

Texas Education Agency 2018-19 School Report Card HENDERSON H S (201902001)

Accountability Rating

B

HENDERSON H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for HENDERSON H S. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: HENDERSON ISD
Campus Type: High School
Total Students: 912
Grade Span: 09 - 12

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- | | |
|---------------------------|--------------------------------|
| ✓ ELA/Reading | ✓ Mathematics |
| ✓ Social Studies | ✓ Comparative Closing the Gaps |
| ✗ Science | ✗ Comparative Academic Growth |
| ✗ Postsecondary Readiness | |

School and Student Information

This section provides demographic information about HENDERSON H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.7%	96.2%	95.4%
Enrollment by Race/Ethnicity			
African American	18.3%	18.8%	12.6%
Hispanic	29.2%	31.4%	52.6%
White	49.8%	45.7%	27.4%
American Indian	0.4%	0.3%	0.4%
Asian	0.9%	0.8%	4.5%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.4%	2.9%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	55.7%	65.8%	60.6%
English Learners	5.0%	14.0%	19.5%
Special Education	9.5%	10.4%	9.6%
Mobility Rate (2017-18)	11.0%	10.4%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	16.2	17.8	16.6
Foreign Languages	21.5	21.5	18.9
Mathematics	18.1	17.7	17.8
Science	19.3	20.3	18.9
Social Studies	20.1	20.8	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	66.7%	64.5%
Instructional Expenditure Ratio	n/a	62.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,516	\$8,538	\$9,844
Instruction	\$5,132	\$4,871	\$5,492
Instructional Leadership	\$77	\$107	\$155
School Leadership	\$531	\$489	\$576

**Texas Education Agency
2018-19 School Report Card
HENDERSON H S (201902001)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	79%	85%	79%	82%	91%	*	100%	-	73%	79%
	2018	77%	80%	82%	73%	77%	89%	93%	*	*	76%	77%
ELA/Reading	2019	75%	77%	76%	67%	69%	87%	*	*	-	64%	69%
	2018	74%	78%	71%	58%	64%	82%	86%	-	*	63%	63%
Mathematics	2019	82%	85%	92%	91%	94%	91%	*	-	-	*	89%
	2018	81%	86%	88%	87%	85%	90%	*	-	-	*	88%
Science	2019	81%	82%	91%	91%	90%	93%	*	*	-	86%	88%
	2018	80%	82%	94%	87%	91%	98%	100%	-	*	*	92%
Social Studies	2019	81%	74%	94%	89%	91%	97%	*	*	-	*	90%
	2018	78%	80%	92%	86%	91%	95%	-	*	-	*	90%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	50%	61%	48%	58%	70%	*	80%	-	54%	52%
	2018	48%	50%	58%	40%	48%	70%	67%	*	*	47%	47%
ELA/Reading	2019	48%	49%	56%	40%	50%	69%	*	*	-	57%	45%
	2018	46%	48%	52%	35%	42%	65%	71%	-	*	38%	41%
Mathematics	2019	52%	55%	70%	68%	77%	64%	*	-	-	*	71%
	2018	50%	51%	49%	37%	45%	58%	*	-	-	*	44%
Science	2019	54%	54%	58%	50%	51%	69%	*	*	-	43%	47%
	2018	51%	52%	63%	36%	53%	77%	80%	-	*	*	52%
Social Studies	2019	55%	47%	72%	54%	71%	79%	*	*	-	*	60%
	2018	53%	57%	74%	62%	64%	84%	-	*	-	*	66%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	22%	24%	17%	21%	30%	*	40%	-	12%	19%
	2018	22%	21%	23%	14%	13%	32%	13%	*	*	6%	16%
ELA/Reading	2019	21%	20%	13%	10%	8%	18%	*	*	-	7%	9%
	2018	19%	20%	14%	7%	6%	22%	0%	-	*	0%	9%
Mathematics	2019	26%	27%	40%	32%	50%	36%	*	-	-	*	39%
	2018	24%	23%	21%	8%	15%	31%	*	-	-	*	18%
Science	2019	25%	23%	20%	16%	14%	27%	*	*	-	14%	13%
	2018	23%	22%	25%	11%	11%	38%	20%	-	*	*	14%
Social Studies	2019	33%	27%	44%	24%	33%	58%	*	*	-	*	36%
	2018	31%	33%	44%	40%	36%	50%	-	*	-	*	35%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	70	75	79	63	*	-	-	56	73
	2018	69	69	64	61	63	66	70	-	-	50	61
ELA/Reading	2019	68	67	63	68	69	58	-	-	-	*	66
	2018	69	67	64	59	63	66	*	-	-	*	58
Mathematics	2019	70	72	82	84	88	74	*	-	-	*	83
	2018	70	71	65	65	62	68	*	-	-	*	64

- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2018-19 School Report Card
HENDERSON H S (201902001)**

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.1%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.2%
2016-17	1.9%	0.5%	0.5%	0.5%	0.0%	0.8%	0.0%	0.0%	-	0.0%	0.8%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	95.4%	95.4%	95.9%	96.2%	95.2%	*	*	-	-	93.8%
Graduates, TxCHSE, & Cont	94.3%	98.1%	98.1%	100.0%	97.5%	97.6%	*	*	-	-	97.5%
Class of 2017											
Graduated	89.7%	94.5%	94.5%	92.3%	93.1%	96.6%	*	*	-	*	92.6%
Graduates, TxCHSE, & Cont	94.1%	96.3%	96.3%	94.9%	96.6%	97.4%	*	*	-	*	95.1%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	96.3%	96.3%	97.4%	96.6%	96.6%	*	*	-	*	95.1%
Graduates, TxCHSE, & Cont	93.7%	96.8%	96.8%	97.4%	96.6%	97.4%	*	*	-	*	95.9%
Class of 2016											
Graduated	91.6%	96.0%	96.0%	97.1%	93.5%	96.7%	*	*	-	*	96.0%
Graduates, TxCHSE, & Cont	93.4%	96.0%	96.0%	97.1%	93.5%	96.7%	*	*	-	*	96.0%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	96.0%	96.0%	97.1%	93.5%	96.7%	*	*	-	*	96.0%
Graduates, TxCHSE, & Cont	93.4%	96.0%	96.0%	97.1%	93.5%	96.7%	*	*	-	*	96.0%
Class of 2015											
Graduated	91.8%	97.3%	97.3%	97.0%	97.1%	97.2%	*	*	*	*	96.7%
Graduates, TxCHSE, & Cont	93.3%	97.3%	97.3%	97.0%	97.1%	97.2%	*	*	*	*	96.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	95.4%	95.4%	95.9%	96.2%	95.2%	*	*	-	-	93.8%
Class of 2017	89.7%	94.1%	94.1%	92.3%	93.2%	95.7%	*	*	-	*	91.9%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	91.7%	91.7%	77.8%	94.4%	94.6%	*	*	-	*	85.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	96.2%	96.2%	88.6%	100.0%	96.6%	*	*	-	-	94.4%
Class of 2017	85.9%	91.3%	91.3%	77.8%	94.4%	93.8%	*	*	-	*	85.8%
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	59.1%	59.1%	54.2%	51.3%	65.3%	*	*	-	-	52.0%
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	39.7%	39.7%	37.5%	26.6%	47.6%	*	*	-	-	32.7%
2016-17	73.5%	50.2%	50.2%	40.5%	29.8%	62.8%	100.0%	100.0%	-	0.0%	33.1%
Average SAT Score ***											
2017-18	1036	1025	1025	808	1010	1084	-	*	-	-	949
Average ACT Score ***											
2017-18	20.6	19.9	19.9	16.3	17.5	21.8	*	*	-	-	17.8

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.
 *** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

2018–19 School Report Card (SRC) Definitions

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. Indicates the amount of improvement or growth made from year to year.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2017–18 school year.

Attendance Rate: The percentage of days that students were present in 2017–18 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria provided in Chapter 2 of the [2019 Accountability Manual](#).

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2019, distinction designations are awarded in the following areas: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

English Learners: These are students identified as having limited English proficiency (LEP), or as English learners (ELs), by the Language Proficiency Assessment Committee (LPAC).

Expenditures per Student: This is calculated as total expenditures for 2017–18 divided by the total membership for 2017–18. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2017–2018 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017–18](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2017–18 divided by total expenditures for 2017–18. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2017–2018 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

2018–19 School Report Card (SRC) Definitions

Instructional Staff Percent: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2017–18 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2014–15, showing their final status with the Class of 2018. The five-year rate includes students who first attended ninth grade in 2013–14, showing their final status at the end of 2018. The six-year rate includes students who first attended ninth grade in 2012–13, showing their final status at the end of 2018. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

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

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR in the prior year but passed the corresponding assessment in the current year.

Race/Ethnicity: Students are reported as African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

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

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2017–18 and 2016–17 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2017–18 graduates, and (3) Average ACT Score for 2017–18 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History.

2018–19 School Report Card (SRC) Definitions

Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level. These performance levels are used to determine the Student Achievement domain score, School Progress, Part B: Relative Performance result, and are used within the Closing the Gaps domain components.

Student Success Initiative: The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who were not proficient in the past year and re-tested on the assessments.

Total Students: This is the total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. 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 public school.

Special Symbols: The 2018–19 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students are in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.