UNION GROVE INDEPENDENT SCHOOL DISTRICT

TEXAS ACADEMIC PERFORMANCE REPORT

2021-2022

Public Hearing February 13, 2023

Guidelines

2021–22 Texas Academic Performance Report

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2022 as a *Not Rated: Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *F*), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and college, career, and military readiness plans adopted under Section 11.186.. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

   Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release this winter. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2020–21 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

   For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district's annual report must include the 2021–22 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2022 as a *Not Rated: Senate Bill 1365* was assigned to all campuses with a scaled score equivalent to an *F*).

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** *(district PDF TAPR only)* The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

   - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act

   - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students

   - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

   For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit https://ocrdata.ed.gov/.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

   The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2023.

   If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) the Annual Report to include the progress of the district and each campus in the district toward meeting the goals set in the district's:

   (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and

   (B) college, career, and military readiness plans adopted under Section 11.186.

9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.

12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2021–22 TAPR.

13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards.* Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

14. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.

    - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.

    - **The Accountability Subset** The PDF TAPR includes the 2021 and 2022 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 30, 2020 and October 29, 2021, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

    - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights

and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/masking.html.

16. **Recommended Meetings**   Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2021-22 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

District Number: 230908

2022 Accountability Rating: A

2022 Special Education Determination Status:

  Meets Requirements

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	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	78%	**88%**	-	100%	84%	*	-	-	*	*	*	88%	88%	79%	*
	2021	67%	72%	**73%**	*	80%	73%	-	-	-	*	*	*	79%	56%	55%	*
At Meets Grade Level or Above	2022	51%	51%	**55%**	-	67%	50%	*	-	-	*	*	*	56%	50%	50%	*
	2021	39%	41%	**31%**	*	0%	35%	-	-	-	*	*	*	31%	31%	14%	*
At Masters Grade Level	2022	30%	28%	**35%**	-	33%	34%	*	-	-	*	*	*	31%	50%	36%	*
	2021	19%	19%	**11%**	*	0%	13%	-	-	-	*	*	*	8%	19%	5%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	73%	**80%**	-	100%	75%	*	-	-	*	*	*	78%	88%	71%	*
	2021	62%	70%	**67%**	*	80%	67%	-	-	-	*	*	*	69%	63%	50%	*
At Meets Grade Level or Above	2022	43%	44%	**48%**	-	17%	56%	*	-	-	*	*	*	47%	50%	29%	*
	2021	31%	35%	**31%**	*	0%	33%	-	-	-	*	*	*	33%	25%	18%	*
At Masters Grade Level	2022	21%	21%	**15%**	-	0%	19%	*	-	-	*	*	*	16%	13%	7%	*
	2021	14%	16%	**7%**	*	0%	8%	-	-	-	*	*	*	10%	0%	5%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	**76%**	-	80%	76%	-	-	-	-	20%	*	79%	67%	55%	*
	2021	63%	67%	**71%**	*	*	74%	-	-	-	*	*	-	70%	72%	64%	*
At Meets Grade Level or Above	2022	54%	52%	**60%**	-	20%	64%	-	-	-	-	20%	*	61%	58%	45%	*
	2021	36%	39%	**47%**	*	*	53%	-	-	-	*	*	-	52%	39%	32%	*
At Masters Grade Level	2022	28%	25%	**24%**	-	0%	27%	-	-	-	-	20%	*	24%	25%	15%	*
	2021	17%	18%	**22%**	*	*	26%	-	-	-	*	*	-	24%	17%	16%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	70%	**68%**	-	80%	67%	-	-	-	-	20%	*	71%	58%	50%	*
	2021	59%	66%	**65%**	*	*	70%	-	-	-	*	*	-	70%	56%	52%	*
At Meets Grade Level or Above	2022	43%	42%	**44%**	-	40%	44%	-	-	-	-	20%	*	47%	33%	30%	*
	2021	36%	40%	**37%**	*	*	42%	-	-	-	*	*	-	42%	28%	28%	*
At Masters Grade Level	2022	23%	22%	**22%**	-	20%	22%	-	-	-	-	20%	*	21%	25%	15%	*
	2021	21%	24%	**18%**	*	*	21%	-	-	-	*	*	-	21%	11%	8%	*
Grade 5 Reading																	

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	**98%**	-	*	98%	-	-	-	*	*	-	97%	100%	100%	*
	2021	73%	73%	**89%**	*	*	89%	-	-	-	*	80%	-	90%	85%	90%	-
At Meets Grade Level or Above	2022	58%	57%	**80%**	-	*	80%	-	-	-	*	*	-	79%	80%	70%	*
	2021	46%	45%	**62%**	*	*	60%	-	-	-	*	80%	-	57%	77%	57%	-
At Masters Grade Level	2022	36%	34%	**51%**	-	*	56%	-	-	-	*	*	-	53%	47%	45%	*
	2021	30%	28%	**38%**	*	*	38%	-	-	-	*	20%	-	38%	38%	29%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	78%	**82%**	-	*	82%	-	-	-	*	*	-	79%	87%	75%	*
	2021	70%	75%	**95%**	*	*	96%	-	-	-	*	80%	-	95%	92%	95%	-
At Meets Grade Level or Above	2022	48%	49%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	44%	49%	**67%**	*	*	66%	-	-	-	*	80%	-	71%	54%	48%	-
At Masters Grade Level	2022	25%	25%	**24%**	-	*	27%	-	-	-	*	*	-	24%	27%	15%	*
	2021	25%	26%	**35%**	*	*	36%	-	-	-	*	20%	-	36%	31%	24%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	69%	**88%**	-	*	91%	-	-	-	*	*	-	82%	100%	85%	*
	2021	62%	67%	**87%**	*	*	85%	-	-	-	*	80%	-	88%	85%	76%	-
At Meets Grade Level or Above	2022	38%	41%	**63%**	-	*	67%	-	-	-	*	*	-	62%	67%	50%	*
	2021	31%	34%	**56%**	*	*	60%	-	-	-	*	60%	-	55%	62%	43%	-
At Masters Grade Level	2022	18%	19%	**37%**	-	*	40%	-	-	-	*	*	-	35%	40%	25%	*
	2021	13%	13%	**31%**	*	*	32%	-	-	-	*	20%	-	33%	23%	14%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	71%	**91%**	*	*	92%	*	-	-	*	*	-	91%	91%	94%	*
	2021	62%	63%	**81%**	*	100%	79%	-	-	-	*	*	-	81%	82%	85%	*
At Meets Grade Level or Above	2022	43%	43%	**70%**	*	*	73%	*	-	-	*	*	-	67%	82%	69%	-
	2021	32%	31%	**36%**	*	25%	37%	-	-	-	*	*	-	42%	27%	24%	*
At Masters Grade Level	2022	23%	23%	**49%**	*	*	50%	*	-	-	*	*	-	52%	36%	50%	-
	2021	15%	14%	**19%**	*	13%	21%	-	-	-	*	*	-	23%	14%	6%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	73%	**93%**	*	*	92%	-	-	-	*	*	-	91%	100%	88%	-
	2021	68%	73%	**81%**	*	100%	79%	-	-	-	*	*	-	84%	77%	85%	*

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	38%	**66%**	*	*	67%	-	-	-	*	*	-	65%	70%	63%	-
	2021	36%	40%	**45%**	*	50%	47%	-	-	-	*	*	-	45%	45%	39%	*
At Masters Grade Level	2022	16%	15%	**27%**	*	*	23%	-	-	-	*	*	-	28%	20%	38%	-
	2021	15%	17%	**28%**	*	25%	30%	-	-	-	*	*	-	26%	32%	18%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	81%	**96%**	-	100%	95%	-	-	-	*	*	-	97%	93%	97%	*
	2021	69%	72%	**87%**	-	67%	89%	*	-	-	-	*	-	88%	83%	89%	*
At Meets Grade Level or Above	2022	56%	55%	**71%**	-	50%	74%	-	-	-	*	*	-	64%	87%	65%	*
	2021	45%	45%	**64%**	-	67%	63%	*	-	-	-	*	-	59%	83%	64%	*
At Masters Grade Level	2022	37%	35%	**53%**	-	38%	55%	-	-	-	*	*	-	47%	67%	42%	*
	2021	25%	25%	**34%**	-	0%	39%	*	-	-	-	*	-	32%	42%	29%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	63%	**86%**	-	100%	86%	-	-	-	*	*	-	86%	87%	84%	*
	2021	55%	62%	**79%**	-	67%	80%	*	-	-	-	*	-	80%	75%	82%	*
At Meets Grade Level or Above	2022	31%	33%	**65%**	-	75%	64%	-	-	-	*	*	-	58%	80%	58%	*
	2021	27%	32%	**45%**	-	33%	48%	*	-	-	-	*	-	44%	50%	39%	*
At Masters Grade Level	2022	13%	14%	**31%**	-	25%	33%	-	-	-	*	*	-	31%	33%	23%	*
	2021	12%	13%	**25%**	-	17%	26%	*	-	-	-	*	-	20%	42%	25%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	83%	**88%**	-	83%	88%	*	-	-	*	*	-	88%	90%	85%	*
	2021	73%	77%	**91%**	*	*	93%	-	-	-	*	*	*	92%	88%	84%	*
At Meets Grade Level or Above	2022	58%	57%	**69%**	-	67%	69%	*	-	-	*	*	-	73%	50%	67%	*
	2021	46%	49%	**64%**	*	*	66%	-	-	-	*	*	*	63%	69%	48%	*
At Masters Grade Level	2022	37%	35%	**45%**	-	33%	45%	*	-	-	*	*	-	46%	40%	41%	*
	2021	21%	22%	**27%**	*	*	29%	-	-	-	*	*	*	25%	31%	16%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	**93%**	-	100%	92%	*	-	-	*	*	-	98%	70%	93%	*
	2021	62%	73%	**92%**	*	*	93%	-	-	-	*	*	*	94%	88%	92%	*
At Meets Grade Level or Above	2022	40%	40%	**66%**	-	67%	67%	*	-	-	*	*	-	69%	50%	56%	*
	2021	36%	48%	**67%**	*	*	69%	-	-	-	*	*	*	65%	75%	48%	*

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	14%	**43%**	-	17%	49%	*	-	-	*	*	-	46%	30%	37%	*
	2021	11%	14%	**19%**	*	*	21%	-	-	-	*	*	*	19%	19%	12%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	74%	**91%**	-	83%	92%	*	-	-	*	*	-	92%	90%	93%	*
	2021	68%	74%	**84%**	*	*	86%	-	-	-	*	*	*	85%	81%	72%	*
At Meets Grade Level or Above	2022	45%	43%	**69%**	-	50%	73%	*	-	-	*	*	-	75%	40%	63%	*
	2021	43%	47%	**61%**	*	*	64%	-	-	-	*	*	*	54%	81%	48%	*
At Masters Grade Level	2022	24%	21%	**36%**	-	0%	43%	*	-	-	*	*	-	38%	30%	26%	*
	2021	24%	25%	**30%**	*	*	31%	-	-	-	*	*	*	21%	56%	24%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	58%	**72%**	-	100%	71%	*	-	-	*	*	-	77%	50%	63%	*
	2021	57%	62%	**70%**	*	*	71%	-	-	-	*	*	*	65%	88%	56%	*
At Meets Grade Level or Above	2022	31%	27%	**33%**	-	17%	37%	*	-	-	*	*	-	35%	20%	26%	*
	2021	28%	30%	**25%**	*	*	28%	-	-	-	*	*	*	25%	25%	20%	*
At Masters Grade Level	2022	18%	15%	**21%**	-	0%	24%	*	-	-	*	*	-	23%	10%	15%	*
	2021	14%	14%	**8%**	*	*	9%	-	-	-	*	*	*	8%	6%	4%	*
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	66%	**81%**	-	*	82%	*	-	-	*	43%	*	84%	75%	64%	-
	2021	67%	68%	**88%**	-	100%	88%	*	-	-	*	*	-	90%	80%	78%	*
At Meets Grade Level or Above	2022	47%	47%	**59%**	-	*	58%	*	-	-	*	43%	*	63%	50%	40%	-
	2021	50%	50%	**68%**	-	33%	75%	*	-	-	*	*	-	76%	30%	57%	*
At Masters Grade Level	2022	11%	9%	**10%**	-	*	11%	*	-	-	*	14%	*	10%	10%	4%	-
	2021	12%	10%	**14%**	-	0%	16%	*	-	-	*	*	-	16%	0%	0%	*
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	**91%**	-	100%	92%	*	-	-	*	33%	-	94%	80%	78%	*
	2021	71%	71%	**94%**	*	88%	95%	-	*	-	*	*	-	96%	89%	92%	*
At Meets Grade Level or Above	2022	55%	54%	**78%**	-	100%	79%	*	-	-	*	17%	-	83%	50%	61%	*
	2021	57%	57%	**81%**	*	75%	86%	-	*	-	*	*	-	80%	89%	71%	*

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	7%	**12%**	-	0%	15%	*	-	-	*	0%	-	15%	0%	0%	*
	2021	11%	10%	**20%**	*	13%	19%	-	*	-	*	*	-	20%	22%	13%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	73%	**95%**	-	*	95%	-	-	-	*	100%	*	100%	81%	91%	-
	2021	73%	78%	**98%**	-	100%	98%	*	-	-	*	*	-	100%	89%	95%	*
At Meets Grade Level or Above	2022	43%	42%	**74%**	-	*	75%	-	-	-	*	40%	*	73%	75%	65%	-
	2021	41%	48%	**84%**	-	67%	88%	*	-	-	*	*	-	88%	67%	77%	*
At Masters Grade Level	2022	27%	25%	**52%**	-	*	53%	-	-	-	*	0%	*	53%	50%	48%	-
	2021	23%	27%	**55%**	-	50%	58%	*	-	-	*	*	-	57%	44%	50%	*
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	**94%**	-	*	95%	*	-	-	*	60%	*	93%	94%	88%	-
	2021	82%	84%	**92%**	-	100%	93%	*	-	-	*	*	-	94%	86%	83%	*
At Meets Grade Level or Above	2022	55%	54%	**63%**	-	*	63%	*	-	-	*	40%	*	67%	53%	50%	-
	2021	55%	55%	**67%**	-	67%	69%	*	-	-	*	*	-	69%	57%	58%	*
At Masters Grade Level	2022	21%	18%	**13%**	-	*	13%	*	-	-	*	0%	*	15%	6%	8%	-
	2021	22%	20%	**21%**	-	0%	24%	*	-	-	*	*	-	24%	7%	13%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	**94%**	-	100%	93%	*	-	-	*	60%	-	100%	80%	87%	*
	2021	88%	90%	**100%**	*	100%	100%	-	*	-	*	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	68%	66%	**75%**	-	100%	71%	*	-	-	*	0%	-	81%	60%	60%	*
	2021	69%	71%	**92%**	*	83%	95%	-	*	-	*	*	-	93%	90%	82%	*
At Masters Grade Level	2022	42%	37%	**47%**	-	40%	50%	*	-	-	*	0%	-	54%	30%	40%	*
	2021	43%	43%	**68%**	*	67%	68%	-	*	-	*	*	-	70%	60%	59%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	**87%**	*	95%	87%	58%	-	-	85%	56%	100%	88%	84%	81%	96%
	2021	67%	71%	**83%**	35%	85%	84%	67%	*	-	74%	46%	100%	85%	78%	77%	77%
At Meets Grade Level or Above	2022	48%	47%	**63%**	*	57%	65%	33%	-	-	46%	24%	100%	64%	59%	53%	56%
	2021	41%	44%	**55%**	18%	46%	57%	33%	*	-	31%	29%	50%	57%	49%	44%	47%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	23%	22%	**32%**	*	18%	34%	17%	-	-	23%	10%	57%	33%	30%	26%	16%
	2021	18%	19%	**25%**	18%	17%	26%	17%	*	-	5%	9%	17%	26%	23%	17%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	76%	**88%**	*	95%	88%	40%	-	-	100%	53%	*	89%	85%	82%	100%
	2021	68%	71%	**84%**	43%	86%	85%	*	*	-	77%	41%	*	87%	78%	80%	73%
At Meets Grade Level or Above	2022	53%	52%	**68%**	*	66%	69%	20%	-	-	70%	32%	*	69%	64%	58%	56%
	2021	45%	45%	**57%**	14%	45%	60%	*	*	-	38%	31%	*	59%	52%	45%	36%
At Masters Grade Level	2022	25%	23%	**34%**	*	22%	35%	20%	-	-	40%	13%	*	34%	34%	29%	22%
	2021	18%	18%	**23%**	14%	10%	25%	*	*	-	8%	10%	*	23%	22%	14%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	72%	**86%**	*	97%	85%	*	-	-	78%	63%	*	87%	81%	80%	100%
	2021	66%	72%	**83%**	20%	85%	84%	*	-	-	75%	44%	*	86%	75%	79%	78%
At Meets Grade Level or Above	2022	42%	41%	**60%**	*	48%	62%	*	-	-	33%	27%	*	60%	60%	51%	57%
	2021	37%	42%	**55%**	20%	44%	57%	*	-	-	42%	26%	*	58%	47%	42%	56%
At Masters Grade Level	2022	20%	19%	**32%**	*	18%	34%	*	-	-	22%	13%	*	33%	30%	27%	29%
	2021	18%	19%	**27%**	20%	21%	29%	*	-	-	0%	4%	*	28%	24%	20%	22%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	77%	**91%**	-	80%	93%	*	-	-	*	62%	*	90%	95%	89%	*
	2021	71%	76%	**88%**	*	100%	88%	*	-	-	86%	54%	*	89%	84%	77%	*
At Meets Grade Level or Above	2022	47%	46%	**65%**	-	50%	68%	*	-	-	*	15%	*	69%	55%	55%	*
	2021	44%	46%	**62%**	*	55%	64%	*	-	-	14%	38%	*	60%	67%	50%	*
At Masters Grade Level	2022	21%	19%	**28%**	-	0%	31%	*	-	-	*	0%	*	29%	24%	20%	*
	2021	20%	20%	**27%**	*	18%	29%	*	-	-	0%	8%	*	26%	30%	17%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	74%	**81%**	-	100%	79%	*	-	-	*	33%	-	85%	65%	71%	100%
	2021	73%	76%	**84%**	*	100%	83%	-	*	-	*	67%	*	81%	92%	77%	*
At Meets Grade Level or Above	2022	50%	47%	**49%**	-	55%	49%	*	-	-	*	0%	-	51%	40%	38%	60%
	2021	49%	50%	**56%**	*	63%	57%	-	*	-	*	50%	*	57%	50%	49%	*

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	30%	26%	**31%**	-	18%	34%	*	-	-	*	0%	-	34%	20%	24%	0%
	2021	29%	28%	**35%**	*	50%	34%	-	*	-	*	33%	*	37%	27%	30%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	36%	**35%**	-	17%	41%	*	-	-	*	*	*	34%	38%	21%	*
	2021	24%	26%	**22%**	*	0%	25%	-	-	-	*	*	*	23%	19%	9%	*
Reading and Mathematics Including EOC	2022	36%	36%	**35%**	-	17%	41%	*	-	-	*	*	*	34%	38%	21%	*
	2021	24%	26%	**22%**	*	0%	25%	-	-	-	*	*	*	23%	19%	9%	*
Reading Including EOC	2022	51%	51%	**55%**	-	67%	50%	*	-	-	*	*	*	56%	50%	50%	*
	2021	38%	41%	**31%**	*	0%	35%	-	-	-	*	*	*	31%	31%	14%	*
Math Including EOC	2022	43%	44%	**48%**	-	17%	56%	*	-	-	*	*	*	47%	50%	29%	*
	2021	31%	35%	**31%**	*	0%	33%	-	-	-	*	*	*	33%	25%	18%	*
4th Graders																	
Reading and Mathematics	2022	36%	34%	**38%**	-	0%	42%	-	-	-	-	20%	*	39%	33%	25%	*
	2021	26%	28%	**27%**	*	*	33%	-	-	-	*	*	-	30%	22%	20%	*
Reading and Mathematics Including EOC	2022	36%	34%	**38%**	-	0%	42%	-	-	-	-	20%	*	39%	33%	25%	*
	2021	26%	28%	**27%**	*	*	33%	-	-	-	*	*	-	30%	22%	20%	*
Reading Including EOC	2022	54%	52%	**60%**	-	20%	64%	-	-	-	-	20%	*	61%	58%	45%	*
	2021	36%	39%	**47%**	*	*	53%	-	-	-	*	*	-	52%	39%	32%	*
Math Including EOC	2022	43%	42%	**44%**	-	40%	44%	-	-	-	-	20%	*	47%	33%	30%	*
	2021	36%	40%	**37%**	*	*	42%	-	-	-	*	*	-	42%	28%	28%	*
5th Graders																	
Reading and Mathematics	2022	41%	40%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	34%	35%	**51%**	*	*	51%	-	-	-	*	80%	-	50%	54%	43%	-
Reading and Mathematics Including EOC	2022	41%	40%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	34%	35%	**51%**	*	*	51%	-	-	-	*	80%	-	50%	54%	43%	-
Reading Including EOC	2022	58%	57%	**80%**	-	*	80%	-	-	-	*	*	-	79%	80%	70%	*
	2021	46%	45%	**62%**	*	*	60%	-	-	-	*	80%	-	57%	77%	57%	-
Math Including EOC	2022	48%	49%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	44%	49%	**67%**	*	*	66%	-	-	-	*	80%	-	71%	54%	48%	-
6th Graders																	

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2022	31%	30%	**59%**	*	*	60%	-	-	-	*	*	-	57%	70%	63%	-
	2021	24%	25%	**26%**	*	25%	28%	-	-	-	*	*	-	32%	18%	9%	*
Reading and Mathematics Including EOC	2022	31%	30%	**59%**	*	*	60%	-	-	-	*	*	-	57%	70%	63%	-
	2021	24%	25%	**26%**	*	25%	28%	-	-	-	*	*	-	32%	18%	9%	*
Reading Including EOC	2022	43%	43%	**70%**	*	*	73%	*	-	-	*	*	-	67%	82%	69%	-
	2021	32%	31%	**36%**	*	25%	37%	-	-	-	*	*	-	42%	27%	24%	*
Math Including EOC	2022	40%	38%	**66%**	*	*	67%	-	-	-	*	*	-	65%	70%	63%	-
	2021	36%	40%	**45%**	*	50%	47%	-	-	-	*	*	-	45%	45%	39%	*
7th Graders																	
Reading and Mathematics	2022	32%	32%	**61%**	-	50%	64%	-	-	-	*	*	-	53%	80%	52%	*
	2021	26%	28%	**42%**	-	33%	43%	*	-	-	-	*	-	39%	50%	36%	*
Reading and Mathematics Including EOC	2022	33%	32%	**61%**	-	50%	64%	-	-	-	*	*	-	53%	80%	52%	*
	2021	27%	28%	**42%**	-	33%	43%	*	-	-	-	*	-	39%	50%	36%	*
Reading Including EOC	2022	56%	55%	**71%**	-	50%	74%	-	-	-	*	*	-	64%	87%	65%	*
	2021	45%	45%	**64%**	-	67%	63%	*	-	-	-	*	-	59%	83%	64%	*
Math Including EOC	2022	37%	36%	**65%**	-	75%	64%	-	-	-	*	*	-	58%	80%	58%	*
	2021	32%	35%	**45%**	-	33%	48%	*	-	-	-	*	-	44%	50%	39%	*
8th Graders																	
Reading and Mathematics	2022	27%	30%	**53%**	-	67%	55%	*	-	-	*	*	-	56%	40%	48%	*
	2021	21%	30%	**52%**	*	*	53%	-	-	-	*	*	*	50%	56%	32%	*
Reading and Mathematics Including EOC	2022	41%	38%	**53%**	-	67%	55%	*	-	-	*	*	-	56%	40%	48%	*
	2021	33%	39%	**52%**	*	*	53%	-	-	-	*	*	*	50%	56%	32%	*
Reading Including EOC	2022	58%	57%	**69%**	-	67%	69%	*	-	-	*	*	-	73%	50%	67%	*
	2021	47%	49%	**64%**	*	*	66%	-	-	-	*	*	*	63%	69%	48%	*
Math Including EOC	2022	48%	46%	**66%**	-	67%	67%	*	-	-	*	*	-	69%	50%	56%	*
	2021	43%	53%	**67%**	*	*	69%	-	-	-	*	*	*	65%	75%	48%	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	34%	**50%**	*	38%	53%	*	-	-	13%	20%	*	49%	54%	44%	29%
	2021	26%	29%	**37%**	20%	25%	40%	*	-	-	9%	22%	*	38%	34%	24%	14%
Reading and Mathematics Including EOC	2022	36%	35%	**50%**	*	38%	53%	*	-	-	13%	20%	*	49%	54%	44%	29%
	2021	28%	30%	**37%**	20%	25%	40%	*	-	-	9%	22%	*	38%	34%	24%	14%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	53%	53%	**68%**	*	56%	69%	*	-	-	75%	32%	*	67%	70%	62%	43%
	2021	41%	42%	**51%**	20%	39%	53%	*	-	-	36%	35%	*	51%	51%	40%	29%
Math Including EOC	2022	43%	42%	**57%**	*	50%	59%	*	-	-	25%	24%	*	57%	57%	48%	57%
	2021	37%	42%	**50%**	20%	39%	52%	*	-	-	36%	22%	*	51%	45%	37%	43%

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

\- Indicates there are no students in the group.

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

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject
Grade 4 ELA/Reading	2022	77	73	**74**	-	100	71	-	-	-	-	40	*	74	73	80	*
	2019	61	60	**56**	*	*	58	-	-	-	-	*	*	53	64	53	*
Grade 4 Mathematics	2022	74	68	**74**	-	90	72	-	-	-	-	80	*	81	50	75	*
	2019	65	65	**44**	*	*	42	-	-	-	-	*	*	52	25	34	*
Grade 5 ELA/Reading	2022	87	84	**92**	-	*	91	-	-	-	*	*	-	93	89	100	*
	2019	81	80	**84**	*	*	85	-	-	-	-	*	-	82	88	79	*
Grade 5 Mathematics	2022	79	76	**77**	-	*	77	-	-	-	*	*	-	78	75	83	*
	2019	83	83	**92**	*	*	92	-	-	-	-	*	-	93	89	91	*
Grade 6 ELA/Reading	2022	61	61	**81**	*	*	84	-	-	-	*	*	-	81	83	83	-
	2019	42	40	**41**	*	-	41	-	-	-	*	*	-	38	47	35	-
Grade 6 Mathematics	2022	61	56	**65**	*	*	63	-	-	-	*	*	-	64	67	73	-
	2019	54	51	**49**	*	-	49	-	-	-	*	*	-	48	53	48	-
Grade 7 ELA/Reading	2022	88	89	**91**	-	88	92	-	-	-	*	*	-	91	92	91	*
	2019	77	80	**89**	-	83	89	*	-	-	*	100	-	91	75	91	*
Grade 7 Mathematics	2022	60	58	**76**	-	94	74	-	-	-	*	*	-	76	73	74	*
	2019	62	66	**66**	-	67	65	*	-	-	*	67	-	71	45	57	*
Grade 8 ELA/Reading	2022	83	81	**76**	-	92	76	*	-	-	-	*	-	80	50	79	*
	2019	77	76	**69**	*	43	70	-	*	-	*	*	*	72	58	63	*
Grade 8 Mathematics	2022	74	74	**91**	-	100	90	*	-	-	-	*	-	97	50	94	*
	2019	82	83	**84**	*	86	82	-	*	-	*	*	*	85	81	77	*
End of Course English II	2022	71	71	**72**	-	86	69	*	-	-	*	*	-	75	56	56	*
	2019	69	67	**83**	-	*	83	-	*	-	-	*	-	85	70	81	-
End of Course Algebra I	2022	67	61	**79**	-	*	80	-	-	-	*	*	*	83	68	77	-
	2019	75	69	**96**	-	100	95	*	-	-	-	-	-	99	81	93	-
All Grades Both Subjects	2022	74	71	**79**	*	88	78	*	-	-	71	60	*	81	71	81	100
	2019	69	68	**71**	75	70	71	*	*	-	79	60	*	73	64	66	65
All Grades ELA/Reading	2022	78	77	**81**	*	89	80	*	-	-	75	57	*	82	78	83	100
	2019	68	67	**71**	*	61	71	*	*	-	67	64	*	72	66	67	50
All Grades Mathematics	2022	69	65	**77**	*	85	76	*	-	-	67	64	*	80	66	80	100
	2019	70	69	**72**	*	78	71	*	*	-	92	56	*	75	62	65	78

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

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
UNION GROVE ISD (230908) - UPSHUR COUNTY

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

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	74%	**87%**	-	-	-	-	-	-	96%	-	96%	-	-	87%	96%	*
	2021	67%	71%	**83%**	-	-	-	-	-	-	77%	63%	93%	-	-	83%	77%	100%
At Meets Grade Level or Above	2022	48%	47%	**63%**	-	-	-	-	-	-	56%	-	56%	-	-	63%	56%	*
	2021	41%	44%	**55%**	-	-	-	-	-	-	47%	31%	64%	-	-	55%	47%	100%
At Masters Grade Level	2022	23%	22%	**32%**	-	-	-	-	-	-	16%	-	16%	-	-	32%	16%	*
	2021	18%	19%	**25%**	-	-	-	-	-	-	17%	13%	21%	-	-	25%	17%	40%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	76%	**88%**	-	-	-	-	-	-	100%	-	100%	-	-	88%	100%	*
	2021	68%	71%	**84%**	-	-	-	-	-	-	73%	67%	80%	-	-	85%	73%	*
At Meets Grade Level or Above	2022	53%	52%	**68%**	-	-	-	-	-	-	56%	-	56%	-	-	68%	56%	*
	2021	45%	45%	**57%**	-	-	-	-	-	-	36%	33%	40%	-	-	57%	36%	*
At Masters Grade Level	2022	25%	23%	**34%**	-	-	-	-	-	-	22%	-	22%	-	-	34%	22%	*
	2021	18%	18%	**23%**	-	-	-	-	-	-	0%	0%	0%	-	-	23%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	72%	**86%**	-	-	-	-	-	-	100%	-	100%	-	-	86%	100%	*
	2021	66%	72%	**83%**	-	-	-	-	-	-	78%	67%	*	-	-	83%	78%	*
At Meets Grade Level or Above	2022	42%	41%	**60%**	-	-	-	-	-	-	57%	-	57%	-	-	60%	57%	*
	2021	37%	42%	**55%**	-	-	-	-	-	-	56%	33%	*	-	-	54%	56%	*
At Masters Grade Level	2022	20%	19%	**32%**	-	-	-	-	-	-	29%	-	29%	-	-	32%	29%	*
	2021	18%	19%	**27%**	-	-	-	-	-	-	22%	17%	*	-	-	27%	22%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	77%	**91%**	-	-	-	-	-	-	*	-	*	-	-	92%	*	*
	2021	71%	76%	**88%**	-	-	-	-	-	-	*	-	*	-	-	88%	*	-
At Meets Grade Level or Above	2022	47%	46%	**65%**	-	-	-	-	-	-	*	-	*	-	-	65%	*	*
	2021	44%	46%	**62%**	-	-	-	-	-	-	*	-	*	-	-	61%	*	-
At Masters Grade Level	2022	21%	19%	**28%**	-	-	-	-	-	-	*	-	*	-	-	28%	*	*
	2021	20%	20%	**27%**	-	-	-	-	-	-	*	-	*	-	-	27%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	74%	**81%**	-	-	-	-	-	-	100%	-	100%	-	-	80%	100%	*
	2021	73%	76%	**84%**	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
At Meets Grade Level or Above	2022	50%	47%	**49%**	-	-	-	-	-	-	60%	-	60%	-	-	49%	60%	*
	2021	49%	50%	**56%**	-	-	-	-	-	-	*	-	*	-	-	56%	*	*

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
UNION GROVE ISD (230908) - UPSHUR COUNTY

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

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	26%	**31%**	-	-	-	-	-	-	0%	-	0%	-	-	33%	0%	*
	2021	29%	28%	**35%**	-	-	-	-	-	-	*	-	*	-	-	35%	*	*
									School Progress Domain - Academic Growth Score									
All Grades Both Subjects	2022	74%	71%	**79%**	-	-	-	-	-	-	100%	-	100%	-	-	78%	100%	*
	2019	69%	68%	**71%**	-	-	-	-	-	-	69%	90%	56%		-		69%	
All Grades ELA/Reading	2022	78%	77%	**81%**	-	-	-	-	-	-	100%	-	100%	-	-	80%	100%	*
	2019	68%	67%	**71%**	-	-	-	-	-	-	67%	*	*		-		67%	
All Grades Mathematics	2022	69%	65%	**77%**	-	-	-	-	-	-	100%	-	100%	-	-	77%	100%	*
	2019	70%	69%	**72%**	-	-	-	-	-	-	71%	*	*		-		71%	

* 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.

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						2022 STAAR Participation (All Grades)										
All Tests																
Assessment Participant	99%	98%	**100%**	*	100%	100%	92%	-	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	**95%**	*	97%	96%	92%	-	-	84%	90%	64%	99%	83%	93%	89%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	2%	4%	0%	-	-	16%	8%	36%	1%	16%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	1%	0%	0%	-	-	0%	2%	0%	0%	0%	0%	4%
Not Tested	1%	2%	**0%**	*	0%	0%	8%	-	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	2%	**0%**	*	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	8%	-	-	0%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	*	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**95%**	*	95%	96%	100%	-	-	83%	88%	60%	99%	83%	93%	82%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	2%	4%	0%	-	-	17%	9%	40%	1%	17%	7%	9%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	*	2%	0%	0%	-	-	0%	2%	0%	1%	0%	1%	9%
Not Tested	1%	2%	**0%**	*	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	*	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	*	100%	100%	*	-	-	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	93%	93%	**94%**	*	97%	96%	*	-	-	82%	91%	60%	99%	81%	93%	88%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	3%	4%	*	-	-	18%	6%	40%	1%	17%	7%	13%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	-	-	0%	3%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**1%**	*	0%	0%	*	-	-	0%	0%	0%	0%	2%	1%	0%
Absent	1%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	*	0%	0%	*	-	-	0%	0%	0%	0%	2%	1%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	**97%**	-	100%	97%	*	-	-	80%	93%	*	100%	88%	95%	*
Not Included in Accountability: Mobile	4%	5%	**3%**	-	0%	3%	*	-	-	20%	7%	*	0%	13%	5%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	2%	2%	**0%**	-	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	1%	**0%**	-	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	97%	**100%**	-	100%	100%	*	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	92%	**94%**	-	100%	93%	*	-	-	*	90%	-	99%	80%	95%	100%
Not Included in Accountability: Mobile	4%	5%	**6%**	-	0%	7%	*	-	-	*	10%	-	1%	20%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	2%	3%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	83%	*****	-	-	*	-	-	-	-	-	-	-	*	*	-
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	**100%**	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	89%	**96%**	100%	91%	97%	100%	*	-	98%	87%	100%	99%	88%	98%	100%
Not Included in Accountability: Mobile	3%	5%	**3%**	0%	9%	3%	0%	*	-	3%	10%	0%	0%	11%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	*	-	0%	3%	0%	0%	0%	0%	0%
Not Tested	12%	6%	**0%**	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%
Other	10%	5%	**0%**	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	89%	95%	**100%**	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	83%	89%	**97%**	100%	93%	97%	*	*	-	100%	88%	*	99%	90%	99%	100%
Not Included in Accountability: Mobile	3%	5%	**3%**	0%	7%	3%	*	*	-	0%	9%	*	0%	10%	1%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	*	*	-	0%	3%	*	0%	0%	0%	0%
Not Tested	11%	5%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Absent	2%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Other	10%	5%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	94%	**100%**	100%	100%	99%	*	-	-	100%	100%	*	100%	99%	99%	100%
Included in Accountability	84%	89%	**96%**	100%	92%	96%	*	-	-	100%	87%	*	99%	88%	97%	100%

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	5%	**3%**	0%	8%	3%	*	-	-	0%	10%	*	0%	11%	2%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	3%	*	0%	0%	0%	0%
Not Tested	12%	6%	**0%**	0%	0%	1%	*	-	-	0%	0%	*	0%	1%	1%	0%
Absent	2%	1%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Other	10%	5%	**0%**	0%	0%	1%	*	-	-	0%	0%	*	0%	1%	1%	0%
Science																
Assessment Participant	87%	94%	**100%**	*	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	84%	89%	**95%**	*	85%	95%	*	-	-	100%	81%	*	99%	84%	97%	*
Not Included in Accountability: Mobile	3%	5%	**5%**	*	15%	4%	*	-	-	0%	13%	*	1%	16%	3%	*
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	*	0%	1%	*	-	-	0%	6%	*	1%	0%	0%	*
Not Tested	13%	6%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Absent	2%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Other	10%	5%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	87%	94%	**100%**	*	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	84%	89%	**96%**	*	89%	97%	-	*	-	80%	100%	*	100%	84%	100%	*
Not Included in Accountability: Mobile	3%	5%	**4%**	*	11%	3%	-	*	-	20%	0%	*	0%	16%	0%	*
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Not Tested	13%	6%	**0%**	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Absent	3%	1%	**0%**	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Other	10%	5%	**0%**	*	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	85%	78%	*****	-	-	*	-	-	-	-	-	-	*	*	*	-

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

\- Indicates there are no students in the group.

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.1%	**95.9%**	96.3%	95.6%	96.0%	92.2%	*	-	95.7%	94.6%	94.9%	95.9%
2019-20	98.3%	98.6%	**98.8%**	98.4%	99.0%	98.8%	97.6%	*	-	98.5%	97.0%	98.3%	99.6%
Chronic Absenteeism													
2020-21	15.0%	14.4%	**9.4%**	0.0%	9.2%	9.5%	12.5%	*	-	10.0%	17.3%	12.1%	6.7%
2019-20	6.7%	5.4%	**5.0%**	0.0%	1.7%	5.3%	10.0%	*	-	6.3%	14.0%	6.9%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.5%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2019-20	0.5%	0.3%	**1.3%**	*	0.0%	1.5%	*	-	-	0.0%	9.1%	2.9%	*
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.4%	**0.8%**	*	4.3%	0.5%	0.0%	*	-	*	0.0%	1.0%	*
2019-20	1.6%	0.9%	**0.4%**	*	5.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	91.8%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Received TxCHSE	0.3%	0.4%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	3.9%	3.5%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	5.8%	4.3%	**5.3%**	*	40.0%	2.0%	-	*	-	*	*	3.8%	-
Graduates and TxCHSE	90.3%	92.2%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Graduates, TxCHSE, and Continuers	94.2%	95.7%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Class of 2020													
Graduated	90.3%	92.5%	**95.8%**	*	*	95.3%	*	-	-	*	*	95.0%	-
Received TxCHSE	0.4%	0.3%	**2.1%**	*	*	2.3%	*	-	-	*	*	0.0%	-
Continued HS	3.9%	3.8%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Dropped Out	5.4%	3.4%	**2.1%**	*	*	2.3%	*	-	-	*	*	5.0%	-
Graduates and TxCHSE	90.7%	92.8%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-
Graduates, TxCHSE, and Continuers	94.6%	96.6%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	95.2%	**95.8%**	*	*	95.3%	*	-	-	*	*	95.0%	-
Received TxCHSE	0.5%	0.4%	**2.1%**	*	*	2.3%	*	-	-	*	*	0.0%	-
Continued HS	1.1%	0.6%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Dropped Out	6.2%	3.7%	**2.1%**	*	*	2.3%	*	-	-	*	*	5.0%	-
Graduates and TxCHSE	92.7%	95.7%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	96.3%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-
Class of 2019													
Graduated	92.0%	94.6%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Received TxCHSE	0.5%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	1.3%	0.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.1%	4.1%	**2.0%**	-	0.0%	2.3%	-	-	-	-	*	4.8%	-
Graduates and TxCHSE	92.6%	95.1%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Graduates, TxCHSE, and Continuers	93.9%	95.9%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	95.1%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Received TxCHSE	0.6%	0.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	0.6%	0.3%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.2%	4.1%	**2.0%**	-	0.0%	2.3%	-	-	-	-	*	4.8%	-
Graduates and TxCHSE	93.2%	95.7%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Graduates, TxCHSE, and Continuers	93.8%	95.9%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Class of 2018													
Graduated	92.6%	95.8%	**100.0%**	-	*	100.0%	*	-	-	-	*	100.0%	-
Received TxCHSE	0.7%	0.5%	**0.0%**	-	*	0.0%	*	-	-	-	*	0.0%	-
Continued HS	0.6%	0.1%	**0.0%**	-	*	0.0%	*	-	-	-	*	0.0%	-
Dropped Out	6.1%	3.6%	**0.0%**	-	*	0.0%	*	-	-	-	*	0.0%	-
Graduates and TxCHSE	93.3%	96.3%	**100.0%**	-	*	100.0%	*	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	96.4%	**100.0%**	-	*	100.0%	*	-	-	-	*	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	91.8%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Class of 2020	90.3%	92.5%	**93.9%**	*	*	93.2%	*	-	-	*	*	90.5%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	95.2%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	95.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.1%	**9.3%**	*	*	6.3%	-	*	-	*	*	16.0%	-
Class of 2020	4.3%	5.3%	**10.9%**	*	*	9.8%	*	-	-	*	*	21.1%	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	82.1%	**85.2%**	*	*	87.5%	-	*	-	*	*	72.0%	-
Class of 2020	83.5%	84.0%	**80.4%**	*	*	80.5%	*	-	-	*	*	63.2%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	87.2%	**94.4%**	*	*	93.8%	-	*	-	*	*	88.0%	-
Class of 2020	87.8%	89.3%	**91.3%**	*	*	90.2%	*	-	-	*	*	84.2%	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	88.6%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	73.6%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	4.4%	**8.6%**	*	*	5.9%	*	*	-	*	*	16.0%	-
2019-20	4.4%	6.0%	**10.9%**	*	*	9.8%	*	-	-	*	*	21.1%	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	80.8%	**86.2%**	*	*	88.2%	*	*	-	*	*	76.0%	-
2019-20	81.8%	82.0%	**80.4%**	*	*	80.5%	*	-	-	*	*	63.2%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	85.2%	**94.8%**	*	*	94.1%	*	*	-	*	*	92.0%	-
2019-20	85.8%	87.9%	**91.3%**	*	*	90.2%	*	-	-	*	*	84.2%	-

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	58	100.0%	358,842	100.0%
By Ethnicity:				
African American	1	1.7%	44,018	12.3%
Hispanic	3	5.2%	183,306	51.1%
White	51	87.9%	103,898	29.0%
American Indian	1	1.7%	1,195	0.3%
Asian	1	1.7%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	1	1.7%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	3	5.2%	56,281	15.7%
Foundation H.S. Program (Endorsement)	5	8.6%	13,582	3.8%
Foundation H.S. Program (DLA)	50	86.2%	287,316	80.1%
Special Education Graduates	2	3.4%	31,028	8.6%
Economically Disadvantaged Graduates	25	43.1%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	32,809	9.1%
At-Risk Graduates	15	25.9%	155,884	43.4%
CTE Completers	40	69.0%	99,076	27.6%

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
				College, Career, and Military Ready Graduates (Student Achievement)									
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	63.9%	**58.6%**	*	*	60.8%	*	*	-	*	*	44.0%	-
2019-20	63.0%	59.5%	**69.6%**	*	*	70.7%	*	-	-	*	*	63.2%	-
				College Ready Graduates									
College Ready (Annual Graduates)													
2020-21	52.7%	46.5%	**48.3%**	*	*	49.0%	*	*	-	*	*	32.0%	-
2019-20	53.4%	47.6%	**52.2%**	*	*	53.7%	*	-	-	*	*	31.6%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	51.4%	**46.6%**	*	*	47.1%	*	*	-	*	*	40.0%	-
2019-20	59.7%	51.9%	**32.6%**	*	*	34.1%	*	-	-	*	*	26.3%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	38.2%	**41.4%**	*	*	41.2%	*	*	-	*	*	36.0%	-
2019-20	47.9%	40.6%	**34.8%**	*	*	36.6%	*	-	-	*	*	26.3%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	33.0%	**36.2%**	*	*	35.3%	*	*	-	*	*	32.0%	-
2019-20	43.2%	34.9%	**30.4%**	*	*	31.7%	*	-	-	*	*	21.1%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	8.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	21.1%	7.6%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.9%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	2.1%	2.1%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	30.7%	**41.4%**	*	*	41.2%	*	*	-	*	*	24.0%	-
2019-20	24.6%	31.0%	**41.3%**	*	*	43.9%	*	-	-	*	*	15.8%	-
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	1.4%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	4.0%	1.3%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
				Career / Military Ready Graduates									
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	31.6%	**13.8%**	*	*	15.7%	*	*	-	*	*	12.0%	-
2019-20	18.7%	20.6%	**30.4%**	*	*	31.7%	*	-	-	*	*	42.1%	-
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.5%	**10.3%**	*	*	11.8%	*	*	-	*	*	4.0%	-
2019-20	13.2%	14.6%	**28.3%**	*	*	29.3%	*	-	-	*	*	36.8%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.5%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	0.7%	0.4%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.0%	**3.4%**	*	*	3.9%	*	*	-	*	*	8.0%	-
2019-20	2.4%	3.0%	**2.2%**	*	*	2.4%	*	-	-	*	*	5.3%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	3.7%	4.6%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
UNION GROVE ISD (230908) - UPSHUR COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	31.5%	**36.2%**	*	*	39.2%	*	*	-	*	*	36.0%	-
	2019-20	30.1%	35.2%	**26.1%**	*	*	26.8%	*	-	-	*	*	26.3%	-
Mathematics	2020-21	19.4%	20.7%	**32.8%**	*	*	35.3%	*	*	-	*	*	32.0%	-
	2019-20	21.2%	23.3%	**26.1%**	*	*	26.8%	*	-	-	*	*	26.3%	-
Both Subjects	2020-21	14.4%	15.9%	**27.6%**	*	*	29.4%	*	*	-	*	*	28.0%	-
	2019-20	16.4%	17.6%	**21.7%**	*	*	22.0%	*	-	-	*	*	21.1%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	11.3%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	7.3%	6.4%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Mathematics	2020-21	10.3%	11.7%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	9.7%	10.5%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Both Subjects	2020-21	4.9%	5.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	4.2%	4.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	10.3%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	22.0%	9.2%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
English Language Arts	2021	12.1%	5.6%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	12.7%	5.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
Mathematics	2021	6.1%	2.3%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	6.4%	1.9%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
Science	2021	8.7%	3.7%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	9.4%	3.2%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
Social Studies	2021	11.6%	4.3%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	12.4%	4.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	41.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	48.5%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	39.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	44.8%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	47.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	48.4%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	44.4%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	44.1%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	34.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	49.0%	**31.0%**	*	*	31.4%	*	*	-	*	*	20.0%	-
	2019-20	76.7%	54.8%	**54.3%**	*	*	53.7%	*	-	-	*	*	31.6%	-
At/Above Criterion for All Examinees	2020-21	32.9%	27.6%	**33.3%**	-	*	25.0%	-	*	-	-	-	20.0%	-
	2019-20	35.7%	29.8%	**24.0%**	-	*	27.3%	-	-	-	*	-	0.0%	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	993	*	-	-	*	-	*	-	-	-	*	-
	2019-20	1019	1019	**1030**	-	-	1030	-	-	-	-	-	850	-
English Language Arts and Writing	2020-21	504	503	*	-	-	*	-	*	-	-	-	*	-
	2019-20	513	516	**506**	-	-	506	-	-	-	-	-	440	-
Mathematics	2020-21	498	491	*	-	-	*	-	*	-	-	-	*	-
	2019-20	506	503	**524**	-	-	524	-	-	-	-	-	410	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.5	**20.6**	-	*	19.8	-	*	-	-	-	20.8	-
	2019-20	20.2	19.5	**19.9**	-	18.0	20.2	-	-	-	16.0	-	18.8	-
English Language Arts	2020-21	19.6	19.2	**20.6**	-	*	19.9	-	*	-	-	-	20.6	-
	2019-20	19.9	19.2	**18.9**	-	18.5	19.0	-	-	-	15.5	-	17.1	-
Mathematics	2020-21	19.9	19.2	**20.2**	-	*	19.2	-	*	-	-	-	20.4	-
	2019-20	20.1	19.2	**20.9**	-	17.0	21.4	-	-	-	17.0	-	20.7	-
Science	2020-21	20.3	19.9	**20.6**	-	*	20.1	-	*	-	-	-	20.6	-
	2019-20	20.5	19.9	**20.6**	-	19.0	21.0	-	-	-	15.0	-	20.5	-

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	37.4%	**36.1%**	*	36.4%	36.0%	*	*	-	*	23.1%	34.1%	*
	2019-20	46.3%	40.1%	**45.8%**	*	38.9%	45.9%	*	*	-	*	22.2%	44.9%	*
English Language Arts	2020-21	16.3%	14.2%	**10.0%**	*	5.0%	10.1%	*	*	-	*	0.0%	6.6%	*
	2019-20	18.2%	15.2%	**6.1%**	*	0.0%	6.4%	*	*	-	*	0.0%	1.3%	*
Mathematics	2020-21	19.3%	17.7%	**23.8%**	*	25.0%	24.4%	*	*	-	*	16.7%	21.3%	*
	2019-20	20.7%	18.8%	**29.3%**	*	17.6%	30.0%	*	*	-	*	25.0%	32.9%	*
Science	2020-21	20.6%	21.3%	**28.8%**	*	28.6%	28.8%	*	*	-	*	18.2%	29.5%	*
	2019-20	22.4%	21.9%	**34.3%**	*	35.3%	34.1%	*	*	-	*	0.0%	28.6%	*
Social Studies	2020-21	22.8%	14.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
	2019-20	24.6%	14.7%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	58.5%	73.4%	**84.8%**	*	*	85.4%	*	-	-	*	*	84.2%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	45.6%	**52.2%**	*	*	53.7%	*	-	-	*	*	36.8%	-
	2018-19	52.6%	49.1%	**69.4%**	-	40.0%	72.7%	-	-	-	-	*	57.1%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Student Information	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	701	100.0%	5,402,928	100.0%	703	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	14,290	0.3%	1	0.1%	21,375	0.4%
Pre-Kindergarten	15	2.1%	222,767	4.1%	15	2.1%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	15	2.1%	188,798	3.5%	15	2.1%	189,474	3.5%
Kindergarten	39	5.6%	370,054	6.8%	39	5.5%	371,502	6.8%
Grade 1	50	7.1%	384,494	7.1%	50	7.1%	386,232	7.1%
Grade 2	64	9.1%	382,008	7.1%	64	9.1%	383,838	7.1%
Grade 3	42	6.0%	383,078	7.1%	42	6.0%	384,872	7.1%
Grade 4	55	7.8%	383,959	7.1%	55	7.8%	386,011	7.1%
Grade 5	52	7.4%	387,945	7.2%	52	7.4%	389,971	7.2%
Grade 6	60	8.6%	398,640	7.4%	60	8.5%	400,447	7.4%
Grade 7	54	7.7%	418,486	7.7%	54	7.7%	418,788	7.7%
Grade 8	58	8.3%	424,287	7.9%	59	8.4%	424,544	7.8%
Grade 9	65	9.3%	475,437	8.8%	65	9.2%	475,746	8.8%
Grade 10	57	8.1%	408,393	7.6%	57	8.1%	408,700	7.5%
Grade 11	48	6.8%	389,034	7.2%	48	6.8%	389,454	7.2%
Grade 12	42	6.0%	360,056	6.7%	42	6.0%	362,157	6.7%
Ethnic Distribution:								
African American	2	0.3%	690,999	12.8%	2	0.3%	694,302	12.8%
Hispanic	64	9.1%	2,850,147	52.8%	65	9.2%	2,860,754	52.7%
White	608	86.7%	1,420,166	26.3%	609	86.6%	1,427,241	26.3%
American Indian	7	1.0%	17,944	0.3%	7	1.0%	18,028	0.3%
Asian	1	0.1%	259,342	4.8%	1	0.1%	261,788	4.8%
Pacific Islander	1	0.1%	8,443	0.2%	1	0.1%	8,477	0.2%
Two or More Races	18	2.6%	155,887	2.9%	18	2.6%	156,780	2.9%
Sex:								
Female	353	50.4%	2,640,313	48.9%	354	50.4%	2,650,563	48.8%
Male	348	49.6%	2,762,615	51.1%	349	49.6%	2,776,807	51.2%
Economically Disadvantaged	296	42.2%	3,278,452	60.7%	297	42.2%	3,289,420	60.6%
Non-Educationally Disadvantaged	405	57.8%	2,124,476	39.3%	406	57.8%	2,137,950	39.4%
Section 504 Students	112	16.0%	400,729	7.4%	112	15.9%	401,648	7.4%
EB Students/EL	16	2.3%	1,171,661	21.7%	16	2.3%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
UNION GROVE ISD (230908) - UPSHUR COUNTY

| | ----------- Membership ----------- | | | | ------------ Enrollment ------------ | | | |
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	3	0.4%	34,054	0.6%				
Students w/ Dyslexia	62	8.8%	270,260	5.0%	62	8.8%	270,966	5.0%
Foster Care	5	0.7%	15,338	0.3%	5	0.7%	15,409	0.3%
Homeless	7	1.0%	61,433	1.1%	7	1.0%	61,687	1.1%
Immigrant	0	0.0%	108,510	2.0%	0	0.0%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	377	53.8%	3,473,996	64.3%	378	53.8%	3,487,333	64.3%
Military Connected	1	0.1%	176,253	3.3%	1	0.1%	176,554	3.3%
At-Risk	299	42.7%	2,892,191	53.5%	299	42.5%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	16	2.3%	1,182,035	21.9%	16	2.3%	1,185,511	21.8%
Gifted and Talented Education	59	8.4%	434,269	8.0%	59	8.4%	435,356	8.0%
Special Education	52	7.4%	624,256	11.6%	53	7.5%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	52		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	15	28.8%	268,673	43.0%				
Students with Physical Disabilities	17	32.7%	129,679	20.8%				
Students with Autism	6	11.5%	91,742	14.7%				
Students with Behavioral Disabilities	14	26.9%	125,096	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	93	12.9%	705,063	13.6%				
By Ethnicity:								
African American	2	0.3%	131,970	2.5%				
Hispanic	6	0.8%	342,504	6.6%				
White	78	10.8%	184,235	3.5%				
American Indian	3	0.4%	2,852	0.1%				
Asian	0	0.0%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	4	0.6%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	15.4%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	1	6.7%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	56	16.6%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	72	13.1%	772,746	18.9%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	4.7%	1.9%	0.0%	5.2%
Grade 1	1.9%	2.9%	20.0%	4.2%
Grade 2	0.0%	1.7%	0.0%	2.2%
Grade 3	1.9%	1.0%	0.0%	1.0%
Grade 4	0.0%	0.7%	0.0%	0.7%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	2.0%	0.6%	0.0%	0.6%
Grade 7	2.0%	0.7%	0.0%	0.7%
Grade 8	6.3%	0.6%	0.0%	0.8%
Grade 9	0.0%	10.5%	16.7%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	13.0	18.7
Grade 1	16.7	18.7
Grade 2	21.0	18.6
Grade 3	13.8	18.7
Grade 4	17.5	18.8
Grade 5	17.3	20.2
Grade 6	19.1	19.2
Secondary:		
English/Language Arts	9.0	16.3
Foreign Languages	7.9	18.4
Mathematics	9.5	17.5
Science	12.4	18.5
Social Studies	10.5	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
UNION GROVE ISD (230908) - UPSHUR COUNTY

Staff Information	----- District -----		------- State -------	
	Count	**Percent**	**Count**	**Percent**
Total Staff	108.2	100.0%	749,473.4	100.0%
Professional Staff:	75.6	69.8%	480,632.3	64.1%
Teachers	64.8	59.9%	369,695.8	49.3%
Professional Support	4.6	4.2%	80,190.4	10.7%
Campus Administration (School Leadership)	4.2	3.9%	22,091.4	2.9%
Central Administration	2.0	1.8%	8,654.8	1.2%
Educational Aides:	7.2	6.7%	82,972.4	11.1%
Auxiliary Staff:	25.4	23.5%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	1.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	10.3	9.5%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	0.5	0.8%	41,286.1	11.2%
Hispanic	2.0	3.1%	106,866.5	28.9%
White	60.3	93.1%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	1.0	1.5%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	1.0	1.5%	4,312.0	1.2%
Teachers by Sex:				
Males	17.2	26.6%	89,015.4	24.1%
Females	47.6	73.4%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	1.5%	5,187.9	1.4%
Bachelors	49.4	76.2%	268,560.2	72.6%
Masters	14.4	22.3%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.8	7.4%	29,215.8	7.9%
1-5 Years Experience	9.9	15.3%	98,764.8	26.7%
6-10 Years Experience	8.9	13.7%	76,197.2	20.6%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
11-20 Years Experience	16.8	26.0%	105,811.4	28.6%
21-30 Years Experience	11.9	18.4%	48,804.6	13.2%
Over 30 Years Experience	12.4	19.1%	10,902.0	2.9%
Number of Students per Teacher	10.8	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.7	6.3
Average Years Experience of Principals with District	3.7	5.4
Average Years Experience of Assistant Principals	3.7	5.5
Average Years Experience of Assistant Principals with District	3.7	4.8
Average Years Experience of Teachers:	17.1	11.1
Average Years Experience of Teachers with District:	7.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$35,152	$51,054
1-5 Years Experience	$37,837	$54,577
6-10 Years Experience	$47,251	$57,746
11-20 Years Experience	$53,770	$61,377
21-30 Years Experience	$57,647	$65,949
Over 30 Years Experience	$59,535	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$50,863	$58,887
Professional Support	$61,014	$69,505
Campus Administration (School Leadership)	$73,429	$84,990
Central Administration	$104,204	$112,797
Instructional Staff Percent:	58.3%	64.9%
Turnover Rate for Teachers:	24.0%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

	------ District -----		------- State -------	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	6.9	10.6%	19,365.5	5.2%
Compensatory Education	3.9	6.1%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	47.7	73.6%	261,685.1	70.8%
Special Education	4.6	7.0%	35,441.0	9.6%
Other	1.7	2.7%	12,775.1	3.5%

-    Indicates there are no students in the group.

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

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

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

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

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

Campus Name: UNION GROVE EL

Campus Number: 230908101

2022 Accountability Rating: B

Distinction Designations:

    Academic Achievement in Science

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	88%	**88%**	-	100%	84%	*	-	-	*	*	*	88%	88%	79%	*
	2021	67%	73%	**73%**	*	80%	73%	-	-	-	*	*	*	79%	56%	55%	*
At Meets Grade Level or Above	2022	51%	55%	**55%**	-	67%	50%	*	-	-	*	*	*	56%	50%	50%	*
	2021	39%	31%	**31%**	*	0%	35%	-	-	-	*	*	*	31%	31%	14%	*
At Masters Grade Level	2022	30%	35%	**35%**	-	33%	34%	*	-	-	*	*	*	31%	50%	36%	*
	2021	19%	11%	**11%**	*	0%	13%	-	-	-	*	*	*	8%	19%	5%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	80%	**80%**	-	100%	75%	*	-	-	*	*	*	78%	88%	71%	*
	2021	62%	67%	**67%**	*	80%	67%	-	-	-	*	*	*	69%	63%	50%	*
At Meets Grade Level or Above	2022	43%	48%	**48%**	-	17%	56%	*	-	-	*	*	*	47%	50%	29%	*
	2021	31%	31%	**31%**	*	0%	33%	-	-	-	*	*	*	33%	25%	18%	*
At Masters Grade Level	2022	21%	15%	**15%**	-	0%	19%	*	-	-	*	*	*	16%	13%	7%	*
	2021	14%	7%	**7%**	*	0%	8%	-	-	-	*	*	*	10%	0%	5%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	76%	**76%**	-	80%	76%	-	-	-	-	20%	*	79%	67%	55%	*
	2021	63%	71%	**71%**	*	*	74%	-	-	-	*	*	-	70%	72%	64%	*
At Meets Grade Level or Above	2022	54%	60%	**60%**	-	20%	64%	-	-	-	-	20%	*	61%	58%	45%	*
	2021	36%	47%	**47%**	*	*	53%	-	-	-	*	*	-	52%	39%	32%	*
At Masters Grade Level	2022	28%	24%	**24%**	-	0%	27%	-	-	-	-	20%	*	24%	25%	15%	*
	2021	17%	22%	**22%**	*	*	26%	-	-	-	-	*	-	24%	17%	16%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	68%	**68%**	-	80%	67%	-	-	-	-	20%	*	71%	58%	50%	*
	2021	59%	65%	**65%**	*	*	70%	-	-	-	*	*	-	70%	56%	52%	*
At Meets Grade Level or Above	2022	43%	44%	**44%**	-	40%	44%	-	-	-	-	20%	*	47%	33%	30%	*
	2021	36%	37%	**37%**	*	*	42%	-	-	-	*	*	-	42%	28%	28%	*
At Masters Grade Level	2022	23%	22%	**22%**	-	20%	22%	-	-	-	-	20%	*	21%	25%	15%	*
	2021	21%	18%	**18%**	*	*	21%	-	-	-	-	*	-	21%	11%	8%	*
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	98%	**98%**	-	*	98%	-	-	-	*	*	-	97%	100%	100%	*
	2021	73%	89%	**89%**	*	*	89%	-	-	-	*	80%	-	90%	85%	90%	-
At Meets Grade Level or Above	2022	58%	80%	**80%**	-	*	80%	-	-	-	*	*	-	79%	80%	70%	*
	2021	46%	62%	**62%**	*	*	60%	-	-	-	*	80%	-	57%	77%	57%	-
At Masters Grade Level	2022	36%	51%	**51%**	-	*	56%	-	-	-	*	*	-	53%	47%	45%	*
	2021	30%	38%	**38%**	*	*	38%	-	-	-	*	20%	-	38%	38%	29%	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	82%	**82%**	-	*	82%	-	-	-	*	*	-	79%	87%	75%	*
	2021	70%	95%	**95%**	*	*	96%	-	-	-	*	80%	-	95%	92%	95%	-
At Meets Grade Level or Above	2022	48%	51%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	44%	67%	**67%**	*	*	66%	-	-	-	*	80%	-	71%	54%	48%	-
At Masters Grade Level	2022	25%	24%	**24%**	-	*	27%	-	-	-	*	*	-	24%	27%	15%	*
	2021	25%	35%	**35%**	*	*	36%	-	-	-	*	20%	-	36%	31%	24%	-
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	88%	**88%**	-	*	91%	-	-	-	*	*	-	82%	100%	85%	*
	2021	62%	87%	**87%**	*	*	85%	-	-	-	*	80%	-	88%	85%	76%	-
At Meets Grade Level or Above	2022	38%	63%	**63%**	-	*	67%	-	-	-	*	*	-	62%	67%	50%	*
	2021	31%	56%	**56%**	*	*	60%	-	-	-	*	60%	-	55%	62%	43%	-
At Masters Grade Level	2022	18%	37%	**37%**	-	*	40%	-	-	-	*	*	-	35%	40%	25%	*
	2021	13%	31%	**31%**	*	*	32%	-	-	-	*	20%	-	33%	23%	14%	-
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	91%	**91%**	*	*	92%	*	-	-	*	*	-	91%	91%	94%	-
	2021	62%	81%	**81%**	*	100%	79%	-	-	-	*	*	-	81%	82%	85%	*
At Meets Grade Level or Above	2022	43%	70%	**70%**	*	*	73%	*	-	-	*	*	-	67%	82%	69%	-
	2021	32%	36%	**36%**	*	25%	37%	-	-	-	*	*	-	42%	27%	24%	*
At Masters Grade Level	2022	23%	49%	**49%**	*	*	50%	*	-	-	*	*	-	52%	36%	50%	-
	2021	15%	19%	**19%**	*	13%	21%	-	-	-	*	*	-	23%	14%	6%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	93%	**93%**	*	*	92%	-	-	-	*	*	-	91%	100%	88%	-
	2021	68%	81%	**81%**	*	100%	79%	-	-	-	*	*	-	84%	77%	85%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	66%	**66%**	*	*	67%	-	-	-	*	*	-	65%	70%	63%	-
	2021	36%	45%	**45%**	*	50%	47%	-	-	-	*	*	-	45%	45%	39%	*
At Masters Grade Level	2022	16%	27%	**27%**	*	*	23%	-	-	-	*	*	-	28%	20%	38%	-
	2021	15%	28%	**28%**	*	25%	30%	-	-	-	*	*	-	26%	32%	18%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	87%	**85%**	*	92%	84%	*	-	-	82%	63%	*	84%	87%	77%	86%
	2021	67%	83%	**77%**	30%	85%	78%	-	-	-	64%	44%	*	79%	72%	71%	57%
At Meets Grade Level or Above	2022	48%	63%	**60%**	*	44%	62%	*	-	-	45%	26%	*	60%	61%	50%	29%
	2021	41%	55%	**44%**	30%	32%	46%	-	-	-	23%	29%	*	46%	38%	31%	14%
At Masters Grade Level	2022	23%	32%	**32%**	*	18%	34%	*	-	-	18%	16%	*	32%	32%	27%	29%
	2021	18%	25%	**22%**	30%	15%	23%	-	-	-	0%	10%	*	23%	18%	13%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	88%	**88%**	*	94%	88%	*	-	-	100%	65%	*	89%	87%	81%	*
	2021	68%	84%	**79%**	*	90%	79%	-	-	-	63%	38%	*	81%	74%	74%	*
At Meets Grade Level or Above	2022	53%	68%	**67%**	*	56%	68%	*	-	-	60%	35%	*	66%	70%	59%	*
	2021	45%	57%	**44%**	*	30%	46%	-	-	-	25%	31%	*	46%	41%	31%	*
At Masters Grade Level	2022	25%	34%	**40%**	*	22%	42%	*	-	-	20%	18%	*	41%	39%	36%	*
	2021	18%	23%	**22%**	*	15%	24%	-	-	-	0%	13%	*	23%	20%	13%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	86%	**81%**	*	94%	79%	*	-	-	80%	59%	*	81%	82%	70%	*
	2021	66%	83%	**77%**	*	85%	78%	-	-	-	63%	38%	*	80%	71%	71%	*
At Meets Grade Level or Above	2022	42%	60%	**53%**	*	33%	55%	*	-	-	40%	24%	*	53%	51%	41%	*
	2021	37%	55%	**45%**	*	35%	47%	-	-	-	38%	25%	*	49%	38%	34%	*
At Masters Grade Level	2022	20%	32%	**23%**	*	17%	23%	*	-	-	20%	18%	*	23%	22%	19%	*
	2021	18%	27%	**22%**	*	15%	24%	-	-	-	0%	6%	*	23%	19%	14%	*
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	91%	**88%**	-	*	91%	-	-	-	*	*	-	82%	100%	85%	*
	2021	71%	88%	**87%**	*	*	85%	-	-	-	*	80%	-	88%	85%	76%	-
At Meets Grade Level or Above	2022	47%	65%	**63%**	-	*	67%	-	-	-	*	*	-	62%	67%	50%	*
	2021	44%	62%	**56%**	*	*	60%	-	-	-	*	60%	-	55%	62%	43%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	28%	**37%**	-	*	40%	-	-	-	*	*	-	35%	40%	25%	*
	2021	20%	27%	**31%**	*	*	32%	-	-	-	*	20%	-	33%	23%	14%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	35%	**35%**	-	17%	41%	*	-	-	*	*	*	34%	38%	21%	*
	2021	24%	22%	**22%**	*	0%	25%	-	-	-	*	*	*	23%	19%	9%	*
Reading and Mathematics Including EOC	2022	36%	35%	**35%**	-	17%	41%	*	-	-	*	*	*	34%	38%	21%	*
	2021	24%	22%	**22%**	*	0%	25%	-	-	-	*	*	*	23%	19%	9%	*
Reading Including EOC	2022	51%	55%	**55%**	-	67%	50%	*	-	-	*	*	*	56%	50%	50%	*
	2021	38%	31%	**31%**	*	0%	35%	-	-	-	*	*	*	31%	31%	14%	*
Math Including EOC	2022	43%	48%	**48%**	-	17%	56%	*	-	-	*	*	*	47%	50%	29%	*
	2021	31%	31%	**31%**	*	0%	33%	-	-	-	*	*	*	33%	25%	18%	*
4th Graders																	
Reading and Mathematics	2022	36%	38%	**38%**	-	0%	42%	-	-	-	-	20%	*	39%	33%	25%	*
	2021	26%	27%	**27%**	*	*	33%	-	-	-	*	*	-	30%	22%	20%	*
Reading and Mathematics Including EOC	2022	36%	38%	**38%**	-	0%	42%	-	-	-	-	20%	*	39%	33%	25%	*
	2021	26%	27%	**27%**	*	*	33%	-	-	-	*	*	-	30%	22%	20%	*
Reading Including EOC	2022	54%	60%	**60%**	-	20%	64%	-	-	-	-	20%	*	61%	58%	45%	*
	2021	36%	47%	**47%**	*	*	53%	-	-	-	*	*	-	52%	39%	32%	*
Math Including EOC	2022	43%	44%	**44%**	-	40%	44%	-	-	-	-	20%	*	47%	33%	30%	*
	2021	36%	37%	**37%**	*	*	42%	-	-	-	*	*	-	42%	28%	28%	*
5th Graders																	
Reading and Mathematics	2022	41%	51%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	34%	51%	**51%**	*	*	51%	-	-	-	*	80%	-	50%	54%	43%	-
Reading and Mathematics Including EOC	2022	41%	51%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	34%	51%	**51%**	*	*	51%	-	-	-	*	80%	-	50%	54%	43%	-
Reading Including EOC	2022	58%	80%	**80%**	-	*	80%	-	-	-	*	*	-	79%	80%	70%	*
	2021	46%	62%	**62%**	*	*	60%	-	-	-	*	80%	-	57%	77%	57%	-
Math Including EOC	2022	48%	51%	**51%**	-	*	53%	-	-	-	*	*	-	50%	53%	45%	*
	2021	44%	67%	**67%**	*	*	66%	-	-	-	*	80%	-	71%	54%	48%	-
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2022	31%	59%	**59%**	*	*	60%	-	-	-	*	*	-	57%	70%	63%	-
	2021	24%	26%	**26%**	*	25%	28%	-	-	-	*	*	-	32%	18%	9%	*
Reading and Mathematics Including EOC	2022	31%	59%	**59%**	*	*	60%	-	-	-	*	*	-	57%	70%	63%	-
	2021	24%	26%	**26%**	*	25%	28%	-	-	-	*	*	-	32%	18%	9%	*
Reading Including EOC	2022	43%	70%	**70%**	*	*	73%	*	-	-	*	*	-	67%	82%	69%	-
	2021	32%	36%	**36%**	*	25%	37%	-	-	-	*	*	-	42%	27%	24%	*
Math Including EOC	2022	40%	66%	**66%**	*	*	67%	-	-	-	*	*	-	65%	70%	63%	-
	2021	36%	45%	**45%**	*	50%	47%	-	-	-	*	*	-	45%	45%	39%	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	50%	**47%**	*	22%	50%	*	-	-	20%	18%	*	46%	49%	39%	*
	2021	26%	37%	**32%**	*	20%	34%	-	-	-	0%	25%	*	34%	26%	19%	*
Reading and Mathematics Including EOC	2022	36%	50%	**47%**	*	22%	50%	*	-	-	20%	18%	*	46%	49%	39%	*
	2021	28%	37%	**32%**	*	20%	34%	-	-	-	0%	25%	*	34%	26%	19%	*
Reading Including EOC	2022	53%	68%	**67%**	*	56%	68%	*	-	-	60%	35%	*	66%	70%	59%	*
	2021	41%	51%	**44%**	*	30%	46%	-	-	-	25%	31%	*	46%	41%	31%	*
Math Including EOC	2022	43%	57%	**53%**	*	33%	55%	*	-	-	40%	24%	*	53%	51%	41%	*
	2021	37%	50%	**45%**	*	35%	47%	-	-	-	38%	25%	*	49%	38%	34%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject
Grade 4 ELA/Reading	2022	77	74	**74**	-	100	71	-	-	-	-	40	*	74	73	80	*
	2019	61	56	**56**	*	*	58	-	-	-	-	*	*	53	64	53	*
Grade 4 Mathematics	2022	74	74	**74**	-	90	72	-	-	-	-	80	*	81	50	75	*
	2019	65	44	**44**	*	*	42	-	-	-	-	*	*	52	25	34	*
Grade 5 ELA/Reading	2022	87	92	**92**	-	*	91	-	-	-	*	*	-	93	89	100	*
	2019	81	84	**84**	*	*	85	-	-	-	-	*	-	82	88	79	*
Grade 5 Mathematics	2022	79	77	**77**	-	*	77	-	-	-	*	*	-	78	75	83	*
	2019	83	92	**92**	*	*	92	-	-	-	-	*	-	93	89	91	*
Grade 6 ELA/Reading	2022	61	81	**81**	*	*	84	-	-	-	*	*	-	81	83	83	-
	2019	42	41	**41**	*	-	41	-	-	-	*	*	-	38	47	35	-
Grade 6 Mathematics	2022	61	65	**65**	*	*	63	-	-	-	*	*	-	64	67	73	-
	2019	54	49	**49**	*	-	49	-	-	-	*	*	-	48	53	48	-
All Grades Both Subjects	2022	74	79	**77**	*	85	76	-	-	-	69	73	*	78	73	83	*
	2019	69	71	**61**	67	58	61	-	-	-	*	38	*	61	62	58	79
All Grades ELA/Reading	2022	78	81	**82**	*	92	82	-	-	-	*	64	*	82	82	88	*
	2019	68	71	**60**	*	50	61	-	-	-	*	38	*	57	66	57	*
All Grades Mathematics	2022	69	77	**72**	*	79	71	-	-	-	*	82	*	74	65	77	*
	2019	70	72	**62**	*	64	62	-	-	-	*	38	*	64	58	59	*

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

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	87%	**85%**	-	-	-	-	-	-	86%	-	86%	-	-	85%	86%	-
	2021	67%	83%	**77%**	-	-	-	-	-	-	57%	57%	-	-	-	77%	57%	
At Meets Grade Level or Above	2022	48%	63%	**60%**	-	-	-	-	-	-	29%	-	29%	-	-	61%	29%	
	2021	41%	55%	**44%**	-	-	-	-	-	-	14%	14%	-	-	-	44%	14%	
At Masters Grade Level	2022	23%	32%	**32%**	-	-	-	-	-	-	29%	-	29%	-	-	32%	29%	
	2021	18%	25%	**22%**	-	-	-	-	-	-	0%	0%	-	-	-	22%	0%	-
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	88%	**88%**	-	-	-	-	-	-	*	-	*	-	-	88%	*	-
	2021	68%	84%	**79%**	-	-	-	-	-	-	*	*	-	-	-	79%	*	
At Meets Grade Level or Above	2022	53%	68%	**67%**	-	-	-	-	-	-	*	-	*	-	-	67%	*	
	2021	45%	57%	**44%**	-	-	-	-	-	-	*	*	-	-	-	44%	*	
At Masters Grade Level	2022	25%	34%	**40%**	-	-	-	-	-	-	*	-	*	-	-	40%	*	
	2021	18%	23%	**22%**	-	-	-	-	-	-	*	*	-	-	-	23%	*	
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	86%	**81%**	-	-	-	-	-	-	*	-	*	-	-	81%	*	-
	2021	66%	83%	**77%**	-	-	-	-	-	-	*	*	-	-	-	77%	*	
At Meets Grade Level or Above	2022	42%	60%	**53%**	-	-	-	-	-	-	*	-	*	-	-	53%	*	
	2021	37%	55%	**45%**	-	-	-	-	-	-	*	*	-	-	-	45%	*	
At Masters Grade Level	2022	20%	32%	**23%**	-	-	-	-	-	-	*	-	*	-	-	22%	*	
	2021	18%	27%	**22%**	-	-	-	-	-	-	*	*	-	-	-	22%	*	
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	91%	**88%**	-	-	-	-	-	-	*	-	*	-	-	90%	*	-
	2021	71%	88%	**87%**	-	-	-	-	-	-					-	87%	-	-
At Meets Grade Level or Above	2022	47%	65%	**63%**	-	-	-	-	-	-	*	-	*	-	-	65%	*	
	2021	44%	62%	**56%**	-	-	-	-	-	-					-	56%	-	
At Masters Grade Level	2022	21%	28%	**37%**	-	-	-	-	-	-	*	-	*	-	-	38%	*	
	2021	20%	27%	**31%**	-	-	-	-	-	-					-	31%	-	
School Progress Domain - Academic Growth Score																	
All Grades Both Subjects	2022	74%	79%	**77%**	-	-	-	-	-	-	*	-	*	-	-	77%	*	-
	2019	69%	71%	**61%**	-	-	-	-	-	-	90%	90%	-	-	-		90%	

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	81%	**82%**	-	-	-	-	-	-	*	-	*	-	-	82%	*	-
	2019	68%	71%	**60%**	-	-	-	-	-		*	*	-		-		*	
All Grades Mathematics	2022	69%	77%	**72%**	-	-	-	-	-	-	*	-	*	-	-	71%	*	-
	2019	70%	72%	**62%**	-	-	-	-	-		*	*	-		-		*	

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

 - Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	-	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	95%	**94%**	*	100%	96%	*	-	-	85%	95%	50%	98%	82%	90%	100%
Not Included in Accountability: Mobile	5%	5%	**6%**	*	0%	4%	*	-	-	15%	5%	50%	2%	18%	10%	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%	1%	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%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	*
Included in Accountability	92%	95%	**93%**	*	100%	96%	*	-	-	83%	94%	*	98%	81%	90%	*
Not Included in Accountability: Mobile	5%	5%	**7%**	*	0%	4%	*	-	-	17%	6%	*	2%	19%	10%	*
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	-	-	100%	100%	*	100%	98%	100%	*
Included in Accountability	93%	94%	**93%**	*	100%	96%	*	-	-	83%	94%	*	98%	79%	90%	*
Not Included in Accountability: Mobile	5%	5%	**7%**	*	0%	4%	*	-	-	17%	6%	*	2%	19%	10%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	2%	0%	*
Absent	1%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	2%	0%	*
Science																
Assessment Participant	98%	100%	**100%**	-	*	100%	-	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	93%	97%	**98%**	-	*	100%	-	-	-	*	*	-	100%	94%	95%	*
Not Included in Accountability: Mobile	4%	3%	**2%**	-	*	0%	-	-	-	*	*	-	0%	6%	5%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	*	0%	-	-	-	*	*	-	0%	0%	0%	*
Not Tested	2%	0%	**0%**	-	*	0%	-	-	-	*	*	-	0%	0%	0%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	1%	**2%**	*	*	2%	-	-	-	*	17%	-	2%	0%	0%	-
Not Tested	13%	0%	**0%**	*	*	0%	-	-	-	*	0%	-	0%	0%	0%	-
Absent	2%	0%	**0%**	*	*	0%	-	-	-	*	0%	-	0%	0%	0%	-
Other	10%	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.

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.9%	**96.7%**	*	96.5%	96.8%	*	-	-	95.8%	95.9%	95.6%	95.8%
2019-20	98.3%	98.8%	**99.0%**	*	99.4%	99.0%	*	-	-	98.8%	98.1%	98.8%	99.7%
Chronic Absenteeism													
2020-21	15.0%	9.4%	**5.8%**	0.0%	3.1%	6.2%	*	-	-	7.1%	10.3%	8.8%	0.0%
2019-20	6.7%	5.0%	**2.9%**	0.0%	0.0%	3.1%	*	-	-	10.0%	10.7%	3.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	10.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	85.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	10.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	80.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	94.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	91.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	58	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	3	183,306
White	-	-	51	103,898
American Indian	-	-	1	1,195
Asian	-	-	1	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	1	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	3	56,281
Foundation H.S. Program (Endorsement)	-	-	5	13,582
Foundation H.S. Program (DLA)	-	-	50	287,316
Special Education Graduates	-	-	2	31,028
Economically Disadvantaged Graduates	-	-	25	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	0	32,809
At-Risk Graduates	-	-	15	155,884
CTE Completers	-	-	40	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	377	100.0%	701	5,402,928	378	100.0%	703	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	1	0.3%	0.1%	0.4%
Pre-Kindergarten	15	4.0%	2.1%	4.1%	15	4.0%	2.1%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	15	4.0%	2.1%	3.5%	15	4.0%	2.1%	3.5%
Kindergarten	39	10.3%	5.6%	6.8%	39	10.3%	5.5%	6.8%
Grade 1	50	13.3%	7.1%	7.1%	50	13.2%	7.1%	7.1%
Grade 2	64	17.0%	9.1%	7.1%	64	16.9%	9.1%	7.1%
Grade 3	42	11.1%	6.0%	7.1%	42	11.1%	6.0%	7.1%
Grade 4	55	14.6%	7.8%	7.1%	55	14.6%	7.8%	7.1%
Grade 5	52	13.8%	7.4%	7.2%	52	13.8%	7.4%	7.2%
Grade 6	60	15.9%	8.6%	7.4%	60	15.9%	8.5%	7.4%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.4%	7.8%
Grade 9	0	0.0%	9.3%	8.8%	0	0.0%	9.2%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 12	0	0.0%	6.0%	6.7%	0	0.0%	6.0%	6.7%
Ethnic Distribution:								
African American	2	0.5%	0.3%	12.8%	2	0.5%	0.3%	12.8%
Hispanic	31	8.2%	9.1%	52.8%	31	8.2%	9.2%	52.7%
White	328	87.0%	86.7%	26.3%	329	87.0%	86.6%	26.3%
American Indian	3	0.8%	1.0%	0.3%	3	0.8%	1.0%	0.3%
Asian	0	0.0%	0.1%	4.8%	0	0.0%	0.1%	4.8%
Pacific Islander	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Two or More Races	12	3.2%	2.6%	2.9%	12	3.2%	2.6%	2.9%
Sex:								
Female	189	50.1%	50.4%	48.9%	189	50.0%	50.4%	48.8%
Male	188	49.9%	49.6%	51.1%	189	50.0%	49.6%	51.2%
Economically Disadvantaged	164	43.5%	42.2%	60.7%	164	43.4%	42.2%	60.6%
Non-Educationally Disadvantaged	213	56.5%	57.8%	39.3%	214	56.6%	57.8%	39.4%
Section 504 Students	47	12.5%	16.0%	7.4%	47	12.4%	15.9%	7.4%
EB Students/EL	9	2.4%	2.3%	21.7%	9	2.4%	2.3%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	1	0.2%	0.4%	0.6%				
Students w/ Dyslexia	23	6.1%	8.8%	5.0%	23	6.1%	8.8%	5.0%
Foster Care	3	0.8%	0.7%	0.3%	3	0.8%	0.7%	0.3%
Homeless	1	0.3%	1.0%	1.1%	1	0.3%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	377	100.0%	53.8%	64.3%	378	100.0%	53.8%	64.3%
Military Connected	1	0.3%	0.1%	3.3%	1	0.3%	0.1%	3.3%
At-Risk	194	51.5%	42.7%	53.5%	194	51.3%	42.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	9	2.4%	2.3%	21.9%	9	2.4%	2.3%	21.8%
Gifted and Talented Education	19	5.0%	8.4%	8.0%	19	5.0%	8.4%	8.0%
Special Education	31	8.2%	7.4%	11.6%	32	8.5%	7.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	31							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	28.8%	43.0%				
Students with Physical Disabilities	14	45.2%	32.7%	20.8%				
Students with Autism	*	*	11.5%	14.7%				
Students with Behavioral Disabilities	8	25.8%	26.9%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	45	13.0%	12.9%	13.6%				
By Ethnicity:								
African American	2	0.6%	0.3%	2.5%				
Hispanic	2	0.6%	0.8%	6.6%				
White	37	10.7%	10.8%	3.5%				
American Indian	1	0.3%	0.4%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.9%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	10.3%	15.4%	15.7%				
Count and Percent of EB Students/EL who are Mobile	1	14.3%	6.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	30	17.0%	16.6%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	33	10.3%	13.1%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	4.7%	4.7%	1.9%	0.0%	0.0%	5.2%
Grade 1	1.9%	1.9%	2.9%	20.0%	20.0%	4.2%
Grade 2	0.0%	0.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	1.9%	1.9%	1.0%	0.0%	0.0%	1.0%
Grade 4	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	2.0%	2.0%	0.6%	0.0%	0.0%	0.6%
Grade 7	-	2.0%	0.7%	-	0.0%	0.7%
Grade 8	-	6.3%	0.6%	-	0.0%	0.8%
Grade 9	-	0.0%	10.5%	-	16.7%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	13.0	13.0	18.7
Grade 1	16.7	16.7	18.7
Grade 2	21.0	21.0	18.6
Grade 3	13.8	13.8	18.7
Grade 4	17.5	17.5	18.8
Grade 5	17.3	17.3	20.2
Grade 6	19.1	19.1	19.2
Secondary:			
English/Language Arts	-	9.0	16.3
Foreign Languages	-	7.9	18.4
Mathematics	-	9.5	17.5
Science	-	12.4	18.5
Social Studies	-	10.5	19.1

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	37.3	100.0%	100.0%	100.0%
Professional Staff:	32.1	86.0%	69.8%	64.1%
Teachers	28.6	76.5%	59.9%	49.3%
Professional Support	1.5	4.1%	4.2%	10.7%
Campus Administration (School Leadership)	2.0	5.4%	3.9%	2.9%
Educational Aides:	5.2	14.0%	6.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	1.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	1.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	3.0	7.9%	9.5%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.8%	11.2%
Hispanic	1.0	3.4%	3.1%	28.9%
White	27.6	96.6%	93.1%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	1.5%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	1.7	6.1%	26.6%	24.1%
Females	26.8	93.9%	73.4%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	1.4%
Bachelors	22.5	78.7%	76.2%	72.6%
Masters	6.1	21.3%	22.3%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	7.4%	7.9%
1-5 Years Experience	3.4	12.0%	15.3%	26.7%
6-10 Years Experience	3.9	13.8%	13.7%	20.6%
11-20 Years Experience	9.1	31.7%	26.0%	28.6%
21-30 Years Experience	6.9	24.1%	18.4%	13.2%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Over 30 Years Experience	4.3	15.0%	19.1%	2.9%
Number of Students per Teacher	13.2	n/a	10.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	3.7	6.3
Average Years Experience of Principals with District	1.0	3.7	5.4
Average Years Experience of Assistant Principals	1.0	3.7	5.5
Average Years Experience of Assistant Principals with District	1.0	3.7	4.8
Average Years Experience of Teachers:	18.9	17.1	11.1
Average Years Experience of Teachers with District:	9.3	7.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$34,214	$35,152	$51,054
1-5 Years Experience	$39,382	$37,837	$54,577
6-10 Years Experience	$45,449	$47,251	$57,746
11-20 Years Experience	$53,376	$53,770	$61,377
21-30 Years Experience	$55,641	$57,647	$65,949
Over 30 Years Experience	$58,891	$59,535	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$51,319	$50,863	$58,887
Professional Support	$62,295	$61,014	$69,505
Campus Administration (School Leadership)	$64,580	$73,429	$84,990
Instructional Staff Percent:	n/a	58.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.0	0.0%	10.6%	5.2%
Compensatory Education	3.0	10.3%	6.1%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	23.6	82.8%	73.6%	70.8%

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	2.0	6.9%	7.0%	9.6%
Other	0.0	0.0%	2.7%	3.5%

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

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

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

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

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

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

Campus Name: UNION GROVE J H

Campus Number: 230908041

2022 Accountability Rating: A

Distinction Designations:

> **Academic Achievement in ELA/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**
>
> **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	96%	**96%**	-	100%	95%	-	-	-	*	*	-	97%	93%	97%	*
	2021	69%	87%	**87%**	-	67%	89%	*	-	-	-	*	-	88%	83%	89%	*
At Meets Grade Level or Above	2022	56%	71%	**71%**	-	50%	74%	-	-	-	*	*	-	64%	87%	65%	*
	2021	45%	64%	**64%**	-	67%	63%	*	-	-	-	*	-	59%	83%	64%	*
At Masters Grade Level	2022	37%	53%	**53%**	-	38%	55%	-	-	-	*	*	-	47%	67%	42%	*
	2021	25%	34%	**34%**	-	0%	39%	*	-	-	-	*	-	32%	42%	29%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	86%	**86%**	-	100%	86%	-	-	-	*	*	-	86%	87%	84%	*
	2021	55%	79%	**79%**	-	67%	80%	*	-	-	-	*	-	80%	75%	82%	*
At Meets Grade Level or Above	2022	31%	65%	**65%**	-	75%	64%	-	-	-	*	*	-	58%	80%	58%	*
	2021	27%	45%	**45%**	-	33%	48%	*	-	-	-	*	-	44%	50%	39%	*
At Masters Grade Level	2022	13%	31%	**31%**	-	25%	33%	-	-	-	*	*	-	31%	33%	23%	*
	2021	12%	25%	**25%**	-	17%	26%	*	-	-	-	*	-	20%	42%	25%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	88%	**88%**	-	83%	88%	*	-	-	*	*	-	88%	90%	85%	*
	2021	73%	91%	**91%**	*	*	93%	-	-	-	*	*	*	92%	88%	84%	*
At Meets Grade Level or Above	2022	58%	69%	**69%**	-	67%	69%	*	-	-	*	*	-	73%	50%	67%	*
	2021	46%	64%	**64%**	*	*	66%	-	-	-	*	*	*	63%	69%	48%	*
At Masters Grade Level	2022	37%	45%	**45%**	-	33%	45%	*	-	-	*	*	-	46%	40%	41%	*
	2021	21%	27%	**27%**	*	*	29%	-	-	-	*	*	*	25%	31%	16%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	93%	**93%**	-	100%	92%	*	-	-	*	*	-	98%	70%	93%	*
	2021	62%	92%	**92%**	*	*	93%	-	-	-	*	*	*	94%	88%	92%	*
At Meets Grade Level or Above	2022	40%	66%	**66%**	-	67%	67%	*	-	-	*	*	-	69%	50%	56%	*
	2021	36%	67%	**67%**	*	*	69%	-	-	-	*	*	*	65%	75%	48%	*
At Masters Grade Level	2022	14%	43%	**43%**	-	17%	49%	*	-	-	*	*	-	46%	30%	37%	*
	2021	11%	19%	**19%**	*	*	21%	-	-	-	*	*	*	19%	19%	12%	*
Grade 8 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	91%	**91%**	-	83%	92%	*	-	-	*	*	-	92%	90%	93%	*
	2021	68%	84%	**84%**	*	*	86%	-	-	-	*	*	*	85%	81%	72%	*
At Meets Grade Level or Above	2022	45%	69%	**69%**	-	50%	73%	*	-	-	*	*	-	75%	40%	63%	*
	2021	43%	61%	**61%**	*	*	64%	-	-	-	*	*	*	54%	81%	48%	*
At Masters Grade Level	2022	24%	36%	**36%**	-	0%	43%	*	-	-	*	*	-	38%	30%	26%	*
	2021	24%	30%	**30%**	*	*	31%	-	-	-	*	*	*	21%	56%	24%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	72%	**72%**	-	100%	71%	*	-	-	*	*	-	77%	50%	63%	*
	2021	57%	70%	**70%**	*	*	71%	-	-	-	*	*	*	65%	88%	56%	*
At Meets Grade Level or Above	2022	31%	33%	**33%**	-	17%	37%	*	-	-	*	*	-	35%	20%	26%	*
	2021	28%	25%	**25%**	*	*	28%	-	-	-	*	*	*	25%	25%	20%	*
At Masters Grade Level	2022	18%	21%	**21%**	-	0%	24%	*	-	-	*	*	-	23%	10%	15%	*
	2021	14%	8%	**8%**	*	*	9%	-	-	-	*	*	*	8%	6%	4%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	87%	**88%**	-	95%	87%	*	-	-	80%	42%	-	89%	81%	86%	100%
	2021	67%	83%	**83%**	*	69%	85%	*	-	-	83%	40%	*	83%	84%	78%	69%
At Meets Grade Level or Above	2022	48%	63%	**62%**	-	55%	64%	*	-	-	30%	17%	-	63%	59%	56%	57%
	2021	41%	55%	**53%**	*	46%	55%	*	-	-	33%	24%	*	52%	59%	45%	46%
At Masters Grade Level	2022	23%	32%	**38%**	-	20%	41%	*	-	-	30%	8%	-	38%	37%	31%	14%
	2021	18%	25%	**22%**	*	12%	24%	*	-	-	0%	4%	*	20%	30%	18%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	88%	**92%**	-	93%	91%	*	-	-	*	50%	-	92%	92%	91%	*
	2021	68%	84%	**89%**	*	63%	91%	*	-	-	*	43%	*	90%	86%	87%	*
At Meets Grade Level or Above	2022	53%	68%	**70%**	-	57%	71%	*	-	-	*	25%	-	69%	72%	66%	*
	2021	45%	57%	**64%**	*	63%	64%	*	-	-	*	43%	*	61%	75%	57%	*
At Masters Grade Level	2022	25%	34%	**49%**	-	36%	49%	*	-	-	*	13%	-	46%	56%	41%	*
	2021	18%	23%	**30%**	*	0%	34%	*	-	-	*	14%	*	28%	36%	23%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	86%	**90%**	-	100%	89%	*	-	-	*	50%	-	93%	80%	88%	*
	2021	66%	83%	**86%**	*	75%	88%	*	-	-	*	43%	*	88%	82%	87%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	60%	**65%**	-	71%	66%	*	-	-	*	25%	-	64%	68%	57%	*
	2021	37%	55%	**57%**	*	50%	60%	*	-	-	*	14%	*	55%	64%	43%	*
At Masters Grade Level	2022	20%	32%	**38%**	-	21%	42%	*	-	-	*	13%	-	39%	32%	29%	*
	2021	18%	27%	**21%**	*	13%	23%	*	-	-	*	0%	*	19%	29%	19%	*
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	91%	**91%**	-	83%	92%	*	-	-	*	*	-	92%	90%	93%	*
	2021	71%	88%	**84%**	*	*	86%	-	-	-	*	*	*	85%	81%	72%	*
At Meets Grade Level or Above	2022	47%	65%	**69%**	-	50%	73%	*	-	-	*	*	-	75%	40%	63%	*
	2021	44%	62%	**61%**	*	*	64%	-	-	-	*	*	*	54%	81%	48%	*
At Masters Grade Level	2022	21%	28%	**36%**	-	0%	43%	*	-	-	*	*	-	38%	30%	26%	*
	2021	20%	27%	**30%**	*	*	31%	-	-	-	*	*	*	21%	56%	24%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	81%	**72%**	-	100%	71%	*	-	-	*	*	-	77%	50%	63%	*
	2021	73%	84%	**70%**	*	*	71%	-	-	-	*	*	*	65%	88%	56%	*
At Meets Grade Level or Above	2022	50%	49%	**33%**	-	17%	37%	*	-	-	*	*	-	35%	20%	26%	*
	2021	49%	56%	**25%**	*	*	28%	-	-	-	*	*	*	25%	25%	20%	*
At Masters Grade Level	2022	30%	31%	**21%**	-	0%	24%	*	-	-	*	*	-	23%	10%	15%	*
	2021	29%	35%	**8%**	*	*	9%	-	-	-	*	*	*	8%	6%	4%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	61%	**61%**	-	50%	64%	-	-	-	*	*	-	53%	80%	52%	*
	2021	26%	42%	**42%**	-	33%	43%	*	-	-	-	*	-	39%	50%	36%	*
Reading and Mathematics Including EOC	2022	33%	61%	**61%**	-	50%	64%	-	-	-	*	*	-	53%	80%	52%	*
	2021	27%	42%	**42%**	-	33%	43%	*	-	-	-	*	-	39%	50%	36%	*
Reading Including EOC	2022	56%	71%	**71%**	-	50%	74%	-	-	-	*	*	-	64%	87%	65%	*
	2021	45%	64%	**64%**	-	67%	63%	*	-	-	-	*	-	59%	83%	64%	*
Math Including EOC	2022	37%	65%	**65%**	-	75%	64%	-	-	-	*	*	-	58%	80%	58%	*
	2021	32%	45%	**45%**	-	33%	48%	*	-	-	-	*	-	44%	50%	39%	*
8th Graders																	
Reading and Mathematics	2022	27%	53%	**53%**	-	67%	55%	*	-	-	*	*	-	56%	40%	48%	*
	2021	21%	52%	**52%**	*	*	53%	-	-	-	*	*	*	50%	56%	32%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	53%	**53%**	-	67%	55%	*	-	-	*	*	-	56%	40%	48%	*
	2021	33%	52%	**52%**	*	*	53%	-	-	-	*	*	*	50%	56%	32%	*
Reading Including EOC	2022	58%	69%	**69%**	-	67%	69%	*	-	-	*	*	-	73%	50%	67%	*
	2021	47%	64%	**64%**	*	*	66%	-	-	-	*	*	*	63%	69%	48%	*
Math Including EOC	2022	48%	66%	**66%**	-	67%	67%	*	-	-	*	*	-	69%	50%	56%	*
	2021	43%	67%	**67%**	*	*	69%	-	-	-	*	*	*	65%	75%	48%	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	50%	**57%**	-	57%	59%	*	-	-	*	25%	-	55%	64%	50%	*
	2021	26%	37%	**47%**	*	38%	49%	*	-	-	*	14%	*	45%	54%	34%	*
Reading and Mathematics Including EOC	2022	36%	50%	**57%**	-	57%	59%	*	-	-	*	25%	-	55%	64%	50%	*
	2021	28%	37%	**47%**	*	38%	49%	*	-	-	*	14%	*	45%	54%	34%	*
Reading Including EOC	2022	53%	68%	**70%**	-	57%	71%	*	-	-	*	25%	-	69%	72%	66%	*
	2021	41%	51%	**64%**	*	63%	64%	*	-	-	*	43%	*	61%	75%	57%	*
Math Including EOC	2022	43%	57%	**65%**	-	71%	66%	*	-	-	*	25%	-	64%	68%	57%	*
	2021	37%	50%	**57%**	*	50%	60%	*	-	-	*	14%	*	55%	64%	43%	*

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

- Indicates there are no students in the group.

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2022	88	91	91	-	88	92	-	-	-	*	*	-	91	92	91	*
	2019	77	89	89	-	83	89	*	-	-	*	100	-	91	75	91	*
Grade 7 Mathematics	2022	60	76	76	-	94	74	-	-	-	*	*	-	76	73	74	*
	2019	62	66	66	-	67	65	*	-	-	*	67	-	71	45	57	*
Grade 8 ELA/Reading	2022	83	76	76	-	92	76	*	-	-	-	*	-	80	50	79	*
	2019	77	69	69	*	43	70	-	*	-	*	*	*	72	58	63	*
Grade 8 Mathematics	2022	74	91	91	-	100	90	*	-	-	-	*	-	97	50	94	*
	2019	82	84	84	*	86	82	-	*	-	*	*	*	85	81	77	*
All Grades Both Subjects	2022	74	79	84	-	93	83	*	-	-	*	50	-	86	72	84	100
	2019	69	71	77	*	69	76	*	*	-	100	78	*	80	65	72	55
All Grades ELA/Reading	2022	78	81	84	-	89	84	*	-	-	*	57	-	85	79	86	*
	2019	68	71	79	*	62	80	*	*	-	*	81	*	82	65	76	40
All Grades Mathematics	2022	69	77	84	-	96	82	*	-	-	*	43	-	88	66	83	*
	2019	70	72	75	*	77	73	*	*	-	*	75	*	78	65	67	70

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	87%	**88%**	-	-	-	-	-	-	100%	-	100%	-	-	87%	100%	*
	2021	67%	83%	**83%**	-	-	-	-	-	-	69%	67%	*	-	-	83%	69%	*
At Meets Grade Level or Above	2022	48%	63%	**62%**	-	-	-	-	-	-	57%	-	57%	-	-	62%	57%	*
	2021	41%	55%	**53%**	-	-	-	-	-	-	46%	44%	*	-	-	53%	46%	*
At Masters Grade Level	2022	23%	32%	**38%**	-	-	-	-	-	-	14%	-	14%	-	-	39%	14%	*
	2021	18%	25%	**22%**	-	-	-	-	-	-	23%	22%	*	-	-	22%	23%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	88%	**92%**	-	-	-	-	-	-	*	-	*	-	-	91%	*	*
	2021	68%	84%	**89%**	-	-	-	-	-	-	*	*	*	-	-	90%	*	*
At Meets Grade Level or Above	2022	53%	68%	**70%**	-	-	-	-	-	-	*	-	*	-	-	70%	*	*
	2021	45%	57%	**64%**	-	-	-	-	-	-	*	*	*	-	-	64%	*	*
At Masters Grade Level	2022	25%	34%	**49%**	-	-	-	-	-	-	*	-	*	-	-	49%	*	*
	2021	18%	23%	**30%**	-	-	-	-	-	-	*	*	*	-	-	31%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	86%	**90%**	-	-	-	-	-	-	*	-	*	-	-	89%	*	*
	2021	66%	83%	**86%**	-	-	-	-	-	-	*	*	*	-	-	87%	*	*
At Meets Grade Level or Above	2022	42%	60%	**65%**	-	-	-	-	-	-	*	-	*	-	-	64%	*	*
	2021	37%	55%	**57%**	-	-	-	-	-	-	*	*	*	-	-	57%	*	*
At Masters Grade Level	2022	20%	32%	**38%**	-	-	-	-	-	-	*	-	*	-	-	38%	*	*
	2021	18%	27%	**21%**	-	-	-	-	-	-	*	*	*	-	-	21%	*	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	91%	**91%**	-	-	-	-	-	-	*	-	*	-	-	91%	*	*
	2021	71%	88%	**84%**	-	-	-	-	-	-	*	-	*	-	-	84%	*	-
At Meets Grade Level or Above	2022	47%	65%	**69%**	-	-	-	-	-	-	*	-	*	-	-	69%	*	*
	2021	44%	62%	**61%**	-	-	-	-	-	-	*	-	*	-	-	60%	*	-
At Masters Grade Level	2022	21%	28%	**36%**	-	-	-	-	-	-	*	-	*	-	-	39%	*	-
	2021	20%	27%	**30%**	-	-	-	-	-	-	*	-	*	-	-	29%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	81%	**72%**	-	-	-	-	-	-	*	-	*	-	-	70%	*	*
	2021	73%	84%	**70%**	-	-	-	-	-	-	*	-	*	-	-	70%	*	-

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	49%	**33%**	-	-	-	-	-	-	*	-	*	-	-	33%	*	*
	2021	49%	56%	**25%**	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
At Masters Grade Level	2022	30%	31%	**21%**	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
	2021	29%	35%	**8%**	-	-	-	-	-	-	*	-	*	-	-	8%	*	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**84%**	-	-	-	-	-	-	100%	-	100%	-	-	83%	100%	*
	2019	69%	71%	**77%**	-	-	-	-	-	-	56%	-	56%		-		56%	
All Grades ELA/Reading	2022	78%	81%	**84%**	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
	2019	68%	71%	**79%**	-	-	-	-	-	-	*	-	*		-		*	
All Grades Mathematics	2022	69%	77%	**84%**	-	-	-	-	-	-	*	-	*	-	-	83%	*	*
	2019	70%	72%	**75%**	-	-	-	-	-	-	*	-	*		-		*	

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	-	95%	95%	*	-	-	100%	92%	-	99%	81%	97%	88%
Not Included in Accountability: Mobile	5%	5%	**5%**	-	5%	5%	*	-	-	0%	0%	-	0%	19%	3%	13%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	-	0%	1%	*	-	-	0%	8%	-	1%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	92%	95%	**95%**	-	93%	95%	*	-	-	*	89%	-	99%	83%	97%	80%
Not Included in Accountability: Mobile	5%	5%	**4%**	-	7%	4%	*	-	-	*	0%	-	0%	17%	3%	20%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	-	0%	1%	*	-	-	*	11%	-	1%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	-	93%	95%	*	-	-	*	89%	-	99%	83%	97%	80%
Not Included in Accountability: Mobile	5%	5%	**4%**	-	7%	4%	*	-	-	*	0%	-	0%	17%	3%	20%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	-	0%	1%	*	-	-	*	11%	-	1%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	-	100%	100%	*	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	93%	97%	**95%**	-	100%	94%	*	-	-	*	*	-	100%	77%	96%	*
Not Included in Accountability: Mobile	4%	3%	**5%**	-	0%	6%	*	-	-	*	*	-	0%	23%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Not Tested	2%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	100%	**100%**	-	100%	100%	*	-	-	*	*	-	100%	100%	100%	*
Included in Accountability	94%	94%	**95%**	-	100%	94%	*	-	-	*	*	-	100%	77%	96%	*
Not Included in Accountability: Mobile	4%	6%	**5%**	-	0%	6%	*	-	-	*	*	-	0%	23%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Not Tested	2%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	*	-	0%	0%	0%	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	100%	**100%**	*	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	83%	96%	**95%**	*	79%	96%	*	-	-	100%	89%	*	100%	82%	98%	100%
Not Included in Accountability: Mobile	3%	3%	**5%**	*	21%	4%	*	-	-	0%	11%	*	0%	18%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Absent	2%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Other	10%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	89%	100%	**100%**	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	83%	97%	**95%**	*	80%	96%	*	-	-	*	88%	*	100%	82%	98%	*
Not Included in Accountability: Mobile	3%	3%	**5%**	*	20%	4%	*	-	-	*	13%	*	0%	18%	2%	*
Not Included in Accountability: Other Exclusions	3%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	11%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	2%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	10%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	88%	100%	**100%**	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	84%	96%	**95%**	*	80%	96%	*	-	-	*	88%	*	100%	82%	98%	*
Not Included in Accountability: Mobile	4%	3%	**5%**	*	20%	4%	*	-	-	*	13%	*	0%	18%	2%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	12%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	2%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	10%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	87%	100%	**100%**	*	*	100%	-	-	-	*	*	*	100%	100%	100%	*
Included in Accountability	84%	95%	**94%**	*	*	95%	-	-	-	*	*	*	100%	80%	100%	*
Not Included in Accountability: Mobile	3%	5%	**6%**	*	*	5%	-	-	-	*	*	*	0%	20%	0%	*
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	*	*	0%	-	-	-	*	*	*	0%	0%	0%	*
Not Tested	13%	0%	**0%**	*	*	0%	-	-	-	*	*	*	0%	0%	0%	*
Absent	2%	0%	**0%**	*	*	0%	-	-	-	*	*	*	0%	0%	0%	*
Other	10%	0%	**0%**	*	*	0%	-	-	-	*	*	*	0%	0%	0%	*
Social Studies																
Assessment Participant	87%	100%	**100%**	*	*	100%	-	-	-	*	*	*	100%	100%	100%	*
Included in Accountability	84%	96%	**94%**	*	*	95%	-	-	-	*	*	*	100%	80%	100%	*
Not Included in Accountability: Mobile	3%	4%	**6%**	*	*	5%	-	-	-	*	*	*	0%	20%	0%	*
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	*	*	0%	-	-	-	*	*	*	0%	0%	0%	*
Not Tested	13%	0%	**0%**	*	*	0%	-	-	-	*	*	*	0%	0%	0%	*
Absent	3%	0%	**0%**	*	*	0%	-	-	-	*	*	*	0%	0%	0%	*
Other	10%	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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.9%	**95.3%**	*	96.7%	95.2%	*	-	-	*	96.7%	93.9%	*
2019-20	98.3%	98.8%	**98.5%**	*	98.9%	98.5%	*	-	-	*	92.4%	97.4%	*
Chronic Absenteeism													
2020-21	15.0%	9.4%	**11.7%**	*	10.0%	11.5%	*	-	-	*	0.0%	16.7%	*
2019-20	6.7%	5.0%	**7.4%**	*	0.0%	8.3%	*	-	-	*	18.2%	12.1%	*
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2019-20	0.5%	1.3%	**1.3%**	*	0.0%	1.5%	*	-	-	0.0%	9.1%	2.9%	*
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.8%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.9%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
UNION GROVE J H (230908041) - UNION GROVE ISD - UPSHUR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	93.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	10.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	85.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	80.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	91.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	8.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	10.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	80.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	94.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	91.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	58	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	3	183,306
White	-	-	51	103,898
American Indian	-	-	1	1,195
Asian	-	-	1	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	1	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	3	56,281
Foundation H.S. Program (Endorsement)	-	-	5	13,582
Foundation H.S. Program (DLA)	-	-	50	287,316
Special Education Graduates	-	-	2	31,028
Economically Disadvantaged Graduates	-	-	25	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	0	32,809
At-Risk Graduates	-	-	15	155,884
CTE Completers	-	-	40	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	112	100.0%	701	5,402,928	113	100.0%	703	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	2.1%	4.1%	0	0.0%	2.1%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.1%	3.5%	0	0.0%	2.1%	3.5%
Kindergarten	0	0.0%	5.6%	6.8%	0	0.0%	5.5%	6.8%
Grade 1	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	9.1%	7.1%	0	0.0%	9.1%	7.1%
Grade 3	0	0.0%	6.0%	7.1%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 5	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 6	0	0.0%	8.6%	7.4%	0	0.0%	8.5%	7.4%
Grade 7	54	48.2%	7.7%	7.7%	54	47.8%	7.7%	7.7%
Grade 8	58	51.8%	8.3%	7.9%	59	52.2%	8.4%	7.8%
Grade 9	0	0.0%	9.3%	8.8%	0	0.0%	9.2%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 12	0	0.0%	6.0%	6.7%	0	0.0%	6.0%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.3%	12.8%	0	0.0%	0.3%	12.8%
Hispanic	14	12.5%	9.1%	52.8%	15	13.3%	9.2%	52.7%
White	94	83.9%	86.7%	26.3%	94	83.2%	86.6%	26.3%
American Indian	1	0.9%	1.0%	0.3%	1	0.9%	1.0%	0.3%
Asian	0	0.0%	0.1%	4.8%	0	0.0%	0.1%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	2.7%	2.6%	2.9%	3	2.7%	2.6%	2.9%
Sex:								
Female	56	50.0%	50.4%	48.9%	57	50.4%	50.4%	48.8%
Male	56	50.0%	49.6%	51.1%	56	49.6%	49.6%	51.2%
Economically Disadvantaged	62	55.4%	42.2%	60.7%	63	55.8%	42.2%	60.6%
Non-Educationally Disadvantaged	50	44.6%	57.8%	39.3%	50	44.2%	57.8%	39.4%
Section 504 Students	20	17.9%	16.0%	7.4%	20	17.7%	15.9%	7.4%
EB Students/EL	4	3.6%	2.3%	21.7%	4	3.5%	2.3%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.4%	0.6%				
Students w/ Dyslexia	10	8.9%	8.8%	5.0%	10	8.8%	8.8%	5.0%
Foster Care	0	0.0%	0.7%	0.3%	0	0.0%	0.7%	0.3%
Homeless	3	2.7%	1.0%	1.1%	3	2.7%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	53.8%	64.3%	0	0.0%	53.8%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	44	39.3%	42.7%	53.5%	44	38.9%	42.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	4	3.6%	2.3%	21.9%	4	3.5%	2.3%	21.8%
Gifted and Talented Education	10	8.9%	8.4%	8.0%	10	8.8%	8.4%	8.0%
Special Education	8	7.1%	7.4%	11.6%	8	7.1%	7.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	8							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	28.8%	43.0%				
Students with Physical Disabilities	*	*	32.7%	20.8%				
Students with Autism	*	*	11.5%	14.7%				
Students with Behavioral Disabilities	*	*	26.9%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	12	9.3%	12.9%	13.6%				
By Ethnicity:								
African American	0	0.0%	0.3%	2.5%				
Hispanic	2	1.6%	0.8%	6.6%				
White	10	7.8%	10.8%	3.5%				
American Indian	0	0.0%	0.4%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	1	12.5%	15.4%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	6.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	7	11.7%	16.6%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	5	8.8%	13.1%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.7%	1.9%	-	0.0%	5.2%
Grade 1	-	1.9%	2.9%	-	20.0%	4.2%
Grade 2	-	0.0%	1.7%	-	0.0%	2.2%
Grade 3	-	1.9%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	0.0%	0.5%	-	0.0%	0.7%
Grade 6	-	2.0%	0.6%	-	0.0%	0.6%
Grade 7	2.0%	2.0%	0.7%	0.0%	0.0%	0.7%
Grade 8	6.3%	6.3%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	0.0%	10.5%	-	16.7%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	13.0	18.7
Grade 1	-	16.7	18.7
Grade 2	-	21.0	18.6
Grade 3	-	13.8	18.7
Grade 4	-	17.5	18.8
Grade 5	-	17.3	20.2
Grade 6	-	19.1	19.2
Secondary:			
English/Language Arts	10.6	9.0	16.3
Foreign Languages	-	7.9	18.4
Mathematics	17.8	9.5	17.5
Science	12.4	12.4	18.5
Social Studies	12.4	10.5	19.1

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	13.6	100.0%	100.0%	100.0%
Professional Staff:	13.1	96.1%	69.8%	64.1%
Teachers	11.0	80.4%	59.9%	49.3%
Professional Support	1.0	7.6%	4.2%	10.7%
Campus Administration (School Leadership)	1.1	8.1%	3.9%	2.9%
Educational Aides:	0.5	3.9%	6.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	1.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	1.0	13,550.0
Part-time Counselors	1.0	n/a	0.0	1,176.0
Total Minority Staff:	0.7	5.2%	9.5%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.8%	11.2%
Hispanic	0.6	5.8%	3.1%	28.9%
White	10.3	93.5%	93.1%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.1	0.7%	1.5%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	3.5	32.1%	26.6%	24.1%
Females	7.4	67.9%	73.4%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	1.4%
Bachelors	9.0	81.7%	76.2%	72.6%
Masters	2.0	18.3%	22.3%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.9	17.4%	7.4%	7.9%
1-5 Years Experience	1.9	17.4%	15.3%	26.7%
6-10 Years Experience	2.5	22.8%	13.7%	20.6%
11-20 Years Experience	1.2	10.8%	26.0%	28.6%
21-30 Years Experience	1.8	16.1%	18.4%	13.2%

Staff Information	--------- Campus ----------		District	State
	Count/Average	Percent	District	State
Over 30 Years Experience	1.7	15.4%	19.1%	2.9%
Number of Students per Teacher	10.2	n/a	10.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.7	6.3
Average Years Experience of Principals with District	5.0	3.7	5.4
Average Years Experience of Assistant Principals	5.0	3.7	5.5
Average Years Experience of Assistant Principals with District	5.0	3.7	4.8
Average Years Experience of Teachers:	15.1	17.1	11.1
Average Years Experience of Teachers with District:	4.9	7.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$35,115	$35,152	$51,054
1-5 Years Experience	$36,472	$37,837	$54,577
6-10 Years Experience	$42,168	$47,251	$57,746
11-20 Years Experience	$52,750	$53,770	$61,377
21-30 Years Experience	$59,786	$57,647	$65,949
Over 30 Years Experience	$60,439	$59,535	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$46,740	$50,863	$58,887
Professional Support	$58,346	$61,014	$69,505
Campus Administration (School Leadership)	$81,472	$73,429	$84,990
Instructional Staff Percent:	n/a	58.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.8	7.4%	10.6%	5.2%
Compensatory Education	0.0	0.0%	6.1%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	8.7	79.5%	73.6%	70.8%

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Special Education	1.4	13.2%	7.0%	9.6%
Other	0.0	0.0%	2.7%	3.5%

- - Indicates there are no students in the group.

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

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

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

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

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: UNION GROVE ISD

Campus Name: UNION GROVE H S

Campus Number: 230908001

2022 Accountability Rating: A

Distinction Designations:

> **Top 25 Percent: Comparative Academic Growth**

> **Top 25 Percent: Comparative Closing the Gaps**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	81%	**81%**	-	*	82%	*	-	-	*	43%	*	84%	75%	64%	-
	2021	67%	88%	**88%**	-	100%	88%	*	-	-	*	*	-	90%	80%	78%	*
At Meets Grade Level or Above	2022	47%	59%	**59%**	-	*	58%	*	-	-	*	43%	*	63%	50%	40%	-
	2021	50%	68%	**68%**	-	33%	75%	*	-	-	*	*	-	76%	30%	57%	*
At Masters Grade Level	2022	11%	10%	**10%**	-	*	11%	*	-	-	*	14%	*	10%	10%	4%	-
	2021	12%	14%	**14%**	-	0%	16%	*	-	-	*	*	-	16%	0%	0%	*
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	91%	**91%**	-	100%	92%	*	-	-	*	33%	-	94%	80%	78%	*
	2021	71%	94%	**94%**	*	88%	95%	-	*	-	*	*	-	96%	89%	92%	*
At Meets Grade Level or Above	2022	55%	78%	**78%**	-	100%	79%	*	-	-	*	17%	-	83%	50%	61%	*
	2021	57%	81%	**81%**	*	75%	86%	-	*	-	*	*	-	80%	89%	71%	*
At Masters Grade Level	2022	9%	12%	**12%**	-	0%	15%	*	-	-	*	0%	-	15%	0%	0%	*
	2021	11%	20%	**20%**	*	13%	19%	-	*	-	*	*	-	20%	22%	13%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	95%	**95%**	-	*	95%	-	-	-	*	100%	*	100%	81%	91%	-
	2021	73%	98%	**98%**	-	100%	98%	*	-	-	*	*	-	100%	89%	95%	*
At Meets Grade Level or Above	2022	43%	74%	**74%**	-	*	75%	-	-	-	*	40%	*	73%	75%	65%	-
	2021	41%	84%	**84%**	-	67%	88%	*	-	-	*	*	-	88%	67%	77%	*
At Masters Grade Level	2022	27%	52%	**52%**	-	*	53%	-	-	-	*	0%	*	53%	50%	48%	-
	2021	23%	55%	**55%**	-	50%	58%	*	-	-	*	*	-	57%	44%	50%	*
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	94%	**94%**	-	*	95%	*	-	-	*	60%	*	93%	94%	88%	-
	2021	82%	92%	**92%**	-	100%	93%	*	-	-	*	*	-	94%	86%	83%	*
At Meets Grade Level or Above	2022	55%	63%	**63%**	-	*	63%	*	-	-	*	40%	*	67%	53%	50%	-
	2021	55%	67%	**67%**	-	67%	69%	*	-	-	*	*	-	69%	57%	58%	*
At Masters Grade Level	2022	21%	13%	**13%**	-	*	13%	*	-	-	*	0%	*	15%	6%	8%	-
	2021	22%	21%	**21%**	-	0%	24%	*	-	-	*	*	-	24%	7%	13%	*
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	94%	**94%**	-	100%	93%	*	-	-	*	60%	-	100%	80%	87%	*
	2021	88%	100%	**100%**	*	100%	100%	-	*	-	*	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	68%	75%	**75%**	-	100%	71%	*	-	-	*	0%	-	81%	60%	60%	*
	2021	69%	92%	**92%**	*	83%	95%	-	*	-	*	*	-	93%	90%	82%	*
At Masters Grade Level	2022	42%	47%	**47%**	-	40%	50%	*	-	-	*	0%	-	54%	30%	40%	*
	2021	43%	68%	**68%**	*	67%	68%	-	*	-	*	*	-	70%	60%	59%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	87%	**91%**	-	100%	91%	40%	-	-	100%	57%	*	93%	82%	81%	*
	2021	67%	83%	**94%**	*	97%	95%	*	*	-	100%	63%	-	96%	88%	90%	100%
At Meets Grade Level or Above	2022	48%	63%	**69%**	-	94%	68%	20%	-	-	80%	29%	*	73%	58%	54%	*
	2021	41%	55%	**78%**	*	66%	82%	*	*	-	60%	38%	-	81%	65%	69%	70%
At Masters Grade Level	2022	23%	32%	**25%**	-	13%	26%	20%	-	-	20%	4%	*	27%	19%	19%	*
	2021	18%	25%	**35%**	*	25%	36%	*	*	-	40%	13%	-	37%	25%	26%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	88%	**86%**	-	100%	86%	*	-	-	*	38%	*	89%	77%	70%	*
	2021	68%	84%	**91%**	*	93%	91%	*	*	-	*	50%	-	93%	84%	85%	*
At Meets Grade Level or Above	2022	53%	68%	**68%**	-	100%	67%	*	-	-	*	31%	*	73%	50%	49%	*
	2021	45%	57%	**74%**	*	57%	80%	*	*	-	*	17%	-	78%	58%	64%	*
At Masters Grade Level	2022	25%	34%	**11%**	-	0%	12%	*	-	-	*	8%	*	12%	7%	2%	*
	2021	18%	23%	**17%**	*	7%	17%	*	*	-	*	0%	-	18%	11%	6%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	86%	**95%**	-	*	95%	-	-	-	*	100%	*	100%	81%	91%	-
	2021	66%	83%	**98%**	-	100%	98%	*	-	-	*	*	-	100%	89%	95%	*
At Meets Grade Level or Above	2022	42%	60%	**74%**	-	*	75%	-	-	-	*	40%	*	73%	75%	65%	-
	2021	37%	55%	**84%**	-	67%	88%	*	-	-	*	*	-	88%	67%	77%	*
At Masters Grade Level	2022	20%	32%	**52%**	-	*	53%	-	-	-	*	0%	*	53%	50%	48%	-
	2021	18%	27%	**55%**	-	50%	58%	*	-	-	*	*	-	57%	44%	50%	*
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	91%	**94%**	-	*	95%	*	-	-	*	60%	*	93%	94%	88%	-
	2021	71%	88%	**92%**	*	100%	93%	*	-	-	*	*	-	94%	86%	83%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	47%	65%	**63%**	-	*	63%	*	-	-	*	40%	*	67%	53%	50%	-
	2021	44%	62%	**67%**	-	67%	69%	*	-	-	*	*	-	69%	57%	58%	*
At Masters Grade Level	2022	21%	28%	**13%**	-	*	13%	*	-	-	*	0%	*	15%	6%	8%	-
	2021	20%	27%	**21%**	-	0%	24%	*	-	-	*	*	-	24%	7%	13%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	81%	**94%**	-	100%	93%	*	-	-	*	60%	-	100%	80%	87%	*
	2021	73%	84%	**100%**	*	100%	100%	-	*	-	*	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	50%	49%	**75%**	-	100%	71%	*	-	-	*	0%	-	81%	60%	60%	*
	2021	49%	56%	**92%**	*	83%	95%	-	*	-	*	*	-	93%	90%	82%	*
At Masters Grade Level	2022	30%	31%	**47%**	-	40%	50%	*	-	-	*	0%	-	54%	30%	40%	*
	2021	29%	35%	**68%**	*	67%	68%	-	*	-	*	*	-	70%	60%	59%	*

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

    - Indicates there are no students in the group.

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	72	**72**	-	86	69	*	-	-	*	*	-	75	56	56	*
	2019	69	83	**83**	-	*	83	-	*	-	-	*	-	85	70	81	-
End of Course Algebra I	2022	67	79	**79**	-	*	80	-	-	-	*	*	*	83	68	77	-
	2019	75	96	**96**	-	100	95	*	-	-	-	-	-	99	81	93	-
All Grades Both Subjects	2022	74	79	**76**	-	75	75	*	-	-	*	44	*	79	64	68	*
	2019	69	71	**89**	-	89	88	*	*	-	-	*	-	91	75	85	-
All Grades ELA/Reading	2022	78	81	**72**	-	86	69	*	-	-	*	*	-	75	56	56	*
	2019	68	71	**83**	-	*	83	-	*	-	-	*	-	85	70	81	-
All Grades Mathematics	2022	69	77	**79**	-	*	80	-	-	-	*	*	*	83	68	77	-
	2019	70	72	**96**	-	100	95	*	-	-	-	-	-	99	81	93	-

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
UNION GROVE H S (230908001) - UNION GROVE ISD - UPSHUR COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	87%	**91%**	-	-	-	-	-	-	*	-	*	-	-	90%	*	-
	2021	67%	83%	**94%**	-	-	-	-	-	-	100%	-	100%	-	-	94%	100%	*
At Meets Grade Level or Above	2022	48%	63%	**69%**	-	-	-	-	-	-	*	-	*	-	-	69%	*	-
	2021	41%	55%	**78%**	-	-	-	-	-	-	70%	-	70%	-	-	78%	70%	*
At Masters Grade Level	2022	23%	32%	**25%**	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
	2021	18%	25%	**35%**	-	-	-	-	-	-	20%	-	20%	-	-	35%	20%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	88%	**86%**	-	-	-	-	-	-	*	-	*	-	-	85%	*	-
	2021	68%	84%	**91%**	-	-	-	-	-	-	*	-	*	-	-	91%	*	*
At Meets Grade Level or Above	2022	53%	68%	**68%**	-	-	-	-	-	-	*	-	*	-	-	68%	*	-
	2021	45%	57%	**74%**	-	-	-	-	-	-	*	-	*	-	-	75%	*	*
At Masters Grade Level	2022	25%	34%	**11%**	-	-	-	-	-	-	*	-	*	-	-	11%	*	-
	2021	18%	23%	**17%**	-	-	-	-	-	-	*	-	*	-	-	17%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	86%	**95%**	-	-	-	-	-	-	-	-	-	-	-	95%	-	-
	2021	66%	83%	**98%**	-	-	-	-	-	-	*	-	*	-	-	98%	*	-
At Meets Grade Level or Above	2022	42%	60%	**74%**	-	-	-	-	-	-	-	-	-	-	-	74%	-	-
	2021	37%	55%	**84%**	-	-	-	-	-	-	*	-	*	-	-	84%	*	-
At Masters Grade Level	2022	20%	32%	**52%**	-	-	-	-	-	-	-	-	-	-	-	52%	-	-
	2021	18%	27%	**55%**	-	-	-	-	-	-	*	-	*	-	-	55%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	91%	**94%**	-	-	-	-	-	-	-	-	-	-	-	94%	-	-
	2021	71%	88%	**92%**	-	-	-	-	-	-	*	-	*	-	-	92%	*	-
At Meets Grade Level or Above	2022	47%	65%	**63%**	-	-	-	-	-	-	-	-	-	-	-	63%	-	-
	2021	44%	62%	**67%**	-	-	-	-	-	-	*	-	*	-	-	66%	*	-
At Masters Grade Level	2022	21%	28%	**13%**	-	-	-	-	-	-	-	-	-	-	-	13%	-	-
	2021	20%	27%	**21%**	-	-	-	-	-	-	*	-	*	-	-	21%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	81%	**94%**	-	-	-	-	-	-	*	-	*	-	-	94%	*	-
	2021	73%	84%	**100%**	-	-	-	-	-	-	*	-	*	-	-	100%	*	*

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	49%	**75%**	-	-	-	-	-	-	*	-	*	-	-	74%	*	-
	2021	49%	56%	**92%**	-	-	-	-	-	-	*	-	*	-	-	94%	*	*
At Masters Grade Level	2022	30%	31%	**47%**	-	-	-	-	-	-	*	-	*	-	-	50%	*	-
	2021	29%	35%	**68%**	-	-	-	-	-	-	*	-	*	-	-	68%	*	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**76%**	-	-	-	-	-	-	*	-	*	-	-	75%	*	-
	2019	69%	71%	**89%**	-	-	-	-	-		-	-	-		-			
All Grades ELA/Reading	2022	78%	81%	**72%**	-	-	-	-	-	-	*	-	*	-	-	71%	*	-
	2019	68%	71%	**83%**	-	-	-	-	-		-	-	-		-			
All Grades Mathematics	2022	69%	77%	**79%**	-	-	-	-	-	-	-	-	-	-	-	79%	-	-
	2019	70%	72%	**96%**	-	-	-	-	-		-	-	-		-			

   * 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	100%	-	-	100%	100%	*	100%	99%	99%	100%
Included in Accountability	93%	95%	**96%**	-	94%	97%	100%	-	-	63%	82%	*	99%	87%	93%	80%
Not Included in Accountability: Mobile	5%	5%	**4%**	-	0%	3%	0%	-	-	38%	18%	*	0%	12%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	6%	0%	0%	-	-	0%	0%	*	0%	0%	1%	20%
Not Tested	1%	0%	**0%**	-	0%	0%	0%	-	-	0%	0%	*	0%	1%	1%	0%
Absent	1%	0%	**0%**	-	0%	0%	0%	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	0%	-	-	0%	0%	*	0%	1%	1%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	92%	95%	**96%**	-	90%	97%	*	-	-	*	81%	*	99%	88%	93%	*
Not Included in Accountability: Mobile	5%	5%	**3%**	-	0%	3%	*	-	-	*	19%	*	0%	12%	4%	*
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	-	10%	0%	*	-	-	*	0%	*	1%	0%	2%	*
Not Tested	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	**98%**	-	*	98%	-	-	-	*	100%	*	100%	95%	96%	-
Included in Accountability	93%	94%	**95%**	-	*	97%	-	-	-	*	83%	*	100%	84%	92%	-
Not Included in Accountability: Mobile	5%	5%	**3%**	-	*	2%	-	-	-	*	17%	*	0%	11%	4%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	*	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	1%	1%	**2%**	-	*	2%	-	-	-	*	0%	*	0%	5%	4%	-
Absent	1%	0%	**0%**	-	*	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	1%	**2%**	-	*	2%	-	-	-	*	0%	*	0%	5%	4%	-
Science																
Assessment Participant	98%	100%	**100%**	-	*	100%	*	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	93%	97%	**97%**	-	*	98%	*	-	-	*	83%	*	100%	89%	92%	-
Not Included in Accountability: Mobile	4%	3%	**3%**	-	*	2%	*	-	-	*	17%	*	0%	11%	8%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	*	0%	*	-	-	*	0%	*	0%	0%	0%	-
Not Tested	2%	0%	**0%**	-	*	0%	*	-	-	*	0%	*	0%	0%	0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	*	0%	*	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	-	*	0%	*	-	-	*	0%	*	0%	0%	0%	-
Social Studies																
Assessment Participant	98%	100%	**100%**	-	100%	100%	*	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	94%	94%	**92%**	-	100%	90%	*	-	-	*	83%	-	96%	83%	94%	*
Not Included in Accountability: Mobile	4%	6%	**8%**	-	0%	10%	*	-	-	*	17%	-	4%	17%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Tested	2%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	89%	*	*	-	-	*	-	-	-	-	-	-	-	*	*	-
				2021 STAAR Participation (All Grades)												
All Tests																
Assessment Participant	88%	100%	**99%**	*	100%	99%	*	*	-	100%	100%	-	100%	98%	98%	100%
Included in Accountability	83%	96%	**95%**	*	91%	96%	*	*	-	83%	73%	-	98%	83%	93%	100%
Not Included in Accountability: Mobile	3%	3%	**4%**	*	9%	4%	*	*	-	17%	27%	-	1%	16%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	*	-	0%	0%	-	0%	0%	0%	0%
Not Tested	12%	0%	**1%**	*	0%	1%	*	*	-	0%	0%	-	0%	2%	2%	0%
Absent	2%	0%	**0%**	*	0%	0%	*	*	-	0%	0%	-	0%	0%	0%	0%
Other	10%	0%	**1%**	*	0%	1%	*	*	-	0%	0%	-	0%	2%	2%	0%
Reading																
Assessment Participant	89%	100%	**100%**	*	100%	100%	*	*	-	*	100%	-	100%	100%	100%	*
Included in Accountability	83%	97%	**97%**	*	93%	97%	*	*	-	*	75%	-	99%	86%	96%	*
Not Included in Accountability: Mobile	3%	3%	**3%**	*	7%	3%	*	*	-	*	25%	-	1%	14%	4%	*
Not Included in Accountability: Other Exclusions	3%	0%	**0%**	*	0%	0%	*	*	-	*	0%	-	0%	0%	0%	*
Not Tested	11%	0%	**0%**	*	0%	0%	*	*	-	*	0%	-	0%	0%	0%	*
Absent	2%	0%	**0%**	*	0%	0%	*	*	-	*	0%	-	0%	0%	0%	*
Other	10%	0%	**0%**	*	0%	0%	*	*	-	*	0%	-	0%	0%	0%	*
Mathematics																
Assessment Participant	88%	100%	**97%**	-	100%	96%	*	-	-	*	100%	-	98%	92%	92%	*
Included in Accountability	84%	96%	**91%**	-	86%	91%	*	-	-	*	67%	-	96%	69%	85%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	**6%**	-	14%	5%	*	-	-	*	33%	-	2%	23%	8%	*
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Tested	12%	0%	**3%**	-	0%	4%	*	-	-	*	0%	-	2%	8%	8%	*
Absent	2%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Other	10%	0%	**3%**	-	0%	4%	*	-	-	*	0%	-	2%	8%	8%	*
Science																
Assessment Participant	87%	100%	**100%**	-	100%	100%	*	-	-	*	100%	-	100%	100%	100%	*
Included in Accountability	84%	95%	**94%**	-	86%	95%	*	-	-	*	67%	-	98%	82%	92%	*
Not Included in Accountability: Mobile	3%	5%	**6%**	-	14%	5%	*	-	-	*	33%	-	2%	18%	8%	*
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Tested	13%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Absent	2%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Other	10%	0%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Social Studies																
Assessment Participant	87%	100%	**100%**	*	100%	100%	-	*	-	*	*	-	100%	100%	100%	*
Included in Accountability	84%	96%	**98%**	*	100%	100%	-	*	-	*	*	-	100%	91%	100%	*
Not Included in Accountability: Mobile	3%	4%	**2%**	*	0%	0%	-	*	-	*	*	-	0%	9%	0%	*
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Not Tested	13%	0%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Absent	3%	0%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Other	10%	0%	**0%**	*	0%	0%	-	*	-	*	*	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	85%	*	*	-	-	*	-	-	-	-	-	-	*	*	*	-

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.9%	**95.2%**	*	93.7%	95.3%	*	*	-	*	90.7%	94.4%	*
2019-20	98.3%	98.8%	**98.7%**	*	98.6%	98.7%	*	*	-	*	98.7%	98.0%	*
Chronic Absenteeism													
2020-21	15.0%	9.4%	**13.1%**	*	17.4%	12.9%	20.0%	*	-	*	40.0%	14.7%	*
2019-20	6.7%	5.0%	**6.7%**	*	5.0%	6.7%	20.0%	*	-	*	18.2%	9.6%	*
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.8%	**0.8%**	*	4.3%	0.5%	0.0%	*	-	*	0.0%	1.0%	*
2019-20	1.6%	0.4%	**0.4%**	*	5.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.7%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Received TxCHSE	0.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Continued HS	3.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	*	0.0%	-
Dropped Out	5.8%	5.3%	**5.3%**	*	40.0%	2.0%	-	*	-	*	*	3.8%	-
Graduates and TxCHSE	90.3%	94.7%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Graduates, TxCHSE, and Continuers	94.2%	94.7%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Class of 2020													
Graduated	90.3%	95.8%	**95.8%**	*	*	95.3%	*	-	-	*	*	95.0%	-
Received TxCHSE	0.4%	2.1%	**2.1%**	*	*	2.3%	*	-	-	*	*	0.0%	-
Continued HS	3.9%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Dropped Out	5.4%	2.1%	**2.1%**	*	*	2.3%	*	-	-	*	*	5.0%	-
Graduates and TxCHSE	90.7%	97.9%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-
Graduates, TxCHSE, and Continuers	94.6%	97.9%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	95.8%	**95.8%**	*	*	95.3%	*	-	-	*	*	95.0%	-
Received TxCHSE	0.5%	2.1%	**2.1%**	*	*	2.3%	*	-	-	*	*	0.0%	-
Continued HS	1.1%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Dropped Out	6.2%	2.1%	**2.1%**	*	*	2.3%	*	-	-	*	*	5.0%	-
Graduates and TxCHSE	92.7%	97.9%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.9%	**97.9%**	*	*	97.7%	*	-	-	*	*	95.0%	-
Class of 2019													
Graduated	92.0%	98.0%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	1.3%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.1%	2.0%	**2.0%**	-	0.0%	2.3%	-	-	-	-	*	4.8%	-
Graduates and TxCHSE	92.6%	98.0%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Graduates, TxCHSE, and Continuers	93.9%	98.0%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.0%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Received TxCHSE	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.2%	2.0%	**2.0%**	-	0.0%	2.3%	-	-	-	-	*	4.8%	-
Graduates and TxCHSE	93.2%	98.0%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	**98.0%**	-	100.0%	97.7%	-	-	-	-	*	95.2%	-
Class of 2018													
Graduated	92.6%	100.0%	**100.0%**	-	*	100.0%	*	-	-	-	*	100.0%	-
Received TxCHSE	0.7%	0.0%	**0.0%**	-	*	0.0%	*	-	-	-	*	0.0%	-
Continued HS	0.6%	0.0%	**0.0%**	-	*	0.0%	*	-	-	-	*	0.0%	-
Dropped Out	6.1%	0.0%	**0.0%**	-	*	0.0%	*	-	-	-	*	0.0%	-
Graduates and TxCHSE	93.3%	100.0%	**100.0%**	-	*	100.0%	*	-	-	-	*	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	**100.0%**	-	*	100.0%	*	-	-	-	*	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.7%	**94.7%**	*	60.0%	98.0%	-	*	-	*	*	96.2%	-
Class of 2020	90.3%	93.9%	**93.9%**	*	*	93.2%	*	-	-	*	*	90.5%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	9.3%	**9.3%**	*	*	6.3%	-	*	-	*	*	16.0%	-
Class of 2020	4.3%	10.9%	**10.9%**	*	*	9.8%	*	-	-	*	*	21.1%	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	85.2%	**85.2%**	*	*	87.5%	-	*	-	*	*	72.0%	-
Class of 2020	83.5%	80.4%	**80.4%**	*	*	80.5%	*	-	-	*	*	63.2%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	94.4%	**94.4%**	*	*	93.8%	-	*	-	*	*	88.0%	-
Class of 2020	87.8%	91.3%	**91.3%**	*	*	90.2%	*	-	-	*	*	84.2%	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	8.6%	**8.6%**	*	*	5.9%	*	*	-	*	*	16.0%	-
2019-20	4.4%	10.9%	**10.9%**	*	*	9.8%	*	-	-	*	*	21.1%	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	86.2%	**86.2%**	*	*	88.2%	*	*	-	*	*	76.0%	-
2019-20	81.8%	80.4%	**80.4%**	*	*	80.5%	*	-	-	*	*	63.2%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	94.8%	**94.8%**	*	*	94.1%	*	*	-	*	*	92.0%	-
2019-20	85.8%	91.3%	**91.3%**	*	*	90.2%	*	-	-	*	*	84.2%	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	58	100.0%	58	358,842
By Ethnicity:				
African American	1	1.7%	1	44,018
Hispanic	3	5.2%	3	183,306
White	51	87.9%	51	103,898
American Indian	1	1.7%	1	1,195
Asian	1	1.7%	1	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	1	1.7%	1	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	3	5.2%	3	56,281
Foundation H.S. Program (Endorsement)	5	8.6%	5	13,582
Foundation H.S. Program (DLA)	50	86.2%	50	287,316
Special Education Graduates	2	3.4%	2	31,028
Economically Disadvantaged Graduates	25	43.1%	25	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	0	32,809
At-Risk Graduates	15	25.9%	15	155,884
CTE Completers	40	69.0%	40	99,076

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	58.6%	**58.6%**	*	*	60.8%	*	*	-	*	*	44.0%	-
2019-20	63.0%	69.6%	**69.6%**	*	*	70.7%	*	-	-	*	*	63.2%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	48.3%	**48.3%**	*	*	49.0%	*	*	-	*	*	32.0%	-
2019-20	53.4%	52.2%	**52.2%**	*	*	53.7%	*	-	-	*	*	31.6%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	46.6%	**46.6%**	*	*	47.1%	*	*	-	*	*	40.0%	-
2019-20	59.7%	32.6%	**32.6%**	*	*	34.1%	*	-	-	*	*	26.3%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	41.4%	**41.4%**	*	*	41.2%	*	*	-	*	*	36.0%	-
2019-20	47.9%	34.8%	**34.8%**	*	*	36.6%	*	-	-	*	*	26.3%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	36.2%	**36.2%**	*	*	35.3%	*	*	-	*	*	32.0%	-
2019-20	43.2%	30.4%	**30.4%**	*	*	31.7%	*	-	-	*	*	21.1%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	21.1%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Associate Degree (Annual Graduates)													
2020-21	2.6%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	2.1%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	41.4%	**41.4%**	*	*	41.2%	*	*	-	*	*	24.0%	-
2019-20	24.6%	41.3%	**41.3%**	*	*	43.9%	*	-	-	*	*	15.8%	-
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	4.0%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	13.8%	**13.8%**	*	*	15.7%	*	*	-	*	*	12.0%	-
2019-20	18.7%	30.4%	**30.4%**	*	*	31.7%	*	-	-	*	*	42.1%	-
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	10.3%	**10.3%**	*	*	11.8%	*	*	-	*	*	4.0%	-
2019-20	13.2%	28.3%	**28.3%**	*	*	29.3%	*	-	-	*	*	36.8%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	0.7%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.4%	**3.4%**	*	*	3.9%	*	*	-	*	*	8.0%	-
2019-20	2.4%	2.2%	**2.2%**	*	*	2.4%	*	-	-	*	*	5.3%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
2019-20	3.7%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	36.2%	**36.2%**	*	*	39.2%	*	*	-	*	*	36.0%	-
	2019-20	30.1%	26.1%	**26.1%**	*	*	26.8%	*	-	-	*	*	26.3%	-
Mathematics	2020-21	19.4%	32.8%	**32.8%**	*	*	35.3%	*	*	-	*	*	32.0%	-
	2019-20	21.2%	26.1%	**26.1%**	*	*	26.8%	*	-	-	*	*	26.3%	-
Both Subjects	2020-21	14.4%	27.6%	**27.6%**	*	*	29.4%	*	*	-	*	*	28.0%	-
	2019-20	16.4%	21.7%	**21.7%**	*	*	22.0%	*	-	-	*	*	21.1%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	7.3%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Mathematics	2020-21	10.3%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	9.7%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
Both Subjects	2020-21	4.9%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	4.2%	0.0%	**0.0%**	*	*	0.0%	*	-	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	22.0%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
English Language Arts	2021	12.1%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	12.7%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
Mathematics	2021	6.1%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	6.4%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
Science	2021	8.7%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	9.4%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
Social Studies	2021	11.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	-
	2020	12.4%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	*	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	-	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	31.0%	**31.0%**	*	*	31.4%	*	*	-	*	*	20.0%	-
	2019-20	76.7%	54.3%	**54.3%**	*	*	53.7%	*	-	-	*	*	31.6%	-
At/Above Criterion for All Examinees	2020-21	32.9%	33.3%	**33.3%**	-	*	25.0%	-	*	-	-	-	20.0%	-
	2019-20	35.7%	24.0%	**24.0%**	-	*	27.3%	-	-	-	*	-	0.0%	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	*	*	-	-	*	-	*	-	-	-	*	-
	2019-20	1019	1030	**1030**	-	-	1030	-	-	-	-	-	850	-
English Language Arts and Writing	2020-21	504	*	*	-	-	*	-	*	-	-	-	*	-
	2019-20	513	506	**506**	-	-	506	-	-	-	-	-	440	-
Mathematics	2020-21	498	*	*	-	-	*	-	*	-	-	-	*	-
	2019-20	506	524	**524**	-	-	524	-	-	-	-	-	410	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	20.6	**20.6**	-	*	19.8	-	*	-	-	-	20.8	-
	2019-20	20.2	19.9	**19.9**	-	18.0	20.2	-	-	-	16.0	-	18.8	-
English Language Arts	2020-21	19.6	20.6	**20.6**	-	*	19.9	-	*	-	-	-	20.6	-
	2019-20	19.9	18.9	**18.9**	-	18.5	19.0	-	-	-	15.5	-	17.1	-
Mathematics	2020-21	19.9	20.2	**20.2**	-	*	19.2	-	*	-	-	-	20.4	-
	2019-20	20.1	20.9	**20.9**	-	17.0	21.4	-	-	-	17.0	-	20.7	-
Science	2020-21	20.3	20.6	**20.6**	-	*	20.1	-	*	-	-	-	20.6	-
	2019-20	20.5	20.6	**20.6**	-	19.0	21.0	-	-	-	15.0	-	20.5	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	36.1%	**36.1%**	*	36.4%	36.0%	*	*	-	*	23.1%	34.1%	*
	2019-20	46.3%	45.8%	**45.8%**	*	38.9%	45.9%	*	*	-	*	22.2%	44.9%	*
English Language Arts	2020-21	16.3%	10.0%	**10.0%**	*	5.0%	10.1%	*	*	-	*	0.0%	6.6%	*
	2019-20	18.2%	6.1%	**6.1%**	*	0.0%	6.4%	*	*	-	*	0.0%	1.3%	*
Mathematics	2020-21	19.3%	23.8%	**23.8%**	*	25.0%	24.4%	*	*	-	*	16.7%	21.3%	*
	2019-20	20.7%	29.3%	**29.3%**	*	17.6%	30.0%	*	*	-	*	25.0%	32.9%	*
Science	2020-21	20.6%	28.8%	**28.8%**	*	28.6%	28.8%	*	*	-	*	18.2%	29.5%	*
	2019-20	22.4%	34.3%	**34.3%**	*	35.3%	34.1%	*	*	-	*	0.0%	28.6%	*
Social Studies	2020-21	22.8%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
	2019-20	24.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	*	*	0.0%	*	*	-	*	*	0.0%	-
	2019-20	58.5%	84.8%	**84.8%**	*	*	85.4%	*	-	-	*	*	84.2%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	52.2%	**52.2%**	*	*	53.7%	*	-	-	*	*	36.8%	-
	2018-19	52.6%	69.4%	**69.4%**	-	40.0%	72.7%	-	-	-	-	*	57.1%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	212	100.0%	701	5,402,928	212	100.0%	703	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	2.1%	4.1%	0	0.0%	2.1%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.1%	3.5%	0	0.0%	2.1%	3.5%
Kindergarten	0	0.0%	5.6%	6.8%	0	0.0%	5.5%	6.8%
Grade 1	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	9.1%	7.1%	0	0.0%	9.1%	7.1%
Grade 3	0	0.0%	6.0%	7.1%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 5	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 6	0	0.0%	8.6%	7.4%	0	0.0%	8.5%	7.4%
Grade 7	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.4%	7.8%
Grade 9	65	30.7%	9.3%	8.8%	65	30.7%	9.2%	8.8%
Grade 10	57	26.9%	8.1%	7.6%	57	26.9%	8.1%	7.5%
Grade 11	48	22.6%	6.8%	7.2%	48	22.6%	6.8%	7.2%
Grade 12	42	19.8%	6.0%	6.7%	42	19.8%	6.0%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.3%	12.8%	0	0.0%	0.3%	12.8%
Hispanic	19	9.0%	9.1%	52.8%	19	9.0%	9.2%	52.7%
White	186	87.7%	86.7%	26.3%	186	87.7%	86.6%	26.3%
American Indian	3	1.4%	1.0%	0.3%	3	1.4%	1.0%	0.3%
Asian	1	0.5%	0.1%	4.8%	1	0.5%	0.1%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	1.4%	2.6%	2.9%	3	1.4%	2.6%	2.9%
Sex:								
Female	108	50.9%	50.4%	48.9%	108	50.9%	50.4%	48.8%
Male	104	49.1%	49.6%	51.1%	104	49.1%	49.6%	51.2%
Economically Disadvantaged	70	33.0%	42.2%	60.7%	70	33.0%	42.2%	60.6%
Non-Educationally Disadvantaged	142	67.0%	57.8%	39.3%	142	67.0%	57.8%	39.4%
Section 504 Students	45	21.2%	16.0%	7.4%	45	21.2%	15.9%	7.4%
EB Students/EL	3	1.4%	2.3%	21.7%	3	1.4%	2.3%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	2	0.8%	0.4%	0.6%				
Students w/ Dyslexia	29	13.7%	8.8%	5.0%	29	13.7%	8.8%	5.0%
Foster Care	2	0.9%	0.7%	0.3%	2	0.9%	0.7%	0.3%
Homeless	3	1.4%	1.0%	1.1%	3	1.4%	1.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	53.8%	64.3%	0	0.0%	53.8%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	61	28.8%	42.7%	53.5%	61	28.8%	42.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	3	1.4%	2.3%	21.9%	3	1.4%	2.3%	21.8%
Gifted and Talented Education	30	14.2%	8.4%	8.0%	30	14.2%	8.4%	8.0%
Special Education	13	6.1%	7.4%	11.6%	13	6.1%	7.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	13							
By Type of Primary Disability								
Students with Intellectual Disabilities	8	61.5%	28.8%	43.0%				
Students with Physical Disabilities	*	*	32.7%	20.8%				
Students with Autism	0	0.0%	11.5%	14.7%				
Students with Behavioral Disabilities	*	*	26.9%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	36	14.7%	12.9%	13.6%				
By Ethnicity:								
African American	0	0.0%	0.3%	2.5%				
Hispanic	2	0.8%	0.8%	6.6%				
White	31	12.7%	10.8%	3.5%				
American Indian	2	0.8%	0.4%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.4%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	26.7%	15.4%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	6.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	19	18.6%	16.6%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	34	19.5%	13.1%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.7%	1.9%	-	0.0%	5.2%
Grade 1	-	1.9%	2.9%	-	20.0%	4.2%
Grade 2	-	0.0%	1.7%	-	0.0%	2.2%
Grade 3	-	1.9%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	0.0%	0.5%	-	0.0%	0.7%
Grade 6	-	2.0%	0.6%	-	0.0%	0.6%
Grade 7	-	2.0%	0.7%	-	0.0%	0.7%
Grade 8	-	6.3%	0.6%	-	0.0%	0.8%
Grade 9	0.0%	0.0%	10.5%	16.7%	16.7%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	13.0	18.7
Grade 1	-	16.7	18.7
Grade 2	-	21.0	18.6
Grade 3	-	13.8	18.7
Grade 4	-	17.5	18.8
Grade 5	-	17.3	20.2
Grade 6	-	19.1	19.2
Secondary:			
English/Language Arts	8.3	9.0	16.3
Foreign Languages	7.9	7.9	18.4
Mathematics	7.8	9.5	17.5
Science	12.4	12.4	18.5
Social Studies	9.6	10.5	19.1

Staff Information	--------- Campus ---------			
	Count/Average	Percent	District	State
Total Staff	29.8	100.0%	100.0%	100.0%
Professional Staff:	28.4	95.2%	69.8%	64.1%
Teachers	25.3	84.7%	59.9%	49.3%
Professional Support	2.0	6.8%	4.2%	10.7%
Campus Administration (School Leadership)	1.1	3.7%	3.9%	2.9%
Educational Aides:	1.4	4.8%	6.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	1.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	1.0	13,550.0
Part-time Counselors	1.0	n/a	0.0	1,176.0
Total Minority Staff:	1.8	6.0%	9.5%	52.1%
Teachers by Ethnicity:				
African American	0.5	1.9%	0.8%	11.2%
Hispanic	0.4	1.4%	3.1%	28.9%
White	22.5	89.1%	93.1%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.9	3.7%	1.5%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.9%	1.5%	1.2%
Teachers by Sex:				
Males	12.0	47.4%	26.6%	24.1%
Females	13.3	52.6%	73.4%	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	3.9%	1.5%	1.4%
Bachelors	17.9	71.0%	76.2%	72.6%
Masters	6.3	25.1%	22.3%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.9	7.6%	7.4%	7.9%
1-5 Years Experience	4.6	18.2%	15.3%	26.7%
6-10 Years Experience	2.4	9.7%	13.7%	20.6%
11-20 Years Experience	6.6	26.1%	26.0%	28.6%
21-30 Years Experience	3.3	13.1%	18.4%	13.2%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Over 30 Years Experience	6.4	25.3%	19.1%	2.9%
Number of Students per Teacher	8.4	n/a	10.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	3.7	6.3
Average Years Experience of Principals with District	5.0	3.7	5.4
Average Years Experience of Assistant Principals	5.0	3.7	5.5
Average Years Experience of Assistant Principals with District	5.0	3.7	4.8
Average Years Experience of Teachers:	16.9	17.1	11.1
Average Years Experience of Teachers with District:	6.6	7.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$35,669	$35,152	$51,054
1-5 Years Experience	$37,257	$37,837	$54,577
6-10 Years Experience	$55,356	$47,251	$57,746
11-20 Years Experience	$54,495	$53,770	$61,377
21-30 Years Experience	$60,693	$57,647	$65,949
Over 30 Years Experience	$59,725	$59,535	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$52,137	$50,863	$58,887
Professional Support	$61,416	$61,014	$69,505
Campus Administration (School Leadership)	$81,472	$73,429	$84,990
Instructional Staff Percent:	n/a	58.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	6.1	24.0%	10.6%	5.2%
Compensatory Education	1.0	3.9%	6.1%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	15.3	60.7%	73.6%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	1.1	4.5%	7.0%	9.6%
Other	1.7	6.9%	2.7%	3.5%

- Indicates there are no students in the group.

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

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

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

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

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

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 | <2.0 | GPA for 1st Year in Public Higher Education in Texas | | | | |
				2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
NEW DIANA ISD								
	230906001 NEW DIANA H S							
	Four-Year Public University	3						
	Two-Year Public Colleges	24	4	3	5	8	3	1
	Independent Colleges & Universities	6						
	Not Trackable	1						
	Not Found	31						
	Total High School Graduates	65						
ORE CITY ISD								
	230903001 ORE CITY H S							
	Four-Year Public University	8	1	1	1	1	4	0
	Two-Year Public Colleges	26	10	4	3	3	4	2
	Independent Colleges & Universities	1						
	Not Trackable	1						
	Not Found	23						
	Total High School Graduates	59						
UNION GROVE ISD								
	230908001 UNION GROVE H S							
	Four-Year Public University	14	2	0	3	4	5	0
	Two-Year Public Colleges	19	4	0	4	3	7	1
	Independent Colleges & Universities	1						
	Not Trackable	1						
	Not Found	14						
	Total High School Graduates	49						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
UPSHUR								
BIG SANDY ISD								
	230901001 BIG SANDY H S							
	Four-Year Public University	5	0	1	2	0	2	0
	Two-Year Public Colleges	12	5	1	1	2	2	1
	Independent Colleges & Universities	0						
	Not Trackable	0						
	Not Found	33						
	Total High School Graduates	50						
GILMER ISD								
	230902002 GILMER H S							
	Four-Year Public University	23	8	4	4	4	3	0
	Two-Year Public Colleges	43	17	7	6	9	2	2
	Independent Colleges & Universities	4						
	Not Trackable	4						
	Not Found	81						
	Total High School Graduates	155						
HARMONY ISD								
	230905001 HARMONY H S							
	Four-Year Public University	9	2	1	2	2	2	0
	Two-Year Public Colleges	29	5	3	2	6	13	0
	Independent Colleges & Universities	1						
	Not Trackable	4						
	Not Found	34						
	Total High School Graduates	77						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

Report on Disciplinary Incidents and Methods of Intervention
2021-2022

During the 2021-2022 school year, the Union Grove ISD had a total of 93 student disciplinary incidents. This was an increase of 14 incidents resulting in disciplinary actions from the 2020-2021 school year. There were no incidents on any of the campuses involving gang violence.

The Elementary School had a total of 38 incidents. There were 19 actions taken for in-school suspensions (OCS); 0 actions for out-of-school (3 day) suspensions; 0 actions for partial day OCS; and 0 action for partial day out-of-school suspension and 0 actions for off-campus Disciplinary Alternative Education Program (DAEP). 19 incidents violated the student code of conduct; 0 incidents involved possession of a controlled substance; 2 incidents involved fighting/mutual combat were reported at the Elementary. 0 incidents of public lewdness or indecent exposure No other types of disciplinary incidents occurred in the elementary school.

The Junior High School had a total of 21 incidents. There were 0 actions taken for out-of-school (3 day) suspensions; 16 actions for in-school suspension (OCS); and 0 actions for partial day OCS; and 1 actions for off-campus Disciplinary Alternative Education Program (DAEP). Of the 21 incidents, there were 0 incidents with cigarette/tobacco and no incident for possession of a controlled substance. 0 incidents of possession of alcohol. 4 incidents involved fighting/mutual combat; 21 incidents involved violations of the student code of conduct; 0 incident of public lewdness or indecent exposure; and 0 incident involving criminal mischief and 0 serious misconduct incidents. No other types of disciplinary incidents occurred in the junior high school.

The High School had a total of 34 incidents. There were 0 actions taken for out-of-school (3 day) suspensions; 27 actions for in-school suspensions (OCS); and 0 actions for partial day OCS; and 3 actions for off-campus Disciplinary Alternative Education Program (DAEP). 0 actions taken for truancy with fines assessed.; 0 incidents of public lewdness or indecent exposure. 0 incident of Terrorist Threat. During the 2021-21 school year, there were 0 incidents involving possession of a controlled substance; 34 incidents violating the student code of conduct; and 0 incidents for conduct punishable as a felony. There were 2 violations for fighting/mutual combat.

Union Grove ISD continues to work toward the following goals for grades PK-12 in our violence prevention programs: decrease substance uses among students; decrease disruptive behavior; reduce violence in schools; adoption of the dating violence policy; following the Chapter 37 guidelines; increase community and parental involvement; increase student involvement in school; raise the level of student achievement; decrease dropout rate; improve attendance; and increase graduation rate. Campus Plans address objectives and strategies to achieve these goals. The Campus Plans are posted on the district's website at www.ugisd.org

Texas Education Agency

2021 - 2022 Budgeted Financial Data
Totals for UNION GROVE ISD (230908)

Total Enrolled Membership: 701

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	$1,730,654	19.98%	$2,469	$1,730,654	18.93%	$2,469
State Operating Funds	$6,727,955	77.66%	$9,598	$6,730,955	73.63%	$9,602
Federal Funds	$40,000	0.46%	$57	$400,821	4.38%	$572
Other Local	$164,500	1.90%	$235	$279,100	3.05%	$398
Total Operating Revenue	$8,663,109	100.00%	$12,358	$9,141,530	100.00%	$13,041
Other Revenue						
Local Property Tax from I&S	$0	0.00%	$0	$532,506	63.33%	$760
State Assistance for Debt Service	$0	0.00%	$0	$306,357	36.43%	$437
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$2,000	0.24%	$3
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0
Total Other Revenue	$0	0.00%	$0	$840,863	100.00%	$1,200
Total Operating and Other Revenue	$8,663,109	100.00%	$12,358	$9,982,393	100.00%	$14,240
Recapture Revenue						
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0
Total Operating Other and Recaptured Revenue	$8,663,109	100.00%	$12,358	$9,982,393	100.00%	$14,240
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0
Estimated State TRS Contributions	$370,688	100.00%	$529	$386,093	100.00%	$551
Total Debt Service Financing and TRS Estimate Revenue	$370,688	100.00%	$529	$386,093	100.00%	$551

	General Fund	%	Per Student	All Funds	%	Per Student
				District		
Total Operating Other Debt Service Financing and TRS Estimate Revenue (excluding recapture)	$9,033,797	100.00%	$12,887	$10,368,486	100.00%	$14,791
Operating Expenditures by Object (61xx-64xx only)						
Payroll Expenditures (Object 61xx)	$5,941,623	70.65%	$8,476	$6,166,095	69.32%	$8,796
Professional & Contracted Services (Object 62xx)	$1,331,845	15.84%	$1,900	$1,343,945	15.11%	$1,917
Supplies & Materials (Object 63xx)	$726,382	8.64%	$1,036	$972,352	10.93%	$1,387
Other Operating Expenditures (Object 64xx)	$409,661	4.87%	$584	$412,861	4.64%	$589
Total Operating Expenditures by Object	$8,409,511	100.00%	$11,996	$8,895,253	100.00%	$12,689
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Debt Services (Object 65xx)	$196,500	38.03%	$280	$1,019,876	76.10%	$1,455
Capital Outlay (Object 66xx)	$320,251	61.97%	$457	$320,251	23.90%	$457
Total Non-Operating Expenditures by Object	$516,751	100.00%	$737	$1,340,127	100.00%	$1,912
Total Operating and Non-Operating Expenditures by Object	$8,926,262	100.00%	$12,734	$10,235,380	100.00%	$14,601
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	$4,499,476	53.50%	$6,419	$4,499,476	50.58%	$6,419
Instructional Resources & Media Services (Function 12)	$109,128	1.30%	$156	$109,128	1.23%	$156
Curriculum & Staff Development (Function 13)	$19,998	0.24%	$29	$19,998	0.22%	$29
Instructional Leadership (Function 21)	$0	0.00%	$0	$0	0.00%	$0
School Leadership (Function 23)	$507,049	6.03%	$723	$507,049	5.70%	$723
Guidance Counseling Services (Function 31)	$79,813	0.95%	$114	$79,813	0.90%	$114
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0
Health Services (Function 33)	$121,329	1.44%	$173	$121,329	1.36%	$173
Transportation (Function 34)	$235,308	2.80%	$336	$235,308	2.65%	$336
Food Services (Function 35)	$0	0.00%	$0	$485,742	5.46%	$693
Extracurricular (Function 36)	$580,083	6.90%	$828	$580,083	6.52%	$828
General Administration (Function 41,92)	$531,664	6.32%	$758	$531,664	5.98%	$758
Facilities Maintenance & Operations (Function 51)	$1,391,635	16.55%	$1,985	$1,391,635	15.64%	$1,985
Security & Monitoring Services (Function 52)	$94,000	1.12%	$134	$94,000	1.06%	$134

| | District | | | | | |
	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Services (Function 53)	$240,028	2.85%	$342	$240,028	2.70%	$342
Community Services (Function 61)	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0
Total Operating Expenditures by Function	$8,409,511	100.00%	$11,996	$8,895,253	100.00%	$12,689
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	$196,500	38.03%	$280	$1,019,876	76.10%	$1,455
Non-Operating Expenditures by Function (1x-9x) (66xx)	$320,251	61.97%	$457	$320,251	23.90%	$457
Total Non-Operating Expenditures by Function	$516,751	100.00%	$737	$1,340,127	100.00%	$1,912
Total Operating and Non-Operating Expenditures by Function	$8,926,262	100.00%	$12,734	$10,235,380	100.00%	$14,601
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	$3,757,899	44.69%	$5,361	$3,757,899	42.25%	$5,361
Gifted and Talented (PIC 21)	$17,030	0.20%	$24	$17,030	0.19%	$24
Career and Technical (PIC 22)	$527,368	6.27%	$752	$527,368	5.93%	$752
Students with Disabilities (PICs 23,33)	$455,591	5.42%	$650	$455,591	5.12%	$650
State Compensatory Education (PICs 24,26,28,29,30,34)	$400,657	4.76%	$572	$400,657	4.50%	$572
Bilingual (PICs 25,35)	$6,459	0.08%	$9	$6,459	0.07%	$9
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0
PreKindergarten (PIC 32)	$23,772	0.28%	$34	$23,772	0.27%	$34
Athletics/Related Activities (PIC 91)	$356,418	4.24%	$508	$356,418	4.01%	$508
Un-Allocated (PIC 99)	$2,687,325	31.96%	$3,834	$3,173,067	35.67%	$4,526
Total Operating Expenditures by Program Intent Code (PIC)	$8,409,511	100.00%	$11,996	$8,895,253	100.00%	$12,689
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$196,500	38.03%	$280	$1,019,876	76.10%	$1,455
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$320,251	61.97%	$457	$320,251	23.90%	$457
Total Non-Operating Expenditures by Program Intent Code (PIC)	$516,751	100.00%	$737	$1,340,127	100.00%	$1,912
Total Operating and Non-Operating	$8,926,262	100.00%	$12,734	$10,235,380	100.00%	$14,601

Expenditures by Program Intent Code (PIC)	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Total Disbursements						
Operating Expenditures	$8,409,511	91.51%	$11,996	$8,895,253	84.73%	$12,689
Recapture	$0	0.00%	$0	$0	0.00%	$0
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0
Intergovernmental Charge	$263,000	2.86%	$375	$263,000	2.51%	$375
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Debt Service (Object 6500)	$196,500	2.14%	$280	$1,019,876	9.71%	$1,455
Capital Projects (Object 6600)	$320,251	3.49%	$457	$320,251	3.05%	$457
Total Disbursements	$9,189,262	100.00%	$13,109	$10,498,380	100.00%	$14,976

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**94**	A
Student Achievement		**91**	A
STAAR Performance	61	90	
College, Career and Military Readiness	59	89	
Graduation Rate	98	95	
School Progress		**91**	A
Academic Growth	79	91	A
Relative Performance (Eco Dis: 42.2%)	60	87	B
Closing the Gaps	**100**	**100**	A

Distinction Designations

X **Postsecondary Readiness**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		89	B
STAAR Performance	59	89	
College, Career and Military Readiness			
Graduation Rate			
School Progress		84	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 43.5%)	59	84	B
Closing the Gaps	86	81	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

       ✗ **ELA/Reading**

       ✗ **Mathematics**

       ✓ **Science**

Not Eligible **Social Studies**

       ✗ **Comparative Academic Growth**

       ✗ **Postsecondary Readiness**

       ✗ **Comparative Closing the Gaps**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		91	A
STAAR Performance	63	91	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	84	92	A
Relative Performance (Eco Dis: 55.4%)	63	92	A
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ **ELA/Reading**

✓ **Mathematics**

✓ **Science**

✓ **Social Studies**

✓ **Comparative Academic Growth**

✓ **Postsecondary Readiness**

✓ **Comparative Closing the Gaps**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**94**	A
Student Achievement		**91**	A
STAAR Performance	62	91	
College, Career and Military Readiness	59	89	
Graduation Rate	98	95	
School Progress		**86**	B
Academic Growth	76	86	B
Relative Performance (Eco Dis: 33.0%)	61	81	B
Closing the Gaps	**100**	**100**	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

✗ **Social Studies**

✓ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✓ **Comparative Closing the Gaps**

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Cover Page

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

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

For additional information, please see the links below.

General Information about RDA and SPP/APR:

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

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

Methodology for RDA and SPP/APR:

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

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

Data Reports for RDA and SPP/APR:

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

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

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

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Performance

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

Other Important Information:

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

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

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

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

STAAR Performance (2021–22)

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

> *STAAR:*
>
> Grade 3 – reading and mathematics
>
> Grade 4 – reading and mathematics
>
> Grade 5 – reading mathematics, and science
>
> Grade 6 – reading and mathematics
>
> Grade 7 – reading and mathematics
>
> Grade 8 – reading, mathematics, science, and social studies

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End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

Progress (Academic Growth and STAAR Progress Measure)

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

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

STAAR Participation (2021–22)

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

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

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- *Included in Accountability:* scored answer documents

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

- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations

  ♦ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.

  ♦ *Other Exclusions.* The following answer documents were excluded from performance calculations:

  ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.

  ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.

  ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

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

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

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

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

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

Attendance is calculated as follows:

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2020–21 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2020–21 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2020–21 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2022 Accountability Manual (Data source: PEIMS 40203, 40110, 42400, and 42500)*

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

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

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

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

Additional Information on Cohorts:

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

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

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. This is also true for the five-year and six-year extended longitudinal cohorts.

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

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4-Year Longitudinal Rate

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2021 cohort*}}$$

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

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

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

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

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

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

number of students in the 2021 cohort*

5-Year Extended Longitudinal Rate

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

number of students in the 2020 cohort*

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

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

---

number of students in the 2020 cohort*

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

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

---

number of students in the2020 cohort*

6-year Extended Longitudinal Rate

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

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

---

number of students in the 2019 cohort*

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

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

---

number of students in the 2019 cohort*

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the **2021–22** school year. It is calculated as follows:

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

---

number of students in the 2019 cohort*

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

---

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

---

number of students in the 2019 cohort*

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

---

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

---

number of students in the 2019 cohort*

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

---

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

---

number of students in the 2019 cohort*

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

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

Additional Information about Federal Graduation Rates

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

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

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

---

number of students in the 2021 cohort **

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

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

---

number of students in the 2020 cohort**

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

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

---

number of students in the 2019 cohort**

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21 (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2021 with reported graduation plans}}$$

(excludes graduates with FHSP degree plans)

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

$$\frac{\text{number of graduates in the Class of 2021 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2021 with reported graduation plans}}$$

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

$$\frac{\text{number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

$$\frac{\text{number of graduates in SY 2020–21 who earn an FHSP-E}}{\text{number of graduates in SY 2020–21 with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in SY 2020–21who earn an FHSP-DLA}}{\text{number of graduates in SY 2020–21with reported FHSP graduation plans}}$$

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

$$\frac{\text{number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP}}{\text{or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2020–21 with reported graduation plans}}$$

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

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

Graduation Profile (2021–22)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2020–21are also shown:

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

(Data source: PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

<div align="center">

number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance

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total number of students

</div>

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

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

<div align="center">

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

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total number of students

</div>

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

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

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

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

Career/Military Readiness

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

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110*)

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

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria							
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English **and** >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics **and** >=23 Composite	or	Complete and earn credit for mathematics college prep course

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

The percentages are calculated as follows:

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

Any Subject.

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

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

$$\frac{\text{number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2020-21 annual graduates}}$$

Career/Military Ready Graduates

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

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

$$\frac{\text{number of 2020-21 annual graduates who earned an approved industry-based certification}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who earned a level I or level II certificate}}{\text{number of 2020-21 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2022 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2020-21 annual graduates}}$$

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

$$\frac{\text{number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2020-21 annual graduates}}$$

CCMR-related Indicators (2021–22)

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

English Language Arts.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2020-21 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2020-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA \underline{and} mathematics}}{\text{number of 2020-21 annual graduates}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

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

All Subjects

$$\frac{\text{number of students in grades 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\text{number of students in grade 11 \& 12 in the 2020-21 school year who took at least one AP or IB examination in social studies}$$

total students enrolled in grades 11 & 12

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

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

All Subjects

$$\frac{\text{number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\text{number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\text{number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\text{number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\text{number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

All Subjects

$$\frac{\text{number of 11}^\text{th}\text{ and 12}^\text{th}\text{ graders in the 2020-21 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^\text{th}\text{ and 12}^\text{th}\text{ grades}}$$

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

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

$$\frac{\text{number of 2020-21 graduates who took either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

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

$$\frac{\text{number of 2020-21 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

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

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

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

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

(Data source: College Board and PEIMS 40203)

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

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

Any Subject

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

English Language Arts

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

Mathematics

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

Science

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

Social Studies

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

(Data source: PEIMS 43415)

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

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

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

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

$$\frac{\text{number of graduates during the 2019-20 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2019-20 school year}}$$

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2021–22)

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

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

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

> • scheduled to attend at least two hours of instruction each school day or

> • participating in an alternative attendance accounting program.

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

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

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

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

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

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

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

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

2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

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

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

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

For 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —
>   (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
>   (B) includes —
>>   (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

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

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

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

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

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

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

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

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

$$\frac{\text{number of students in the 2021–22 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS 40110)

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

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

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

$$\frac{\text{number of mobile students in 2020–21}}{\text{number of students who were in membership at any time during the 2020–21 school year}}$$

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

Attrition Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

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

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

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

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

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

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

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

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2020–21 school year}}$$

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2021–22)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

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

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

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

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

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

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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
03580395	ROBOTICS PROGRAMMING & DESIGN

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

Technology Applications

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

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

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

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL

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I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH

03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU

03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN

03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

| N1100014 | AP RESEARCH |
| N1130026 | AP SEMINAR |

Other

N1290322	IB THEORY OF KNOWLEDGE
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

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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.