	At Approaches Grade Level or Above	2021	58%	66%	71%	*	44%	80%	*	-	-	*	67%	*	75%	53%	46%	*					
2019		68%	71%	76%	-	61%	90%	*	-	-	38%	-	76%	77%	57%	*							
2021		30%	36%	40%	*	11%	48%	*	-	*	44%	*	44%	20%	11%	*							
2019		38%	37%	45%	-	28%	58%	*	-	-	13%	-	47%	38%	23%	*							
At Masters Grade Level	2021	9%	11%	14%	*	6%	18%	*	-	*	0%	*	15%	13%	0%	*							
	2019	14%	15%	16%	-	3%	27%	*	-	-	0%	-	17%	15%	0%	*							
	All Grades Science																						
	At Approaches Grade Level or Above	2021	71%	84%	92%	-	89%	94%	-	-	-	*	75%	*	92%	90%	84%	*					
2019		81%	90%	93%	-	84%	97%	-	-	-	*	38%	-	94%	88%	87%	*						
2021		44%	60%	57%	-	34%	74%	-	-	-	*	58%	*	58%	57%	39%	*						
2019		54%	69%	77%	-	56%	87%	-	-	-	*	38%	-	80%	69%	57%	*						
At Masters Grade Level	2021	20%	27%	28%	-	11%	40%	-	-	-	*	17%	*	30%	19%	8%	*						
	2019	25%	36%	42%	-	16%	55%	-	-	-	*	0%	-	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.

School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																
Grade 4 ELA/Reading	2019	61	59	65	-	58	69	*	-	-	69	-	64	68	66	*
	2018	63	66	71	-	85	64	-	-	*	*	-	72	68	69	*
Grade 4 Mathematics	2019	65	54	74	-	64	84	*	-	-	50	-	75	74	57	*
	2018	65	61	69	-	75	66	-	-	*	67	-	71	64	67	*
Grade 5 ELA/Reading	2019	81	78	76	-	83	74	-	-	*	75	-	76	77	68	*
	2018	80	82	82	*	83	81	*	-	*	100	-	83	80	84	*
Grade 5 Mathematics	2019	83	81	86	-	84	86	-	-	*	81	-	84	90	87	*
	2018	81	80	80	*	84	76	*	-	*	100	-	80	80	81	*
All Grades Both Subjects	2019	69	67	76	-	72	79	*	-	*	69	-	75	77	69	56
	2018	69	68	75	*	82	71	*	-	69	86	-	76	72	76	100
All Grades ELA/Reading	2019	68	67	71	-	70	72	*	-	*	72	-	70	73	67	*
	2018	69	68	76	*	84	71	*	-	*	89	-	77	73	78	*
All Grades Mathematics	2019	70	66	80	-	74	85	*	-	*	66	-	80	82	71	*
	2018	70	68	74	*	79	70	*	-	*	83	-	75	71	75	*

* 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

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

School Year		State	District	Campus	Education	Total Bilingual	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total Content-Based ESL	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL (Current)	Total EB/EL	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	78%	86%	-	-	-	-	-	-	-	70%	65%	*	-	86%	70%	100%
	2019	78%	83%	91%	-	-	-	-	-	-	-	69%	62%	*	-	-	69%	100%
At Meets Grade Level or Above	2021	41%	51%	58%	-	-	-	-	-	-	-	10%	12%	*	-	59%	10%	100%
	2019	50%	55%	64%	-	-	-	-	-	-	-	31%	31%	*	-	-	31%	86%
At Masters Grade Level	2021	18%	24%	35%	-	-	-	-	-	-	-	5%	6%	*	-	36%	5%	100%
	2019	24%	27%	39%	-	-	-	-	-	-	-	19%	23%	*	-	-	19%	100%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	77%	85%	-	-	-	-	-	-	-	63%	57%	*	-	86%	63%	100%
	2019	75%	81%	91%	-	-	-	-	-	-	-	83%	80%	*	-	-	83%	100%
At Meets Grade Level or Above	2021	45%	54%	60%	-	-	-	-	-	-	-	25%	29%	*	-	61%	25%	100%
	2019	48%	53%	62%	-	-	-	-	-	-	-	17%	20%	*	-	-	17%	100%
At Masters Grade Level	2021	18%	25%	38%	-	-	-	-	-	-	-	13%	14%	*	-	38%	13%	86%
	2019	21%	24%	39%	-	-	-	-	-	-	-	17%	20%	*	-	-	17%	86%
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	78%	89%	-	-	-	-	-	-	-	75%	71%	*	-	90%	75%	100%
	2019	82%	86%	94%	-	-	-	-	-	-	-	67%	60%	*	-	-	67%	100%
At Meets Grade Level or Above	2021	37%	45%	62%	-	-	-	-	-	-	-	0%	0%	*	-	64%	0%	100%
	2019	52%	56%	67%	-	-	-	-	-	-	-	50%	40%	*	-	-	50%	100%
At Masters Grade Level	2021	18%	23%	43%	-	-	-	-	-	-	-	0%	0%	*	-	44%	0%	100%
	2019	26%	29%	45%	-	-	-	-	-	-	-	33%	40%	*	-	-	33%	100%
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	66%	71%	-	-	-	-	-	-	-	*	*	-	-	71%	*	100%
	2019	68%	71%	76%	-	-	-	-	-	-	-	*	*	-	-	-	*	100%
At Meets Grade Level or Above	2021	30%	36%	40%	-	-	-	-	-	-	-	*	*	-	-	41%	*	100%
	2019	38%	37%	45%	-	-	-	-	-	-	-	*	*	-	-	-	*	100%
At Masters Grade Level	2021	9%	11%	14%	-	-	-	-	-	-	-	*	*	-	-	15%	*	100%
	2019	14%	15%	16%	-	-	-	-	-	-	-	*	*	-	-	-	*	100%
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	84%	92%	-	-	-	-	-	-	-	*	-	*	-	92%	*	100%
	2019	81%	90%	93%	-	-	-	-	-	-	-	*	-	*	-	-	*	100%
At Meets Grade Level or Above	2021	44%	60%	57%	-	-	-	-	-	-	-	*	-	*	-	58%	*	100%
	2019	54%	69%	77%	-	-	-	-	-	-	-	*	-	*	-	-	*	100%
At Masters Grade Level	2021	20%	27%	28%	-	-	-	-	-	-	-	*	-	*	-	27%	*	100%
	2019	25%	36%	42%	-	-	-	-	-	-	-	*	-	*	-	-	*	100%

- * 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

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

		African American		Hispanic White		American Indian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		EB/EL (Current & Monitored)	
2021 STAAR Participation (All Grades)																					
All Tests																					
Assessment Participant	88%	98%	99%	100%	97%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	99%	97%	99%	100%	100%	
Included in Accountability	83%	94%	92%	63%	88%	96%	*	100%	-	81%	91%	83%	97%	83%	97%	97%	79%	87%	100%	100%	
Not Included in Accountability: Mobile	3%	4%	7%	38%	9%	4%	*	0%	-	19%	9%	17%	3%	17%	3%	18%	12%	0%	0%	0%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not Tested	12%	2%	1%	0%	3%	0%	*	0%	-	0%	0%	0%	1%	0%	1%	3%	1%	0%	0%	0%	
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Other	10%	1%	1%	0%	3%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	3%	1%	0%	0%	0%	
2019 STAAR Participation (All Grades)																					
All Tests																					
Assessment Participant	99%	100%	100%	-	100%	100%	*	-	-	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Included in Accountability	94%	96%	97%	-	97%	97%	*	-	-	100%	95%	40%	98%	40%	98%	92%	96%	96%	100%	100%	
Not Included in Accountability: Mobile	4%	3%	3%	-	3%	3%	*	-	-	0%	3%	60%	1%	60%	1%	8%	4%	0%	0%	0%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not Tested	1%	0%	0%	-	0%	0%	*	-	-	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Absent	1%	0%	0%	-	0%	0%	*	-	-	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	-	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	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	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate												
2019-20	98.3%	98.0%	98.6%	96.5%	98.7%	98.5%	*	*	- 97.9%	97.9%	98.2%	99.3%
2018-19	95.4%	95.9%	96.9%	*	97.2%	96.8%	*	*	- 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%	3.3%	2.3%	0.0%
2018-19	11.4%	9.5%	4.2%	14.3%	3.4%	4.2%	*	*	- 12.5%	10.3%	5.9%	0.0%
Annual Dropout Rate (Gr 7-8)												
2019-20	0.5%	0.0%	-	-	-	-	-	-	*	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	*	-	-	-
Annual Dropout Rate (Gr 9-12)												
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.1%	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)												
Class of 2020												
Graduated	90.3%	93.7%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.3%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	96.3%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.7%	-	-	-	-	-	-	-	-	-	-
Class of 2019												
Graduated	90.0%	94.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.6%	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	4.1%	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.9%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2019												
Graduated	92.0%	97.6%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.8%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.5%	-	-	-	-	-	-	-	-	-	-

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	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2018												
Graduated	92.2%	97.5%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.8%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)												
Class of 2018												
Graduated	92.6%	98.3%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.7%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-
Class of 2017												
Graduated	92.4%	97.0%	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	2.2%	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.8%	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.2%	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.2%	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)												
Class of 2020	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)												
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)												
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.6%	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)												

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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	78.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	80.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	78.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	75.9%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	78.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	79.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

		Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)					
Total Graduates		-	-	370	360,220
By Ethnicity:					
African American		-	-	5	44,729
Hispanic		-	-	163	184,060
White		-	-	188	105,215
American Indian		-	-	2	1,226
Asian		-	-	6	17,126
Pacific Islander		-	-	0	557
Two or More Races		-	-	6	7,307
By Graduation Type:					
Minimum H.S. Program		-	-	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)		-	-	280	292,532
Special Education Graduates					
Economically Disadvantaged Graduates		-	-	41	29,018
Emergent Bilingual (EB)/English Learner (EL) Graduates		-	-	169	187,187
At-Risk Graduates		-	-	11	29,639
		-	-	177	148,836

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Student Information	Membership		Enrollment	
	Campus	Count	Percent	District
Total Students	533	100.0%	4,777	5,359,040
Students by Grade:	533	100.0%	4,781	5,371,586
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	3.3%	3.7%
Kindergarten	90	16.9%	7.0%	6.7%
Grade 1	96	18.0%	7.6%	7.1%
Grade 2	91	17.1%	7.4%	7.1%
Grade 3	80	15.0%	7.1%	7.1%
Grade 4	86	16.1%	6.8%	7.2%
Grade 5	90	16.9%	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%
Grade 8	0	0.0%	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	6.5%	6.8%
Ethnic Distribution:	10	1.9%	1.8%	12.7%
African American	153	28.7%	44.9%	52.9%
Hispanic	347	65.1%	49.6%	26.5%
White	3	0.6%	0.3%	0.3%
American Indian	7	1.3%	1.5%	4.7%
Asian	0	0.0%	0.2%	0.2%
Pacific Islander	13	2.4%	1.7%	2.7%
Two or More Races	280	52.5%	48.4%	48.9%
Sex:	253	47.5%	51.6%	51.1%
Female	257	48.2%	53.9%	60.3%
Male	276	51.8%	46.1%	39.7%
Economically Disadvantaged	49	9.2%	12.1%	7.2%
Non-Educationally Disadvantaged	15	2.8%	7.5%	20.7%
Section 504 Students	0	0.0%	1.3%	1.2%
EB Students/EL	27	5.1%	7.0%	4.5%
Students w/ Disciplinary Placements (2019-20)	2	0.4%	0.4%	0.3%
Students w/ Dyslexia	27	5.1%	7.0%	4.5%
Foster Care	2	0.4%	0.4%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Student Information	Membership		Enrollment	
	Campus	State	Campus	State
Homeless	5	0.9%	5	0.9%
Immigrant	0	0.0%	0	0.0%
Migrant	0	0.0%	0	0.0%
Title I	533	100.0%	533	100.0%
Military Connected	6	1.1%	6	1.1%
At-Risk	202	37.9%	202	37.9%
Students by Instructional Program:				
Bilingual/ESL Education	15	2.8%	15	2.8%
Gifted and Talented Education	47	8.8%	47	8.8%
Special Education	62	11.6%	62	11.6%
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%		42.5%
Students with Physical Disabilities	24	38.7%		21.3%
Students with Autism	**	**		14.1%
Students with Behavioral Disabilities	16	25.8%		20.6%
Students with Non-Categorical Early Childhood	*	*		1.5%
Mobility (2019-20):				
Total Mobile Students	38	8.1%		13.8%
By Ethnicity:				
African American	2	0.4%		2.8%
Hispanic	10	2.1%		7.1%
White	24	5.1%		3.1%
American Indian	0	0.0%		0.1%
Asian	0	0.0%		0.4%
Pacific Islander	0	0.0%		0.0%
Two or More Races	2	0.4%		0.4%
Count and Percent of Special Ed Students who are Mobile	9	14.8%		16.5%
Count and Percent of EB Students/EL who are Mobile	0	0.0%		13.6%
Count and Percent of Econ Dis Students who are Mobile	29	12.7%		16.0%
Student Attrition (2019-20):				
Total Student Attrition	84	18.8%		16.6%

Texas Education Agency
2020-21 Student Information (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

	--Non-Special Education Rates--		--Special Education Rates--	
Student Information	Campus	District	State	Campus District State
Retention Rates by Grade:				
Kindergarten	2.4%	4.5%	1.4%	36.4% 12.8% 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%	0.2%	- 0.0% 0.3%
Grade 7	-	0.0%	0.3%	- 0.0% 0.3%
Grade 8	-	0.6%	0.2%	- 0.0% 0.4%
Grade 9	-	5.1%	4.7%	- 21.1% 7.8%

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

Class Size Information	Campus District State	
Elementary:		
Kindergarten	17.0	19.8 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	Campus		
	Count/Average	Percent	State
Total Staff	51.2	100.0%	100.0%
Professional Staff:			
Teachers	41.1	80.1%	64.3%
Professional Support	34.4	67.1%	49.6%
Campus Administration (School Leadership)	4.7	9.1%	10.6%
Educational Aides:	2.0	3.9%	3.0%
	10.2	19.9%	14.3%
Librarians and Counselors (Headcount):			
Full-time Librarians	0.0	n/a	0.0
Part-time Librarians	0.0	n/a	2.0
Full-time Counselors	1.0	n/a	13.0
Part-time Counselors	2.0	n/a	2.0
Total Minority Staff:	7.5	14.6%	28.9%
Teachers by Ethnicity:			
African American	1.0	2.9%	0.6%
Hispanic	3.0	8.7%	16.9%
White	28.4	82.6%	81.2%
American Indian	0.0	0.0%	0.3%
Asian	1.0	2.9%	0.3%
Pacific Islander	0.0	0.0%	0.2%
Two or More Races	1.0	2.9%	0.6%
Teachers by Sex:			
Males	2.0	5.8%	21.3%
Females	32.4	94.2%	78.7%
Teachers by Highest Degree Held:			
No Degree	0.0	0.0%	1.0%
Bachelors	25.9	75.2%	76.3%
Masters	8.5	24.8%	22.1%
Doctorate	0.0	0.0%	0.6%
Teachers by Years of Experience:			
Beginning Teachers	1.0	3.0%	1.5%
1-5 Years Experience	8.6	24.9%	29.1%
6-10 Years Experience	10.0	29.1%	16.6%
11-20 Years Experience	9.3	27.0%	33.2%
21-30 Years Experience	5.5	15.9%	15.8%
Over 30 Years Experience	0.0	0.1%	3.9%

Texas Education Agency
2020-21 Staff Information (TAPR)
FRED H TALLY EL (133903109) - KERRVILLE ISD - KERR COUNTY

Staff Information	Campus		
	Count	Average Percent	State

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	6.6	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
Average Years Experience of Teachers:	10.4	12.3	11.2
Average Years Experience of Teachers with District:	7.5	7.8	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	\$59,688	\$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

Program Information	Campus		
	Count	Percent	State
Teachers by Program (population served):			
Bilingual/ESL Education	1.0	2.9%	3.2%
Career and Technical Education	0.0	0.0%	4.4%
Compensatory Education	2.0	5.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%
Regular Education	28.5	82.9%	77.6%
Special Education	2.9	8.3%	9.1%
Other	0.0	0.0%	3.2%

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 CHILDHOOD CENTER

Campus Number: 133903107

2021 Accountability Rating: Not Rated: Declared State of Disaster

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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).

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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

There is no data for this campus.

Texas Education Agency
2020-21 Graduation Profile (TAPR)
EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

		Campus		District		State	
		Count	Percent	Count	Count	Count	Count
Graduates (2019-20 Annual Graduates)							
Total Graduates		-	-	-	370	360,220	
By Ethnicity:							
African American		-	-	-	5	44,729	
Hispanic		-	-	-	163	184,060	
White		-	-	-	188	105,215	
American Indian		-	-	-	2	1,226	
Asian		-	-	-	6	17,126	
Pacific Islander		-	-	-	0	557	
Two or More Races		-	-	-	6	7,307	
By Graduation Type:							
Minimum H.S. Program		-	-	-	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)		-	-	-	280	292,532	
Special Education Graduates							
Economically Disadvantaged Graduates		-	-	-	41	29,018	
Emergent Bilingual (EB)/English Learner (EL) Graduates		-	-	-	169	187,187	
At-Risk Graduates		-	-	-	11	29,639	
		-	-	-	177	148,836	

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

Student Information	Membership		Enrollment	
	Campus	Campus	Campus	Campus
	Count	Percent	District	State
Total Students	175	100.0%	4,777	5,359,040
179	100.0%	4,781	5,371,586	
Students by Grade:				
Early Childhood Education	15	8.6%	0.3%	0.3%
Pre-Kindergarten	160	91.4%	3.3%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%
Grade 1	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	7.4%	7.1%
Grade 3	0	0.0%	7.1%	7.1%
Grade 4	0	0.0%	6.8%	7.2%
Grade 5	0	0.0%	7.3%	7.4%
Grade 6	0	0.0%	7.3%	7.7%
Grade 7	0	0.0%	7.8%	7.9%
Grade 8	0	0.0%	7.7%	7.9%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.0%	7.8%
Grade 11	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	6.5%	6.8%
Ethnic Distribution:				
African American	3	1.7%	1.8%	12.7%
Hispanic	87	49.7%	44.9%	52.9%
White	73	41.7%	49.6%	26.5%
American Indian	4	2.3%	0.3%	0.3%
Asian	7	4.0%	1.5%	4.7%
Pacific Islander	0	0.0%	0.2%	0.2%
Two or More Races	1	0.6%	1.7%	2.7%
Sex:				
Female	73	41.7%	48.4%	48.9%
Male	102	58.3%	51.6%	51.1%
Economically Disadvantaged				
Non-Educationally Disadvantaged	5	2.9%	46.1%	39.7%
Section 504 Students	0	0.0%	12.1%	7.2%
EB Students/EL	31	17.7%	7.5%	20.7%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.3%	1.2%
Students w/ Dyslexia	0	0.0%	7.0%	4.5%
Foster Care	8	4.6%	0.4%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

Student Information	Membership		Enrollment	
	Count	Percent	Count	Percent
Homeless	7	4.0%	7	3.9%
Immigrant	3	1.7%	3	1.7%
Migrant	0	0.0%	0	0.0%
Title I	175	100.0%	179	100.0%
Military Connected	0	0.0%	0	0.0%
At-Risk	53	30.3%	53	29.6%
Students by Instructional Program:				
Bilingual/ESL Education	31	17.7%	31	17.3%
Gifted and Talented Education	0	0.0%	0	0.0%
Special Education	27	15.4%	31	17.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	27			
By Type of Primary Disability	0	0.0%		
Students with Intellectual Disabilities	8	29.6%		
Students with Physical Disabilities	**	**		
Students with Autism	*	*		
Students with Behavioral Disabilities	12	44.4%		
Students with Non-Categorical Early Childhood				
Mobility (2019-20):				
Total Mobile Students	0	0.0%		
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		
Count and Percent of Special Ed Students who are Mobile	0	0.0%		
Count and Percent of EB Students/EL who are Mobile	0	0.0%		
Count and Percent of Econ Dis Students who are Mobile	0	0.0%		
Student Attrition (2019-20):				
Total Student Attrition	*	7.1%		

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
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
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)
EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

Staff Information	Campus		
	Count	Average Percent	State
Total Staff	39.3	100.0%	100.0%
Professional Staff:			
Teachers	16.8	42.6%	64.3%
Professional Support	10.0	25.4%	49.6%
Campus Administration (School Leadership)	3.8	9.6%	10.6%
Educational Aides:	3.0	7.6%	3.0%
	22.5	57.4%	10.6%
Librarians and Counselors (Headcount):			
Full-time Librarians	0.0	n/a	0.0
Part-time Librarians	0.0	n/a	2.0
Full-time Counselors	0.0	n/a	13.0
Part-time Counselors	0.0	n/a	2.0
			1,126.0
Total Minority Staff:	17.5	44.6%	28.9%
Teachers by Ethnicity:			
African American	0.0	0.0%	0.6%
Hispanic	2.0	20.0%	16.9%
White	8.0	80.0%	81.2%
American Indian	0.0	0.0%	0.3%
Asian	0.0	0.0%	0.3%
Pacific Islander	0.0	0.0%	1.8%
Two or More Races	0.0	0.0%	0.0%
	0.0	0.0%	0.6%
Teachers by Sex:			
Males	0.0	0.0%	21.3%
Females	10.0	100.0%	78.7%
			76.2%
Teachers by Highest Degree Held:			
No Degree	0.0	0.0%	1.0%
Bachelors	7.0	70.0%	76.3%
Masters	3.0	30.0%	22.1%
Doctorate	0.0	0.0%	0.6%
			0.7%
Teachers by Years of Experience:			
Beginning Teachers	0.0	0.0%	1.5%
1-5 Years Experience	4.0	40.0%	29.1%
6-10 Years Experience	2.0	20.0%	16.6%
11-20 Years Experience	3.0	30.0%	33.2%
21-30 Years Experience	1.0	10.0%	15.8%
Over 30 Years Experience	0.0	0.0%	3.9%
			3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

Staff Information	Campus		
	Count/Average	Percent	State

Number of Students per Teacher 17.5 n/a 15.3 14.5

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	6.6	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:			
Average Years Experience of Teachers with District:	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):			
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

Program Information	Campus		
	Count	Percent	State
Teachers by Program (population served):			
Bilingual/ESL Education	2.0	20.0%	3.2%
Career and Technical Education	0.0	0.0%	4.4%
Compensatory Education	0.0	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%
Regular Education	6.0	60.0%	77.6%
Special Education	2.0	20.0%	9.1%
Other	0.0	0.0%	3.2%

Texas Education Agency
2020-21 Staff Information (TAPR)
EARLY CHILDHOOD CENTER (133903107) - KERRVILLE ISD - KERR COUNTY

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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.

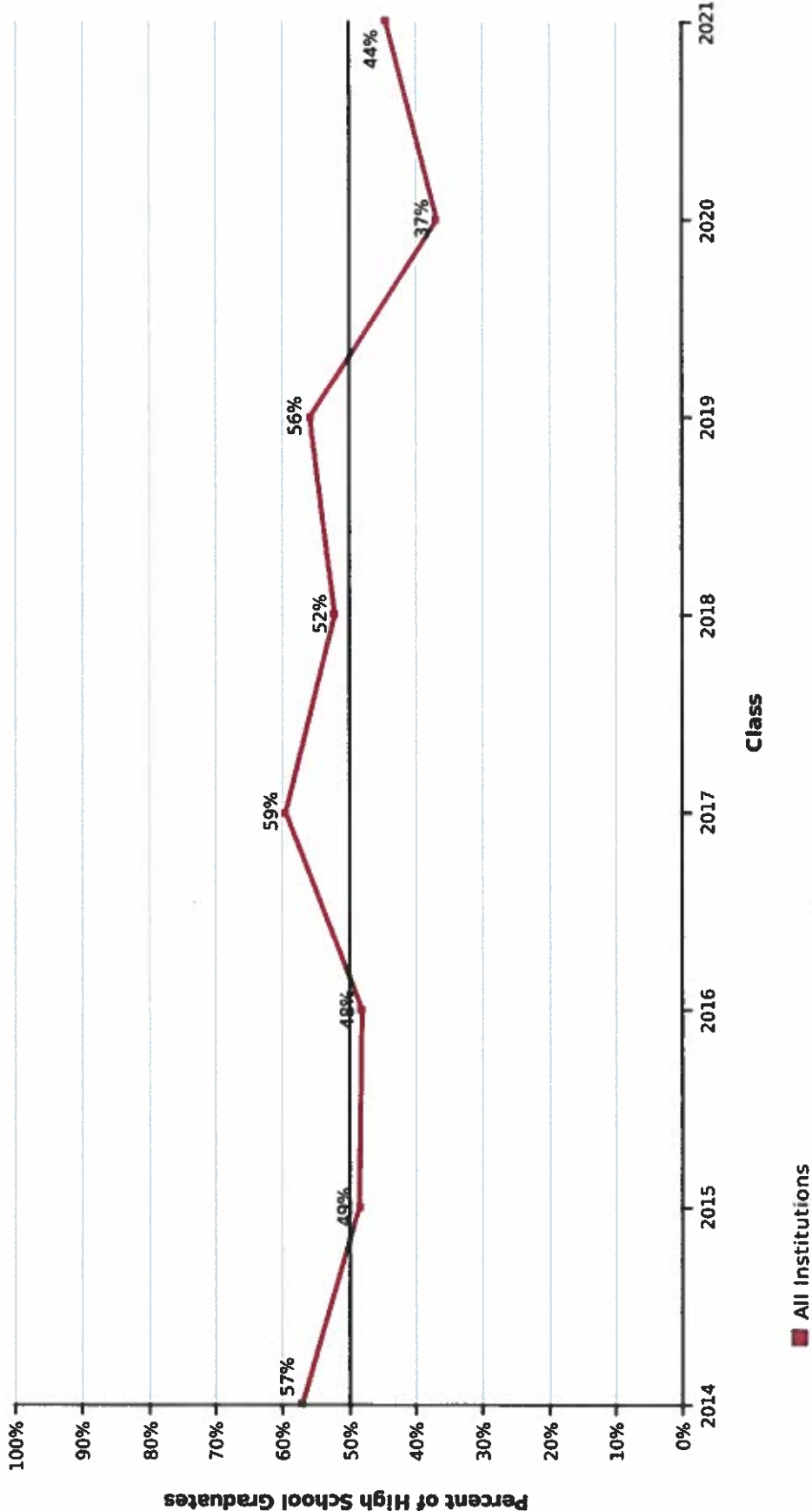
Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
KERRVILLE ISD								
	133903105 HILL COUNTRY H S							
	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						

Percent of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 29, 2021



AVG = 50%

Tivy High School

Report Run Date: 12/20/2021 07:12 AM

**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	1	TX	4-year	Public	98
TEXAS A&M UNIVERSITY	2	TX	4-year	Public	92
TEXAS TECH UNIVERSITY, LUBBOCK	3	TX	4-year	Public	81
ANGELO STATE UNIVERSITY	4	TX	4-year	Public	80
SCHREINER UNIVERSITY	5	TX	4-year	Private	80
NORTHWEST VISTA COLLEGE	6	TX	2-year	Public	73
UNIVERSITY OF TEXAS - SAN ANTONIO	7	TX	4-year	Public	61
UNIVERSITY OF TEXAS AT AUSTIN	8	TX	4-year	Public	51
TEXAS A&M UNIVERSITY - CORPUS CHRISTI	9	TX	4-year	Public	47
SAN ANTONIO COLLEGE	10	TX	2-year	Public	43
BLINN COLLEGE- BRYAN CAMPUS	11	TX	2-year	Public	29
ABILENE CHRISTIAN UNIVERSITY	12	TX	4-year	Private	21
AUSTIN COMMUNITY COLLEGE DISTRICT	13	TX	2-year	Public	19
BAYLOR UNIVERSITY	14	TX	4-year	Private	19
TARLETON STATE UNIVERSITY	15	TX	4-year	Public	19
BLINN COLLEGE	16	TX	2-year	Public	18
UNIVERSITY OF NORTH TEXAS	17	TX	4-year	Public	16
TEXAS CHRISTIAN UNIVERSITY	18	TX	4-year	Private	13
TRINITY UNIVERSITY	19	TX	4-year	Private	11
TEXAS LUTHERAN UNIVERSITY	20	TX	4-year	Private	10
SAM HOUSTON STATE UNIVERSITY	21	TX	4-year	Public	9
ST PHILIP'S COLLEGE	22	TX	2-year	Public	9
TEXAS A&M UNIVERSITY, KINGSVILLE	23	TX	4-year	Public	9
UNIVERSITY OF MARY HARDIN-BAYLOR	24	TX	4-year	Private	9
UNIVERSITY OF THE INCARNATE WORD	25	TX	4-year	Private	9

Tivy High School

Report Run Date: 12/20/2021 07:12 AM

**NATIONAL STUDENT
CLEARINGHOUSE**

Kerrville Independent School District

Title IV Safe and Drug Free Disciplinary Report

2020-2021

<u>Reason Code</u>	<u>DES</u>	<u>NES</u>	<u>SES</u>	<u>TES</u>	<u>BTW</u>	<u>HPMS</u>	<u>HCHS</u>	<u>THS</u>	<u>District Totals</u>
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	6
27 Assault 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 Aggravated 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	9	19	0	14	44
TOTAL	1	18	35	18	60	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

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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

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