2021-22 Texas Academic Performance Report (TAPR)

District Name: MATAGORDA ISD

District Number: 158904

2022 Accountability Rating: C

2022 Special Education Determination Status:

Meets Requirements

																	EB/EL
	School		Region		African			American		Pacific	Two or More	Special Ed	Special Ed	Continu- ously	Non- Continu- ously	Econ	(Current
		State	03	District	District American Hispanic White	Hispanio	White	Indian	Asian		_		(Former)	m	-	1000	Monitored)
			STA	AR Perf	STAAR Performance Rates by Tested Grade, Subject, an	lates by	Tested	Grade, Su	bject, a	d Perfo	mance						
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	75%	73%	ı		* 83%		ı	ı	*	*	*	*	71%	71%	*
	2021	67%	67%	33%	*		* 50%			1	1	*		40%	*	38%	*
At Meets Grade Level or Above	2022	51%	49%	45%	ı	_	* 50%	1		1	*	*	*		57%	29%	*
	2021	39%	39%	22%	*		* 33%	1		1	1	*		20%	*	25%	*
At Masters Grade Level	2022	30%	27%	9%	1		* 0%	-		1	*	*	*		0%	0%	*
	2021	19%	18%	0%	*		* 0%	-		1	1	*	1	0%	*	0%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	71%	73%	ı		* 67%	ı		ı	*	*	*	*	71%	86%	*
	2021	62%	64%	44%	*		* 50%	1		1	1	*	ı	40%	*	50%	*
At Meets Grade Level or Above	2022	43%	43%	45%	-		* 67%	-	ı	ı	*	*	*		43%	43%	×
	2021	31%	32%	33%	*		* 33%	-	1	1	1	*		20%	*	38%	*
At Masters Grade Level	2022	21%	21%	27%	1		* 33%	1		1	*	*	*	*	14%	14%	×
	2021	14%	15%	0%	*		* 0%	1	1	1	ı	*	ı	0%	*	0%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	75%	80%			* 60%		1	ı	1	*		67%	*	75%	*
	2021	63%	63%	*	-		*			1	1	1	•	*	*	*	ı
At Meets Grade Level or Above	2022	54%	50%	20%	•		* 20%	-	ı	1	1	*	-	33%	*	13%	*
	2021	36%	36%	*			*	-		ı	1	1	-	*	*	*	-
At Masters Grade Level	2022	28%	23%	10%	-		* 0%			1	ı	*		17%	*	13%	*
	2021	17%	16%	*	-		*	1		-	1		1	*	*	*	l
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	50%			* 40%	ı				*	ı	17%	*	38%	*
	2021	59%	63%	*			*	1	1	ı		-	1	*	*	*	ı
At Meets Grade Level or Above	2022	43%	44%	30%			* 20%			ı	ı	*	ı	17%	*	13%	*
	2021	36%	38%	*	-		*	-		ı	1	1	1	*	*	*	ı
At Masters Grade Level	2022	23%	23%	10%			* 0%			-	ı	*	-	0%	*	13%	*
	2021	21%	23%	*	-		*		-	I	1	1	-	*	*	*	ı
Grade 5 Reading																	

Majornaches Chade Level or Above 2022 97% 27% 69% 27% 29% 69% 27% 29% 69% 27% 29% 69% 27% 29% 69% 27% 29% 69% 27% 29% 69% 27% 29% 69% 27%	1	*	*	*	-	*	1	-	1%	* 100%	1		86%	65%	68%	2021	
		55%	*	64%		1			*	%					73%	2022	At Approaches Grade Level or Above
School S																	Grade 6 Mathematics
School S		*	*	*		*			%				14%		15%	2021	
School S		27%	*	27%					*	%					23%	2022	At Masters Grade Level
		*	*	*		*			1%	1			43%		32%	2021	
School S	-	45%	*	36%		-			*	%			36%		43%	2022	At Meets Grade Level or Above
School S	1	*	*	*		*			%				71%		62%	2021	
School State Sta	1	73%	*	73%		1			*	%			79%		70%	2022	At Approaches Grade Level or Above
School State Region African Minerican Mine																	Grade 6 Reading
School State Region Fatican African American Monte Ed Constitut Constitut Monte Ed Constitut Monte Monte Ed Constitut Monte Monte Ed Constitut Monte Monte Ed Constitut Monte	ı	13%	*	9%		1			1%				8%		13%	2021	
School State Region		*	*	*		1			*	1					18%	2022	At Masters Grade Level
School S	1	25%	*	18%		-			1%				25%		31%	2021	
School Region R		*	*	*					*	1	1				38%	2022	At Meets Grade Level or Above
School Region Property Region		75%	*	73%					1%				75%		62%	2021	
School Year State O3 District African African Year State O3 District African African African Year State O3 District African African African Asian Slander Races Current Former Ed Continu-Cont	1	*	*	*					*	L	1				66%	2022	At Approaches Grade Level or Above
School Vear State O3 District African Minite Indian Asian Islander Races Current Former) Enrolled Enroll																	Grade 5 Science
School Year State 03 District American Hispanic White Indian Asian Islander Races Current Ed Continut	-	0%	*	0%			and the second s		%				0%		25%	2021	
School Year State O.3 District African African African African African Asian Islander Races Current) Former Ed Ed Ously	-	*	*	*		-			*	-	1				25%	2022	At Masters Grade Level
School State Sta		25%	*	18%					%				17%	46%	44%	2021	
School Feat State Stat	1	*	*	*					*		ı			49%	48%	2022	At Meets Grade Level or Above
School Fegion F	ı	63%	*	64%		-			%				67%	73%	70%	2021	
School Region Year Region Year African Agian Year African Hispanic White Indian American Asian Islander Races Pacific More Ed Ed Ously	1	*	*	*		1			*	1	1			78%	77%	2022	At Approaches Grade Level or Above
School School Year State Region Year State O3 District American Year State O3 District American Hispanic White Indian Asian Islander Races Current Former End ously ous outly ously ously ously ously ously ously ously ously ously ous outly ously ously ously ously ously ously ously ously ously ous outly outly ously outly ously outly ously outly ously outly outl																	Grade 5 Mathematics
School Year State Region 03 African District African American White Indian American Asian Pacific Islander More Races Special Ed Gurrent Special Ed Gurshy Special Ously Ously Ously Ously Non- Ed Ed Gurrent Continu- Continu- Ously Ously Ously Non- Ed Ed Gurrent Continu- Enrolled Continu- Ously Ously Ously Ously Non- Ed Ed Gurrent Continu- Enrolled Continu- Ously Ousl		0%	*	0%		-			%				0%	24%	30%	2021	
School Year State 03 District African African African More		*	*	*		-			*	1	1			33%	36%	2022	At Masters Grade Level
School Year State 03 District American Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled Enrolled 2022 81% 79% * - 71% 20% * * * * 55% * * * * * * * * * * * * * * * *		25%	*	18%		•			%				17%	40%	46%	2021	
School Region Year State 03 District American 2022 81% 79% * 2021 73% 69% 50% - 71% 20		*	*	*		1			*	-	•		o	54%	58%	2022	At Meets Grade Level or Above
School Region African African Year State 03 District American Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled Enrolled 2022 81% 79% * - * * * * *		50%	*	55%					%				50%	69%	73%	2021	
Non- Region African African Hispanic White Indian Asian Islander Races (Current) (Former) Enrolled Enrolled	ı	*	*	*		•			*		•			79%	81%	2022	At Approaches Grade Level or Above
Two Or Special Special Continu- Continu- Region African American Pacific More Ed Ed ously ously Econ	Ionitored)	Disadv N			(Former)	(Current)				ic Whi	Hispan	American	District	03		Year	
	(Current					Special Ed	Pacific		America			African		Region		Schoo	

	School	701	Region		African			American		Pacific	Two or More	Special Ed	Special Ed		Non- Continu- ously	Econ	EB/EL (Current &
		State		District	_	Hispanic White	100000000000000000000000000000000000000	Indian	Asian	Islander	Races	(Current) (Former)	_	Q	1	Disadv	Disadv Monitored)
At Meets Grade Level or Above		39%	%			13%	*	ı	1		*		C			18%	ı
	2021	36%	32%	43%	-	*	50%		-	-		*	-	*	*	*	
At Masters Grade Level	2022	16%	12%	0%	•	0%	*	ı		ı	*	1	*	0%	*	0%	ı
	2021	15%	12%	0%	•	*	0%					*	•	*	*	*	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	76%	100%	1	*	100%	1	ı	ı	*	*	*	*	*	100%	
	2021	69%	67%	55%		40%	60%		ı	ı	*		*	50%	*	*	1
At Meets Grade Level or Above	2022	56%	50%	75%		*	100%		ı	1	*	*	*	*	*	83%	
	2021	45%	39%	27%		0%	40%	1	1		*	,	*	20%	*	*	1
At Masters Grade Level	2022	37%	31%	50%	•	*	80%		-	-	*	*	*	*	*	50%	
	2021	25%	20%	18%	-	0%	20%	-		1	*	-	*	20%	*	*	ı
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	38%	ı	*	60%	1			*	*	*	*	*	50%	ı
	2021	55%	52%	45%	ı	20%	60%	1		1	×	1	*	40%	*	*	
At Meets Grade Level or Above	2022	31%	27%	38%	1	*	60%	1		1	*	*	*	*	*	50%	
	2021	27%	23%	18%		0%	40%	ı	1	1	*	1	*	20%	*	*	
At Masters Grade Level	2022	13%	11%	0%	ı	*	0%	1	ı	ı	*	*	*	*	*	0%	ı
	2021	12%	9%	0%	1	0%	0%			ı	*	-	*	0%	*	*	1
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	81%	100%	ı	*	*	1	1		*			100%	*	*	1
	2021	73%	72%	67%	1	*	*	1		1		*		*	*	80%	*
At Meets Grade Level or Above	2022	58%	51%	67%	-	*	*			-	*	-	ı	63%	*	*	
	2021	46%	45%	33%		*	*				ı	*	ı	*	*	40%	*
At Masters Grade Level	2022	37%	32%	44%		*	*	1	ı	ı	*	1	1	38%	*	*	
	2021	21%	19%	17%	-	*	*	-		ı	1	*	ı	*	*	20%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	68%	78%	1	*	*			•	*			75%	*	*	ı
	2021	62%	66%	33%	ı	*	*	1		ı	1	*	ı	*	*	40%	*
At Meets Grade Level or Above	2022	40%	36%	44%	•	*	*			1	*	-	1	50%	*	*	1
	2021	36%	40%	17%	1	*	*	1		1	-	*	-	*	*	20%	*

*	28%	50%	19%	*	29%	*				% 36%	* 11%		27%	40%	45%	2021	Сольностий положения положения выправления выправления положения п
*	43%	55%	40%	40%	33%	80%	1			% 48%	- 36%		45%	47%	53%	2022	At Meets Grade Level or Above
*	59%	67%	49%	*	57%	*		1		% 57%	* 47%		53%	66%	68%	2021	
*	81%	90%	80%	80%	83%	80%		1		% 78%	- 91%		84%	72%	75%	2022	At Approaches Grade Level or Above
																	All Grades ELA/Reading
0%	9%	6%	6%	0%	20%	*		1		% 8%	* 3%		6%	16%	18%	2021	
*	15%	16%	19%	20%	8%	25%		1		% 18%	- 17%		18%	20%	23%	2022	At Masters Grade Level
33%	31%	45%	20%	8%	35%	*	-	1		% 35%	* 15%		26%	39%	41%	2021	
*	39%	51%	38%	20%	42%	67%	1	1		% 46%	- 31%		42%	44%	48%	2022	At Meets Grade Level or Above
50%	58%	68%	49%	58%	55%	*		1		% 60%	* 46%		53%	66%	67%	2021	
*	70%	81%	66%	70%	75%	75%	ı	1		% 69%	- 71%		71%	71%	74%	2022	At Approaches Grade Level or Above
																	All Grades All Subjects
*	20%	*	20%	ı	*	1		1	*	*	1		14%	11%	14%	2021	
	*	*	13%	ı	1	*	-	1	*	*	-		11%	14%	18%	2022	At Masters Grade Level
*	40%	*	20%	-	*	ı		1	*	*	•		29%	25%	28%	2021	
	*	*	25%		-	*	-	-	*	×	1		33%	25%	31%	2022	At Meets Grade Level or Above
*	40%	*	20%		*	ı	_	1	*	*			29%	55%	57%	2021	
1	*	*	25%	1	ı	*	1	1	*	*			33%	55%	61%	2022	At Approaches Grade Level or Above
																	Grade 8 Social Studies
*	40%	*	20%	-	*	1	1	-	*	*	•		29%	19%	24%	2021	
I	*	*	63%	ı	-	*	-	-	*	*	-		67%	18%	24%	2022	At Masters Grade Level
*	100%	*	80%	1	*	ı			*	*	-		86%	39%	43%	2021	
1	*	*	88%		•	*	-	1	*	*	1		89%	38%	45%	2022	At Meets Grade Level or Above
*	100%	*	80%	ı	*	1	1	1	*	*	1		86%	67%	68%	2021	
1	*	*	100%	1		*			*	*			100%	69%	74%	2022	At Approaches Grade Level or Above
																	Grade 8 Science
*	20%	*	*	-	*	1	-		*	*	•		17%	11%	11%	2021	
1	*	*	0%	1	1	*		1	*	*	•		0%	12%	14%	2022	At Masters Grade Level
Disadv Monitored)	Disadv N	12		(Current) (Former) Enrolled	(Current)	Races	Islander Races	Asian	e Indian	ic Whit	Hispani	American Hispanic White	District	03	State	Year	
EB/EL (Current &	Econ	Non- Continu- ously	Continu-	Special Ed	Special Ed	Two or More	Pacific		American			African		Region		Schoo	

	Reading		Reading and N Including EOC		Reading	3rd Graders			At Maste		At Meets		At Appro	All Grac		At Maste		At Meets		At Appro	All Grac		At Maste		At Meets		At Appro	All Grac		At Maste	
	Reading Including EOC		Reading and Mathematics Including EOC		Reading and Mathematics	ders			At Masters Grade Level	Activity (size fundacionale, size fundacionale, contente des superior de seguentes de seguentes de seguentes d	At Meets Grade Level or Above		At Approaches Grade Level or Above	All Grades Social Studies		At Masters Grade Level		At Meets Grade Level or Above	skord gankpronissel kundusord esementrikannis krosisserik gantaannis (simian kanta suda suda suda suda suda su	At Approaches Grade Level or Above	All Grades Science		At Masters Grade Level	от при	At Meets Grade Level or Above		At Approaches Grade Level or Above	All Grades Mathematics		At Masters Grade Level	
2021	2022	2021	2022	2021	2022			2021	2022	2021	2022	2021	2022		2021	2022	2021	2022	2021	2022		2021	2022	2021	2022	2021	2022		2021	2022	School Year
38%	51%	24%	36%	24%	36%			29%	30%	49%	50%	73%	75%		20%	21%	44%	47%	71%	76%		18%	20%	37%	42%	66%	72%		18%	25%	State
39%	49%	25%	35%	25%	35%		STA	24%	25%	44%	44%	70%	71%		16%	17%	40%	43%	71%	74%		17%	18%	37%	39%	66%	70%		15%	21%	Region 03
22%	45%	22%	27%	22%	27%		AR Per	14%	11%	29%	33%	29%	33%		16%	50%	47%	83%	79%	92%		2%	7%	22%	31%	53%	60%		8%	24%	District
*	ı	*		*	1		STAAR Performance Rates by Enrolled Grade at Meets	1	1			•			1	1	ı	ı				*		*		*	1		*		African American Hispanic
*	*	*	*	*			lates by	*	*	*	*	*	*		18%	*	45%	*	73%	*		0%	9%	11%	18%	42%	59%		0%	23%	Hispanic
33%	* 50%	* 33%	* 33%	* 33%	* 33%		Enrolle	*	*	*	*	*	*		13%	* 43%	50%	* 71%	88%	* 86%		4%	7%	32%	37%	61%	59%		11%	26%	White
1		-			1		d Grade at	1			1		1					manufacture de conseniente des apriles apriles de conseniente de production de conseniente de conseniente de c					-	-		-	1		-	-	American Indian
ı	ı		ı	-			Meets			1			1		1	1	1	ı	1	ı		1	ı	1	1		1				Asian
			,	-			Grade L	ı			-	ı	ī		ı					1						-	- 1		1	-	Pacific Asian Islander
ı	*	1	*		*		Level or Above		*		*		*		1	*	1	*	1	*		*	0%	*	40%	*	60%		*	20%	Two or More Races
*	*	*	*	*	*		Above	*		*		*			*		*	1	*			14%	17%	14%	50%	43%	67%		14%	0%	Special Ed (Current)
	*	-	*	-	*				ı			ı			*	1	*	1	*	ı		*	0%	*	0%	*	60%		*	40%	Special Ed (Former)
20%	*	20%	*	20%	*			20%	13%	20%	25%	20%	25%		13%	50%	38%	80%	75%	90%		3%	6%	22%	26%	49%	54%		8%	26%	Continu- ously Enrolled
*	57%	*	29%	*	29%			*	*	*	*	*	*		*	*	*	*	*	*		0%	10%	25%	40%	67%	70%		8%	20%	Non- Continu- ously Enrolled
25%	29%	25%	14%	25%	14%			20%	*	40%	*	40%	*		23%	20%	54%	100%	85%	100%		3%	5%	28%	27%	52%	57%		7%	22%	Econ Disadv
*	*	*	*	*	*			*	1	*	ı	*	ı		*	-	*	-	*	I		*	*	*	*	*	*		*		EB/EL (Current & Monitored)

	School		Region		African			American		Pacific	Two or More	Special Ed	Special Ed	Continu-	Non- Continu- ously	Econ	EB/EL (Current &
	Year	State	03	District	American Hispanic White	Hispanic	White	100	Asian I	slander Races			er)	12			Monitored)
Math Including EOC	2022	43%	43%	45%	ı	*	67%		ı		*	*	*	*	43%	43%	*
	2021	31%	32%	33%	*	*	33%	-		-	1	*	-	20%	*	38%	*
4th Graders																	
Reading and Mathematics	2022	36%	35%	10%		*	20%	-		-	1	*	-	17%	*	0%	, *
	2021	26%	26%	*	•	*		•		-	1	-	-	*	*	*	ı
Reading and Mathematics Including EOC	2022	36%	35%	10%	ı	*	20%				ı	*	ı	17%	*	0%	*
	2021	26%	26%	*	-	*	*	-		-	1			*	*	*	ı
Reading Including EOC	2022	54%	50%	20%	-	*	20%		ı	-	1	*		33%	*	13%	*
	2021	36%	36%	*		*	*	1	1	-	I	-	-	*	*	*	
Math Including EOC	2022	43%	45%	30%	•	*	20%	1	ı	1	ı	*	•	17%	*	13%	*
	2021	36%	38%	*	1	*	*	1		-	1	-	-	*	*	*	-
5th Graders																	
Reading and Mathematics	2022	41%	40%	*		-	*		1		1		ı	*	*	*	
	2021	34%	30%	8%		14%	0%	1	1	1	1	1	*	9%	*	13%	•
Reading and Mathematics Including EOC	2022	41%	40%	*		1	*			ı	1		ı	*	*	*	
	2021	34%	30%	8%		14%	0%	1	1		1	1	*	9%	*	13%	
Reading Including EOC	2022	58%	54%	*		1	*	ı	ı		1	1		*	*	*	ı
	2021	46%	40%	17%	ı	29%	0%	1	ı	1	1	1	*	18%	*	25%	1
Math Including EOC	2022	48%	49%	*	•		*	1	ı	1	1	1		*	*	*	1
	2021	44%	46%	17%	1	14%	20%	ı	1	-	1	1	*	18%	*	25%	-
6th Graders																	
Reading and Mathematics	2022	31%	25%	14%		13%	*		ı	1	*	1	*	9%	*	18%	ı
	2021	24%	20%	29%		*	33%	1	1	1	1	*	1	*	*	*	
Reading and Mathematics Including EOC	2022	31%	25%	14%	ı	13%	*			1	*	•	*	9%	*	18%	ſ
	2021	24%	20%	29%	1	*	33%	1		-	1	*	1	*	*	*	
Reading Including EOC	2022	43%	38%	36%	-	38%		-	1	-	*	-	*	36%	*	45%	-
	2021	32%	28%	43%	1	*	50%	1	1	-	1	*	-	*	*	*	-
Math Including EOC	2022	40%	33%	14%		13%	*	1	1	-	*	-	*	9%	*	18%	-
	2021	36%	32%	43%	•	*	50%		1		ı	*		×	*	*	1
7th Graders																	

*	28%	25%	22%	*	14%	*		1	%	11% 32%	*		22%	37%	37%	2021	
*	27%	40%	26%	0%	50%	- 40%		1	%	18% 37%	- 18		31%	40%	43%	2022	Math Including EOC
*	28%	50%	19%	*	29%	*		1	%	11% 36%	*		27%	38%	41%	2021	
*	43%	55%	40%	40%	33%	- 80%		1	%	36% 48%	- 36		45%	49%	53%	2022	Reading Including EOC
*	17%	17%	14%	*	14%	*		1	%	5% 21%		*	14%	26%	28%	2021	
*	19%	25%	20%	0%	17%	- 40%	ı	•	%	9% 30%			22%	33%	36%	2022	Reading and Mathematics Including EOC
*	17%	17%	14%	*	14%	*	1	1	%	5% 21%		*	14%	24%	26%	2021	
*	19%	25%	20%	0%	17%	- 40%	1	1	%	9% 30%			22%	31%	34%	2022	Reading and Mathematics
																	3rd - 8th Graders
*	20%	*	*		*			1	*	*			17%	46%	43%	2021	
1	*	*	50%	•	1	*	1	1	*	*		-	44%	43%	48%	2022	Math Including EOC
*	40%	*	*	•	*		1	1	*	*		-	33%	45%	47%	2021	
1	*	*	63%	•	-	*		1	*	*		-	67%	51%	58%	2022	Reading Including EOC
*	20%	*	*		*	1	1		*	*		1	17%	33%	33%	2021	
-	*	*	38%			*			*	*			33%	35%	41%	2022	Reading and Mathematics Including EOC
*	20%	*	*	•	*		-	-	*	*	•	-	17%	23%	21%	2021	
-	*	*	38%			*	1	1	*	*		-	33%	25%	27%	2022	Reading and Mathematics
																	8th Graders
	*	*	20%	*		*		1	%	0% 40%			18%	28%	32%	2021	
	50%	*	*	*	*	*			%	* 60%	-		38%	31%	37%	2022	Math Including EOC
ı	*	*	20%	*	-	*	1	1	%	0% 40%		•	27%	39%	45%	2021	
	83%	*	*	*	*	*		-	%	* 100%		1	75%	50%	56%	2022	Reading Including EOC
•	*	*	10%	*	•	*		1	%	0% 20%			9%	22%	27%	2021	
-	50%	*	*	*	*	*		!	%	* 60%			38%	27%	33%	2022	Reading and Mathematics Including EOC
1	*	*	10%	*		*	1	1	%	0% 20%		-	9%	22%	26%	2021	
	50%	*	*	*	*	*		-	%	* 60%			38%	27%	32%	2022	Reading and Mathematics
Econ & Current &	Econ Disadv N	Non- Continu- ously Enrolled I	Continu- ously Enrolled	Special Ed (Former)	Special Ed (Current)	Two or More	Two or Pacific More n Islander Races	n Asian	American te Indian	ic Whi	Hispar	African American Hispanic White	District	Region 03	State	Schoo Year	

^{*} 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				African			American		Pacific	Two or More	Special Ed	Special Ed	Continu- ously	Non- Continu- ously	Econ	EB/EL (Current
		State	Region03	District	State Region03 District American Hispanic White	Hispanic	White	Indian	Asian		Races		(Former)	Enrolled	17	Disadv	Disadv Monitored)
	420/ADM			Schoo	School Progress Domain - Academic Growth Score by Grade and Su	Domain -	Acade	mic Growt	h Sco	re by Grad	e and	Subject					
Grade 4 ELA/Reading	2022	77	73	56	•	*	40	- Internative contract the contract that the con		1		*		40	*	43	*
	2019	61	61	75	•	*	69				*	*	,	71	80	58	
Grade 4 Mathematics	2022	74	75	56		*	40	ı	ı	ı	1	*		40	*	43	*
	2019	දි	63	50	•	*	38				*	*		. 71	20	50	
Grade 5 ELA/Reading	2022	87	85	*			*		ı	1	1		1	*	*	*	•
	2019	82	79	88	1	88	86	ı	ı	1	*	*	*	92	80	100	
Grade 5 Mathematics	2022	79	77	*	,	,	*	1	ı	1	ı			*	*	*	
	2019	83	84	88		100	86	1			*	*	*	92	80	88	•
Grade 6 ELA/Reading	2022	61	57	73	•	81	*	1	1	1	*	i	*	68	*	70	
	2019	42	37	41		33	50				1	*	*	40	42	*	
Grade 6 Mathematics	2022	61	48	65		75	*	11:	1	-	*	ľ	*	59	*	60	
	2019	54	46	75	•	79	70			1	1	*	*	58	92	60	*
Grade 7 ELA/Reading	2022	88	86	100		*	*		r		ı	*	*	*	*	*	•
	2019	77	77	80	•	80	80			1		*	1	75	*	71	*
Grade 7 Mathematics	2022	60	56	20	•	*	*	-			ı	*	*	*	*	*	-
	2019	62	59	80	•	90	70					*		81	*	93	*
Grade 8 ELA/Reading	2022	83	82	94	1	*	*				*			94	*	*	•
	2019	77	75	69		60	*	ı		ı	1	*		58	*	75	*
Grade 8 Mathematics	2022	74	73	89	1	*	*	1		ı	*	1	1	94	*	*	1
	2019	82	84	100	1	100	*		1	ı	1	*	-	100	*	100	*
All Grades Both Subjects	2022	74	70	71	1	78	61				*	70	69	70	75	63	*
	2019	69	66	75	1	80	71	1		1	75	72	*	77	71	75	70
All Grades ELA/Reading	2022	78	76	79	•	81	75			•	*	80	*	76	90	73	*
	2019	68	66	72	1	70	73	1		1	×	56	*	72	73	69	*
All Grades Mathematics	2022	69	65	63	1	75	48	1		1	×	60	*	64	60	54	*
	2019	70	67	78		89	68	•	1	1	*	88	*	82	70	80	*

^{*} 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) MATAGORDA ISD (158904) - MATAGORDA COUNTY

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

					Total	BE-Trans				ALP		ESL		ALP	EB/EL with			Monitored &
	School Year	State	Region 03	District	E B	Early	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	Bilingual (Exception)	Total	4 7	ESL ESL Pull-Out (Waiver)	ESL Waiver)	Parental Denial	Never EB/EL	EB/EL (Current)	Former EB/EL
						₹ Performa	nce Rate b	y Subject	and Perfor	STAAR Performance Rate by Subject and Performance Level	<u>e</u>	621/01						
All Grades All Subjects							and the second s											
At Approaches Grade Level or Above	2022	74%	71%	71%		-	-	-	1		*	*	*	1		- 70%	*	-
	2021	67%	66%	53%		-	1		1		- 50%	50%	1	1	-	- 53%	50%	ı
At Meets Grade Level or Above	2022	48%	44%	42%						_	*	*	*	1	-	- 43%	*	1
	2021	41%	39%	26%	1	1	1	-	1		- 33%	33%	-	1		- 26%	33%	1
At Masters Grade Level	2022	23%	20%	18%		1	1	-	ı		*	*	*	1		- 18%	*	1
	2021	18%	16%	6%		1			1		- 0%	0%	1			- 7%	0%	1
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	72%	84%		-					*	*	*	1		- 83%	*	
	2021	68%	66%	53%					1		*	*	1	-		- 53%	*	
At Meets Grade Level or Above	2022	53%	47%	45%	-	1		-	ı		*	*	*	ı		- 48%	*	
	2021	45%	40%	27%					1		*	*	1			- 28%	*	
At Masters Grade Level	2022	25%	21%	24%		ī			1		*	*	*			- 25%	*	
	2021	18%	15%	8%	1		1	1	1		*	*	1			- 9%	*	•
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	70%	60%		-		-	ı		*	*	*	ı		- 58%	*	
	2021	66%	66%	53%					ı		*	*	_	ı		- 53%	*	ı
At Meets Grade Level or Above	2022	42%	39%	31%							*	*	*			- 31%	*	1
	2021	37%	37%	22%	T.	ı	ı		ı		*	*	ı	ı		- 21%	*	
At Masters Grade Level	2022	20%	18%	7%							*	*	*	1		- 6%	*	
	2021	18%	17%	2%	-	-	-	-	-		*	*	1	ı		- 2%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	74%	92%	-	1	•		1				1	1		- 92%		
	2021	71%	71%	79%			-				*	*	-			- 78%	*	
At Meets Grade Level or Above	2022	47%	43%	83%	-	1	•		1			-				- 83%	-	-
	2021	44%	40%	47%	-	-	-	-	-		*	*	-	•		- 44%	*	ı
At Masters Grade Level	2022	21%	17%	50%		-	1	1	1		1			1		- 50%		
	2021	20%	16%	16%			-	-	-		*	*	-	1		- 17%	*	
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	71%	33%	1		-		1		1		-	1		- 33%	1	-
	2021	73%	70%	29%					-		*	*	-			- 33%	*	•
At Meets Grade Level or Above	2022	50%	44%	33%	1	-		-	-		-	-	1			- 33%		-
	2021	49%	44%	29%	1	-			•		*	*				- 33%	*	1
	Contract of the Contract of th	-				***************************************			***************************************		***************************************					* Contraction of the Contraction	*sychonomorphism of the second	***************************************

Texas Education Agency 2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) MATAGORDA ISD (158904) - MATAGORDA COUNTY

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

																		Monitore
	School		Region		Total Bilingual	BE-Trans Early		BE-Trans BE-Dual BE-Dual	BE-Dual	ALP Bilingual	Total	ESL Content-	ESL	ALP	with Parental	Never	Total EB/EL	& Former
	Year	Year State	03	District	-	Exit	Late Exit	Two-Way	Late Exit Two-Way One-Way (т	ESL	Based	Based Pull-Out (Waiver) Denial	Waiver)	Denial	B/EL	EB/EL (Current)	EB/EL
At Masters Grade Level	2022	30%	25%	11%							,	-		1	ı	11%	-	
	2021	2021 29%	24%	14%							*	*	1	-	-	17%	*	
					Sch	nool Prog	School Progress Domain - Academic Growth	ain - Acad	emic Grow	th Score								
All Grades Both Subjects	2022	74%	70%	71%							*	1	*	1	-	72%	*	The second secon
	2019	69%	66%	75%					1		70%	70%	-		-		70%	
All Grades ELA/Reading	2022	78%	76%	79%					ı		*		*	-	-	81%	*	
	2019	68%	66%	72%							*	*					*	
All Grades Mathematics	2022	69%	65%	63%						-	*	-	*	1	1	64%	*	
	2019	70%	67%	78%							*	*	1		-		*	

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

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

⁻ Indicates there are no students in the group.

Not Tested	Not Included in Accountability: Other Exclusions	Not Included in Accountability: Mobile	Included in Accountability	Assessment Participant	Science	Other	Absent	Not Tested	Not Included in Accountability: Other Exclusions	Not Included in Accountability: Mobile	Included in Accountability	Assessment Participant	Mathematics	Other	Absent	Not Tested	Not Included in Accountability: Other Exclusions	Not Included in Accountability: Mobile	Included in Accountability	Assessment Participant	Reading	Other	Absent	Not Tested	Not Included in Accountability: Other Exclusions	Not Included in Accountability: Mobile	Included in Accountability	Assessment Participant	All Tests		
2%	1%	4%	93%	98%		0%	1%	1%	1%	5%	93%	99%		0%	1%	1%	2%	5%	92%	99%		0%	1%	1%	1%	5%	93%	99%			State
1%	0%	4%	95%	99%		1%	0%	1%	0%	4%	95%	99%		0%	1%	1%	1%	4%	95%	99%		0%	1%	1%	0%	4%	95%	99%			Region 03
0%	0%	20%	80%	100%		0%	0%	0%	0%	5%	95%	100%		0%	0%	0%	0%	5%	95%	100%		0%	0%	0%	0%	8%	92%	100%			District
•		1	•	•			-	ı		1	1	-		-		•	1			•				1	1			ľ			African District American H
*	*	*	*	*		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		2022 :	Hispanic White
0%	0%	30%	70%	100%		0%	0%	0%	0%	10%	90%	100%		0%	0%	0%	0%	10%	90%	100%		0%	0%	0%	0%	14%	86%	100%	(All Glades	STAAR	CONTRACTOR OF THE PERSON NAMED IN COLUMN 2 IS NOT THE OWNER.
ı		•		ı			ı	ı		and the control of th		•		-		•		•	•	ı			•	•		-		ı	aues)	2022 STAAR Participation	American Indian As
1		1	1	•		1	1	ı	ı	1	1	1		1	1	1		1	1			1	1	1	ı	1	1	ı			Pa Asian Isla
1		1	ı	1		1	-	1		1	<u> </u>	- 1		ı	-	ı		ı	-	·		1	-1	ı	1	-	<u> </u>	- -			Pacific N
*	*	*	*	*		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%			Two or S More Races (C
ı			1	1		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%			Special Ed (Current)
ı		-	.1.	•		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%			Special d Ed (Former)
0%	0%	23%	77%	100%		0%	0%	0%	0%	8%	92%	100%		0%	0%	0%	0%	8%	92%	100%		0%	0%	0%	0%	11%	89%	100%			Continu- ously Enrolled
*	*	*	*	*		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%			Non- Continu- ously Enrolled
0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%		0%	0%	0%	0%	0%	100%	100%			Econ Disadv
ſ	1		1	•		*	*	*	*	*	*	*		*	*	*	*	*	*	*		*	*	*	*	*	*	*			EB/EL (Current Econ & Disadv Monitored)

			,	<u>}</u>						Two	<u> </u>	Special	T	Non- Continu-		EB/EL (Current
	State	03 [District An	Arrican American Hispanic	ispanic	White	American Indian	Asian	Islander Races	Races	Current) (Former)	(Former)	Enrolled I	enrolled in the second	Econ Disady I	enrolled Disadv Monitored)
Absent	1%	%	THECOMES	-	*	0%		ı		*	-			*	0%	1
Other	0%	0%	0%		*	0%	-	1	-	*		1	0%	*	0%	
Social Studies																
Assessment Participant	98%	99%	100%	1	*	100%			ı	*		ı	100%	*	*	ı
Included in Accountability	94%	96%	82%	-	*	67%	-	1		*		-	80%	*	*	-
Not Included in Accountability: Mobile	4%	3%	18%	-	*	33%			1	*	1	1	20%	*	*	
Not Included in Accountability: Other Exclusions	1%	0%	0%	1	*	0%	ı	ı	ı	*		1	0%	*	*	-
Not Tested	2%	1%	0%	•	*	0%		1	•	*	ı		0%	*	*	ı
Absent	1%	1%	0%	1	*	0%	-		1	*	-	-	0%	*	*	-
Other	0%	0%	0%	ı	*		-		1	*		1	0%	*	*	-
					2021 :	STAAR (All c	2021 STAAR Participation (All Grades)	Ö								
All Tests																
Included in Accountability	83%	90%	060%	*	0/0%	0/0/ 100%				*	100%	100%	060%	0.40%	100%	100%
Not Included in Accountability: Mobile	3%	4%	1%	*	0%	0%		1	ı	*	0%	0%	0%	6%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	ı		ı	*	0%	0%	0%	0%	0%	0%
Not Tested	12%	5%	3%	*	6%	0%			1	*	0%	0%	4%	0%	0%	0%
Absent	2%	1%	3%	*	6%	0%	-	1	ı	*	0%	0%	4%	0%	0%	0%
Other	10%	4%	0%	*	0%	0%		1		*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	89%	95%	96%	*	90%	100%	t	1	•	*	100%	*	95%	100%	100%	*
Included in Accountability	83%	90%	94%	*	90%	100%	-	1	1	*	100%	*	95%	92%	100%	*
Not Included in Accountability: Mobile	3%	4%	2%	*	0%	0%	-	1		*	0%	*	0%	8%	0%	*
Not Included in Accountability: Other Exclusions	3%	1%	0%	*	0%	0%			ı	*	0%	*	0%	0%	0%	*
Not Tested	11%	5%	4%	*	10%	0%			1	*	0%	*	5%	0%	0%	*
Absent	2%	1%	4%	*	10%	0%	-		ı	*	0%	*	5%	0%	0%	*
Other	10%	4%	0%	*	0%	0%			1	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	88%	94%	96%	*	90%	100%	1			*	100%	*	95%	100%	100%	*
Included in Accountability	84%	90%	94%	*	90%	100%	1	ı	ı	*	100%	*	95%	92%	100%	*
Not Included in Accountability: Mobile	4%	4%	2%	*	0%	0%		ı	ı	*	0%	*	0%	8%	0%	*

%	* 0%		0%	-	*	1				*		1	0%	5%	10%	Other
%	* 0%		. 0%		*	1				*			0%	2%	3%	Absent
%	* 0%		. 0%		*	1				*		1	0%	6%	13%	Not Tested
%	* 0%		0%	ı	*	·				*		,	0%	0%	0%	Not Included in Accountability: Other Exclusions
%	* . 0%		. 0%		*					*			0%	4%	3%	Not Included in Accountability: Mobile
%	* 100%		100%	1	*	1	1		1	*			100%	90%	84%	Included in Accountability
%	* 100%		100%	1	*	t	•		•	*			100%	94%	87%	Assessment Participant
																Social Studies
%	* 0%		0%	*	*				-	6 0%	0%	-	0%	5%	10%	Other
%	* 0%		0%	*	*				-	%0%	0%	1	0%	1%	2%	Absent
%	* 0%		0%	*	*			İ	-	6 0%	0%	1	0%	6%	13%	Not Tested
%	* 0%		0%	*	*	1				6 0%	0%	ı	0%	0%	0%	Not Included in Accountability: Other Exclusions
%	* 0%		0%	*	*					6 0%	0%		0%	4%	3%	Not Included in Accountability: Mobile
%	* 100%		100%	*	*				-	100% 100%	100%		100%	89%	84%	Included in Accountability
%	* 100%		100%	*	*	1	1		ı	100% 100%	100%	ı	100%	94%	87%	Assessment Participant
																Science
%	%0%	0%	. 0%	*	0%	*			-	%0%	0%	*	0%	5%	10%	Other
%	% 0%	0%	5%	*	0%	*			-	6 0%	10%	*	4%	1%	2%	Absent
%	% 0%	0%	5%	*	0%	*			-	6 0%	10%	*	4%	6%	12%	Not Tested
%	% 0%	0%	0%	*	0%	*	ı			6 0%	0%	*	0%	0%	0%	Not Included in Accountability: Other Exclusions
<	EB/EL (Current Econ & Disadv Monitored)	Non- Continu- ously Enrolled	Continu- ously Enrolled	Special Ed (Former)	Special Special Ed Ed (Current) (Former)	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanio	African District American Hispanic White	District	Region 03	State	

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) MATAGORDA ISD (158904) - MATAGORDA COUNTY

										Two			
	State	Region 03	District	African American	Hispanic White	White	American Indian	Asian	Pacific Islander	Sign	Special Ed	Econ Disady I	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	94.8%	*	94.5% 95.1%	95.1%		1	1	*	95.6%	93.9%	*
2019-20	98.3%	98.3%	99.0%	*	99.2% 98.9%	98.9%	1		ı	*	99.0%	99.0%	*
Chronic Absenteeism													
2020-21	15.0%	21.9%	14.6%	*	14.3%	14.3% 14.3%		-	1	*	8.3%	17.0%	60.0%
2019-20	6.7%	7.9%	2.2%	*	0.0%	4.3%		ı	ı	0.0%	0.0%		*
Annual Dropout Rate	(Gr 7-8)												
2020-21	0.9%	0.9%	0.0%		0.0%	0.0%			ı	*	*	0.0%	*
2019-20	0.5%	0.3%	0.0%	*	0.0%	0.0%	-	1	1	*	0.0%	0.0%	*
Annual Dropout Rate	(Gr 9-12)												
2020-21	2.4%	1.9%		-	-	1		1	ı	-	1	-	-
2019-20	1.6%	0.9%		1	-				1	-	1		1
4-Year Longitudinal Rate (Gr 9-12)	ate (Gr 9	-12)											
Class of 2021													
Graduated	90.0%	92.0%		ı	1	1			1	1	1	1	ī
Received TxCHSE	0.3%	1.6%		1	1	1		1	1	ı	1	-	-
Continued HS	3.9%	2.1%		9 1 -1	1	1		ı	1	1			
Dropped Out	5.8%	4.3%	,	ı	1	1		ı	1		1	-	-
Graduates and TxCHSE	E 90.3%	93.5%			1	1	-		1		1		
Graduates, TxCHSE, and Continuers	94.2%	95.7%	1	1	ı	ı	1		ı	ı	1	ı	•
Class of 2020													
Graduated	90.3%	92.0%		1	1	ı	-		1	1	1	-	1
Received TxCHSE	0.4%	2.0%		1	1	1		ı	1	ı	1		1
Continued HS	3.9%	2.0%	ı	1	1	ı		ı	1	ı	1	-	-
Dropped Out	5.4%	4.0%		1	1	1	1	1	1	1	1	-	1
Graduates and TxCHSE	E 90.7%	94.0%		1	1	ı	•		ı	ı		-	•
Graduates, TxCHSE, and Continuers	94.6%	96.0%		ı	1	ı	ı		I	1	ı	1	
5-Year Extended Longitudinal Rate (Gr 9-12)	gitudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.2%	93.2%		-	-	ı	1	1	1	ı	1		
Received TxCHSE	0.5%	2.1%		ı		1			1	1		-	
Continued HS	1.1%	0.5%		1	1	1	1		1			•	1
Dropped Out	6.2%	4.2%			•	ı	ı		1	1	ı	1	1
Graduates and TxCHSE	E 92.7%	95.3%		1		1	1	1	1	1	1	1	1

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) MATAGORDA ISD (158904) - MATAGORDA COUNTY

State Region CHSE. 93.8% 95.		1		1		1		1	1	1	ate) -	4.2% dinal Ra	4.3% Longitu	FHSP-DLA Graduates (Longitudinal Rate)
Sizie	-	I			1							1.1.2	0.0	C1223 C1 2021
Sizate		Control of the Contro										3 4%	2 8%	2021
State Region State Ratican Martican Multite Indian Asian Islander Race Ed Disady Econ More Special Ed More Special Ed More Special Ed More Special Ed Disady Ed												al Rate)	ngitudin	Graduates
State	1	1			-		1	ı	ı	-		50.0%		Class of 2020
State	-	1			I			ı	1	-		100.0%	87.5%	
State Region African Marican Marican											ate)	dinal Ra	(Longitu	RHSP/DAP Graduates
State Region Marican Marican	1	1	·		ı		-	ı	1			92.0%	1	Class of 2020
State Region African African African American Minitian American Minitian American Minitian Miniti		1	•		ı		and company of the continue of		1	1		92.0%		Class of 2021
State Region African African African African African African A									3 -12)		ut Exclus	e Withou	tion Rate	4-Year Federal Graduat
State O3 O1Strict American Hispanic White Mamerican	- 1	•		-					l	Production and Produc	95.1%	93.9%	Graduates, TxCHSE, and Continuers	
State Region District African Hispanic White American Hispanic White Indian Asian Islander Races Econ Eco	_!_	1			1				-	ı		94.7%	93.3%	Graduates and TxCHSE
State Region Ostate African Hispanic White American Hispanic White Indian Asian Islander Races Econ 1	1			1				I	1		4.9%	6.1%	Dropped Out	
State Region District African American Am	1	1			ı				1	1	1	0.4%	0.6%	Continued HS
State Region African African African African A	1	1			ı		-	1	1	1		1.4%	0.7%	Received TxCHSE
State Region O3 District American Hispanic White Indian Asian Islander Races Ed Disadv EB	Ţ	1			1		•	ı	1			93.2%	92.6%	Graduated
State African Asian Islander Races Ed Disadv EB														Class of 2018
State	-	•	•		1			ı	ı	ľ	ı	95.3%	93.8%	Graduates, TxCHSE, and Continuers
State Region African African African African African	1	1			ı			-		-		94.9%	93.2%	Graduates and TxCHSE
State State Region District American Hispanic White Indian American American American American American American American Asian Islander Races Ed Disadv EB	1	1			ı						1	4.7%	6.2%	Dropped Out
State Stat	1	1	•		ı		1			ı		0.4%	0.6%	Continued HS
State Region African African	1	1			1			ı	I	-	1	1.7%	0.6%	Received TxCHSE
State Region African African American Mispanic White Indian Asian Islander Races Ed Disadv EB	Ĭ	-			-		-		1	1	ı	93.2%	92.6%	Graduated
State State Region District American Hispanic White Indian Asian Islander Races Ed Disadv EB Hispanic White Indian Asian Islander Races Ed Disadv EB Hispanic White Indian Asian Islander Races Ed Disadv EB Hispanic White Indian Asian Islander Races Ed Disadv EB Hispanic White Indian Asian Islander Races Ed Disadv EB Hispanic More Special Econ Facing Ed Disadv EB Hispanic Hispanic Hispanic White Indian Asian Islander Races Ed Disadv EB Hispanic Hispanic												and the second second second		Class of 2019
State State State O3 District American Hispanic White Indian Asian Islander Races Ed Disadv EB Econ Ed Disadv EB Econ Ed Disadv EB Econ Ed Disadv EB Econ Ed Disadv EB Ed Disad											9-12)	Rate (Gi	tudinal I	6-Year Extended Longi
Two or State Sta		ı			ī		ı	ı	ı		1	95.4%	93.9%	Graduates, TxCHSE, and Continuers
State Region African Asian Islander Asian Islander Asian Asian	1	1	•		ı		ı		-	1	1	94.6%	92.6%	Graduates and TxCHSE
State Region African Asian Islander Asian Islander Asian Asian Islander Asian As	1	1	•		1				-	ı	1	4.6%	6.1%	Dropped Out
State O3 District American Hispanic White Indian Asian Islander Races Ed Disadv EB 158 93.8% 95.8%	1	1			ı		ı	ı		-		0.8%	1.3%	Continued HS
State Region African Hispanic White Indian State 93.8% 95.8%	1	1	•		ı		1		1	1	1	1.7%	0.5%	Received TxCHSE
Two Or State 03 District American Hispanic White Indian Asian Islander Races Ed Disadv EB CHSE, 93.8% 95.8%	1	•			ı		1	1	1	1		92.9%	92.0%	Graduated
Two Two Tryo Or State 03 District American Hispanic White Indian Asian Islander Races Ed Disadv EB CHSE, 93.8% 95.8%		and the season of the season of the												Class of 2019
Region African American Hispanic White Indian Asian Islander Races Ed Disadv EB		- '	•		Ē.		ı	ı	-	-		95.8%	93.8%	Graduates, TxCHSE, and Continuers
	EB	THE RESERVE THE PARTY OF THE PA			Pacific Islander	Asian	American Indian	White	Hispanic		istrict	Region 03		