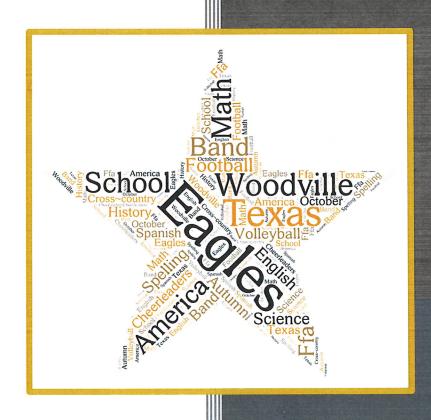
2022-2023

Woodville ISD Annual Performance Report



505 North Charlton St. Woodville, Texas 75979 2022-2023

Table of Contents

Introduction	
Woodville ISD Mission Statement	
2022-2023 WISD Board of Trustees	
Administration 1	
Texas Academic Performance Reports for 2022-2023	
District	
High School	
Middle School	
intermediate School	
Elementary School	
PEIMS Financial Standard Reports (2021-2022 Financial Actual Reports)	
District Accreditation Status 130 Campus Performance Objectives (Including Programme 135)	
Campus Performance Objectives (Including Progress on HB 3 Goals)	
Report on Violent or Criminal Incidents for 2022-2023	
Student Performance in Postsecondary Institutions	
179	

Special Education Determination Status – Required as Part of the Annual Report, Not Available as of Print Date

		•			
1					
					1. 1.

INTRODUCTION

The Texas Education Code (TEC) 39.306, requires each district's board of trustees to publish an annual report that includes the TAPR in PDF, campus performance objectives, district accreditation status and any distinctions awarded, the district's current special education compliance status (included in the district TAPR cover page), information on violent or criminal incidents and prevention policies, 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 any supplemental information.

The following report is intended to fulfill Woodville I. S. D.'s responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report.

WOODVILLE ISD MISSION STATEMENT

The mission of Woodville ISD as the public education provider for our community is to ensure quality foundational education skills through excellent instruction in a positive learning environment for maximizing each student's potential.

2022-2023 BOARD OF TRUSTEES

President, Jimmy Tucker Vice President, John Wilson Secretary, Josh McClure Member, Kris Fowler Member, John David Risinger Member, Richard Shaw Jr. Member, Bryan Shirley

2022-2023 ADMINISTRATION

Superintendent, Lisa Meysembourg
Asst. Superintendent of Finance, Cody Jarrott
Director of Curriculum & Federal Programs, Ashley Weatherford
Director of Special Education, Emily Wilson
Director of Special Programs, Terry Young
High School Principal, Rusty Minyard
Middle School Principal, Gina Greaff
Intermediate School Principal, Allison Mosley
Elementary School Principal, Allison Mosley

2022-23 Texas Academic Performance Report (TAPR)

District Name: WOODVILLE ISD

District Number: 229903

This page is intentionally blank.

										4	Two				Non-		EB/EL
											or	Special	Special	Continu-			(Current
	School		Region		African			American		Pacific		Ed	Ed	ously	ously	Econ	&
	Year	State											(Former)	Enrolled	Enrolled	Disadv	Monitored)
Crede 2 Deading			SIA	AAR Pen	formance !	Rates by	ested	Grade, Su	bject, a	nd Perfo	rmance	Level					
Grade 3 Reading	2022	760/	7.40/	620/	400/	620/	600/	a.									
At Approaches Grade Level or Above	2023	76%	74%	63%	40%	63%	68%	*	-	-	63%	25%	*	61%	69%	61%	*
	2022	76%	71%	68%	50%	73%	71%	80%	*	-	67%	57%	*	68%	67%	63%	60%
At Meets Grade Level or Above	2023	50%	45%	36%	0%		49%	*	-	-	25%	0%	*	33%	46%	33%	*
	2022	51%	44%	39%	27%	36%	40%	60%	*	-	50%	38%	*	41%	33%	32%	40%
At Masters Grade Level	2023	20%	15%	9%	0%	0%	16%	*	-	-	0%	0%	*	8%	15%	6%	*
	2022	30%	24%	23%	9%	9%	30%	0%	*	_	17%	29%	*	22%	23%	18%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	69%	46%	20%	38%	61%	*	-	-	25%	25%	*	43%	57%	44%	*
	2022	71%	64%	57%	32%	55%	64%	80%	*	-	50%	48%	*	56%	60%	52%	60%
At Meets Grade Level or Above	2023	45%	38%	22%	10%	0%	34%	*	_	-	0%	0%	*	24%	14%	19%	*
	2022	43%	35%	26%	9%	9%	30%	60%	*	-	33%	19%	*	25%	30%	20%	40%
At Masters Grade Level	2023	19%	13%	6%	0%	0%	11%	*	-	-	0%	0%	*	6%	7%	4%	*
	2022	21%	15%	10%	5%	9%	10%	0%	*	-	17%	5%	*	8%	13%	9%	40%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	73%	68%	50%	64%	73%	*	*	-	71%	37%	70%	71%	63%	59%	*
	2022	77%	73%	69%	53%	67%	72%	*	*	-	83%	50%	80%	69%	70%	64%	60%
At Meets Grade Level or Above	2023	48%	39%	37%	18%	36%	38%	*	*	-	57%	21%	40%	38%	35%	26%	*
	2022	54%	47%	38%	27%	33%	38%	*	*	_	50%	0%	40%	35%	43%	35%	60%
At Masters Grade Level	2023	22%	14%	7%	0%	0%	8%	*	*	-	14%	5%	0%	8%	5%	2%	*
	2022	28%	22%	11%	13%	0%	10%	*	*	-	17%	0%	0%	8%	17%	11%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	63%	64%	41%	55%	72%	80%	*	-	57%	32%	90%	64%	65%	55%	*
	2022	70%	64%	57%	47%	44%	59%	*	*	_	67%	8%	60%	51%	70%	53%	40%
At Meets Grade Level or Above	2023	48%	39%	34%	14%	27%	39%	60%	*	-	29%	21%	40%	37%	28%	24%	*
	2022	43%	36%	27%	20%	11%	26%	*	*	_	50%	0%	20%	22%	39%	27%	20%
At Masters Grade Level	2023	22%	15%	16%	0%	18%	17%	40%	*	-	29%	11%	10%	19%	10%	10%	*
	2022	23%	18%	14%	20%	0%	8%	*	*	-	50%	0%	20%	10%	22%	13%	0%
Grade 5 Reading																	- / -

A STATE OF S	School Year	State	Region 05		African American	Hispanic	White	American Indian	Asian	Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	76%	71%	64%	70%	71%	*	*	-	71%	31%		67%	79%	70%	80%
	2022	81%	75%	71%	60%	70%	76%	*	-	-	*	25%		77%	57%	68%	60%
At Meets Grade Level or Above	2023	57%	48%	37%	29%	40%	39%	*	*	-	29%	6%		27%	58%	31%	20%
	2022	58%	50%	49%	20%	40%	63%	*	-	-	*	17%		52%	43%	47%	20%
At Masters Grade Level	2023	28%	21%	14%	21%	0%	15%	*	*	-	14%	0%		8%	29%	15%	0%
Grade 5 Mathematics	2022	36%	28%	26%	13%	20%	32%	*	-	-	*	8%	•	23%	33%	25%	0%
At Approaches Grade Level or Above	2023	80%	75%	61%	57%	60%	59%	*	*		71%	19%	80%	56%	71%	54%	80%
	2022	77%	70%	71%	53%	70%	80%	*	-	=	*	33%	*	75%	62%	68%	60%
At Meets Grade Level or Above	2023	51%	43%	24%	36%	20%	20%	*	*	-	29%	6%	40%	21%	29%	24%	20%
	2022	48%	38%	33%	20%	30%	39%	*	-	-	*	17%	*	35%	29%	32%	20%
At Masters Grade Level	2023	21%	14%	4%	0%	0%	5%	*	*	-	0%	0%	0%	4%	4%.	4%	0%
	2022	25%	16%	11%	0%	10%	17%	*	-	-	*	0%	*	12%	10%	9%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	58%	50%	43%	40%	54%	*	*	-	43%	25%	60%	46%	58%	44%	40%
	2022	66%	59%	60%	20%	70%	76%	*	-	-	*	33%	*	58%	67%	58%	60%
At Meets Grade Level or Above	2023	36%	29%	22%	7%	20%	29%	*	*	-	14%	6%	20%	17%	33%	19%	20%
	2022	38%	31%	29%	13%	10%	39%	*	-	-	*	17%	*	31%	24%	28%	0%
At Masters Grade Level	2023	16%	11%	9%	0%	10%	10%	*	*	8	14%	0%	0%	8%	13%	9%	20%
	2022	18%	13%	11%	0%	10%	15%	*	-	-	*	8%	*	12%	10%	12%	0%
Grade 6 Reading					2	E Million Service					100						
At Approaches Grade Level or Above	2023	77%	71%	66%	56%	60%	71%	*	-	-	*	19%	-	67%	66%	56%	57%
	2022	70%	65%	46%	32%	33%	50%	*	-	-	50%	35%	*	7//0	42%	39%	40%
At Meets Grade Level or Above	2023	52%	44%	34%	17%	50%	40%	*	-	-	*	13%	-	37%	28%	27%	29%
	2022	43%	37%	21%	5%	11%	26%	*	-	-	33%	10%	*	22%	19%	19%	20%
At Masters Grade Level	2023	22%	15%	11%	6%	30%	10%	*	-	-	*	0%	-	14%	6%	8%	14%
	2022	23%	17%	12%	0%	11%	17%	*	-	-	17%	5%	*	12%	12%	9%	20%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	69%	61%	39%	70%	69%	*	-	-	*	20%	-	61%	61%	56%	57%
	2022	73%	67%	40%	27%	22%	48%	*	-	-	50%	25%	*	38%	46%	35%	20%

ogar.	School	538t 528F	Region	1967	African	559°		American		Pacific	Two or	Special Ed	Special Ed	Continu-	Non- Continu- ously	Econ	EB/EL (Current
County of the Company		State			American	Hispanic			Asian					Enrolled			Monitored)
At Meets Grade Level or Above	2023	40%	30%	23%	6%	30%	31%	*	-	-	*	13%	-	25%	19%	17%	14%
	2022	39%	31%	10%	5%	0%	13%	*	-	_	0%	10%	*	13%	0%	9%	0%
At Masters Grade Level	2023	16%	9%	5%	0%	20%	4%	*	-	-	*	0%	-	4%	6%	6%	14%
	2022	16%	11%	1%	0%	0%	2%	*	-	_	0%	5%	*	1%	0%	1%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	75%	58%	63%	50%	56%	*	-	-	50%	25%	*	59%	55%	54%	50%
	2022	80%	76%	68%	63%	44%	76%	*	-	-	-	29%	*	65%	71%	62%	50%
At Meets Grade Level or Above	2023	55%	49%	25%	17%	10%	31%	*	-	-	33%	10%	*	25%	27%	22%	17%
	2022	56%	50%	39%	29%	11%	50%	*	-	-	-	21%	*	31%	52%	30%	0%
At Masters Grade Level	2023	27%	22%	11%	0%	0%	17%	*	-	-	17%	5%	*	12%	9%	8%	0%
	2022	37%	31%	26%	21%	0%	35%	*	-	-	-	7%	*	27%	26%	21%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	59%	45%	38%	40%	54%	*	-	-	17%	30%	*	48%	36%	43%	67%
	2022	61%	55%	39%	21%	22%	52%	*	-	=	-	14%	*	39%	39%	30%	17%
At Meets Grade Level or Above	2023	37%	32%	19%	8%	0%	29%	*	-	-	0%	15%	*	19%	18%	15%	0%
	2022	31%	26%	16%	8%	0%	24%	*	-	-	-	7%	*	18%	13%	10%	0%
At Masters Grade Level	2023	11%	8%	5%	0%	0%	8%	*		-	0%	10%	*	7%	0%	6%	0%
	2022	13%	9%	3%	0%	0%	4%	*	-	-	-	0%	*	4%	0%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	81%	79%	83%	64%	81%	*	-	-	*	44%	*	86%	69%	78%	100%
	2022	83%	79%	77%	64%	78%	84%	*	*	-	40%	44%	80%	77%	75%	74%	*
At Meets Grade Level or Above	2023	58%	52%	44%	48%	9%	52%	*	-	-	*	25%	*	51%	34%	41%	0%
	2022	58%	51%	51%	24%	67%	63%	*	*	-	0%	22%	20%	52%	50%	43%	*
At Masters Grade Level	2023	28%	22%	22%	22%	0%	27%	*	-	-	*	0%	*	29%	11%	16%	0%
	2022	37%	31%	31%	20%	33%	37%	*	*	-:	0%	11%	0%	28%	38%	25%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	71%	76%	83%	55%	79%	*	-	~	*	44%	*	80%	71%	69%	60%
	2022	71%	64%	68%	48%	56%	77%	*	*	-	60%	39%	80%	65%	75%	65%	*
At Meets Grade Level or Above	2023 2022	46% 40%	38% 31%	45% 34%	43% 20%	27% 33%	49% 40%	*	*	-	* 20%	19% 17%	* 40%	52% 32%	34% 38%	38% 28%	20%

	School Year	Part of the last of	Section of the section of the section of	District	African American	Hispanic	Training to the second	to the same of the	Asian	Pacific Islander	and a section of the section of		Ed (Former)	ously Enrolled			EB/EL (Current & Monitored)
At Masters Grade Level	2023 2022	17% 14%	10% 8%	13% 9%	9% 0%	0% 11%	19% 13%	*	- *	-	0%	13% 6%	* 0%	18% 8%		9% 6%	0% *
Grade 8 Science	2022	14%	0%	9%	0%	1170	13%			-	0 70	0 70	0 70	0 70	370	070	
At Approaches Grade Level or Above	2023	74%	70%	81%	70%	64%	92%	*	-	-	*	50%	*	84%	77%	79%	80%
	2022	74%	67%	80%	60%	89%	85%	*	*	-	80%	50%	80%	77%	84%	76%	*
At Meets Grade Level or Above	2023	47%	40%	42%	35%	27%	50%	*	-	-	*	19%	*	49%		38%	20%
	2022	45%	35%	51%	24%	67%	61%	*	*	-	40%	22%	60%	48%	59%	44%	*
At Masters Grade Level	2023	17%	11%	12%	0%	0%	21%	*	-	-	*	6%	*	16%	6%	5%	0%
	2022	24%	14%	25%	12%	33%	32%	*	*	-	0%	0%	0%	24%	28%	24%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	56%	57%	52%	36%	65%	*	-	-	*	38%	*	63%		52%	20%
	2022	61%	51%	51%	28%	44%	63%	*	*	-	20%	28%	60%	48%		47%	*
At Meets Grade Level or Above	2023	33%	26%	31%	35%	9%	35%	*	-	-	*	19%	*	37%	23%	26%	0%
	2022	31%	22%	17%	4%	0%	26%	*	*	-	0%	17%	20%	14%	25%	13%	*
At Masters Grade Level	2023	16%	11%	13%	9%	0%	19%	*	-	-	*	0%	*	20%		7%	0%
	2022	18%	12%	8%	0%	0%	13%	*	*	-	0%	11%	0%	7%	9%	9%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	68%	67%	50%	77%	73%	*	*	-	63%	33%	40%	66%	72%	63%	*
	2022	65%	59%	66%	60%	56%	68%	*	*	-	82%	31%	*	66%		63%	67%
At Meets Grade Level or Above	2023	52%	47%	52%	33%	54%	60%	*	*		38%	17%	20%	52%	51%	46%	*
	2022	47%	40%	36%	28%	17%	44%	*	*	-	36%	12%	*	34%	42%	35%	0%
At Masters Grade Level	2023	13%	9%	10%	0%	15%	13%	*	*	-	13%	10%	0%	11%	8%	10%	*
	2022	11%	7%	6%	0%	0%	12%	*	*	-	0%	0%	*	4%	11%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	70%	77%	60%	91%	79%	*	*	-	89%	35%	*	79%	72%	73%	80%
	2022	72%	66%	75%	67%	91%	75%	100%	*	-	40%	35%	*	78%		66%	100%
At Meets Grade Level or Above	2023	54%	49%	54%	40%	64%	54%	*	*	-	67%	15%	*	55%		53%	80%
	2022	55%	49%	50%	30%	55%	56%	83%	*	-	40%	0%	*	53%	42%	47%	57%

											Two				Non-		EB/EL (Current
	School		Region		African			American		Pacific	More	Special Ed	Special Ed	Continu- ously	Continu- ously	Econ	&
	Year	State		District	American	Hispanic		EXCUSANCE REPORT OF TAXABLE PROPERTY.	Asian								Monitored)
At Masters Grade Level	2023	9%	6%	5%	0%	0%	8%	*	*	-	0%	0%	*	3%	9%	5%	0%
	2022	9%	5%	6%	0%	0%	10%	0%	*	-	0%	0%	*	5%	8%	2%	14%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	77%	80%	63%	82%	83%	*	*	-	100%	56%	*	77%	89%	80%	*
	2022	76%	68%	64%	63%	39%	69%	*	*	-	78%	18%	*	68%	57%	61%	29%
At Meets Grade Level or Above	2023	43%	36%	29%	17%	24%	36%	*	*	-	25%	16%	*	31%	23%	29%	*
	2022	43%	35%	18%	11%	6%	23%	*	*	-	11%	9%	*	15%	24%	17%	14%
At Masters Grade Level	2023	23%	15%	4%	0%	0%	6%	*	*	-	0%	6%	*	4%	3%	6%	*
	2022	27%	20%	4%	0%	0%	6%	*	*	-	0%	5%	*	1%	11%	6%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	82%	66%	82%	89%	*	*	-	86%	57%	*	81%	84%	78%	*
	2022	83%	79%	80%	70%	78%	85%	100%	*	-	80%	61%	60%	79%	84%	79%	90%
At Meets Grade Level or Above	2023	56%	49%	54%	23%	64%	70%	*	*	-	57%	20%	*	49%	66%	47%	*
	2022	55%	46%	37%	27%	28%	45%	40%	*	-	40%	14%	20%	32%	50%	34%	30%
At Masters Grade Level	2023	21%	13%	17%	3%	9%	25%	*	*	-	14%	10%	*	16%	19%	18%	*
	2022	21%	13%	7%	3%	0%	11%	20%	*		0%	4%	20%	5%	11%	7%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	89%	88%	80%	92%	88%	*	*	-	100%	50%	*	86%	91%	87%	80%
	2022	89%	81%	83%	64%	92%	87%	100%	*	-	*	57%	*	82%	90%	80%	100%
At Meets Grade Level or Above	2023	70%	59%	50%	33%	46%	59%	*	*	-	71%	11%	*	47%	58%	45%	60%
	2022	68%	56%	43%	12%	58%	53%	67%	*	-	*	21%	*	39%	55%	29%	75%
At Masters Grade Level	2023	38%	27%	18%	3%	15%	27%	*	*	-	0%	6%	*	17%	21%	13%	0%
	2022	42%	30%	23%	0%	8%	36%	33%	*	-	*	7%	*	22%	25%	12%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	72%	68%	58%	64%	73%	76%	100%	-	67%	37%	70%	68%	69%	64%	64%
	2022	74%	68%	65%	51%	60%	71%	83%	88%	-	64%	37%	62%	65%	65%	60%	62%
At Meets Grade Level or Above	2023	49%	42%	37%	25%	30%	43%	35%	82%	-	33%	14%	31%	37%	36%	32%	27%
	2022	48%	40%	33%	19%	26%	40%	53%	75%	-	30%	15%	27%	32%	36%	29%	27%

e disease	School Year	State	PLANTER MARKET	Control of the Control of the Control	African American	Hispanic	Company of the last of the las	STORY DESCRIPTION	to the second second	Pacific Islander	Company of the State of the Sta	September 100 miles and 100 mi	Ed (Former)	ously Enrolled			EB/EL (Current & Monitored)
At Masters Grade Level	2023	20%	14%	11%	3%	6%	14%	12%	59%	-	7%	5%	4% 7%	11% 12%	9% 15%	8% 11%	8% 8%
All Grades ELA/Reading	2022	23%	17%	13%	5%	7%	18%	13%	44%	-	8%	6%	/%	12%	13%	1170	0 70
At Approaches Grade Level or Above	2023	77%	73%	69%	59%	68%	72%	90%	100%	-	69%	32%	63%	69%	68%	64%	67%
	2022	75%	70%	67%	57%	64%	71%	89%	83%	-	63%	39%	55%	68%	64%	62%	65%
At Meets Grade Level or Above	2023	53%	47%	41%	28%	37%	46%	48%	100%	-	40%	14%	34%	41%	41%	35%	31%
	2022	53%	46%	40%	24%	33%	47%	67%	83%	-	37%	16%	31%	40%	41%	35%	28%
At Masters Grade Level	2023	20%	15%	11%	5%	6%	14%	10%	43%	-	10%	3%	3%	11%	11%	8%	8%
	2022	25%	20%	17%	8%	8%	23%	11%	50%	-	9%	8%	7%	15%	21%	14%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	70%	64%	52%	60%	69%	61%	100%	-	58%	35%	75%	62%	67%	59%	67%
	2022	72%	65%	57%	41%	44%	65%	71%	80%	-	61%	28%	64%	57%	58%	52%	38%
At Meets Grade Level or Above	2023	45%	37%	28%	19%	19%	35%	28%	60%	-	16%	14%	36%	30%	25%	24%	21%
	2022	42%	34%	23%	13%	12%	28%	43%	80%	-	22%	12%	20%	23%	25%	20%	18%
At Masters Grade Level	2023	19%	12%	8%	1%	5%	10%	17%	60%	-	5%	6%	4%	9%	5%	7%	9%
	2022	20%	14%	7%	3%	4%	9%	5%	60%	-	11%	3%	4%	6%	9%	6%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	73%	73%	63%	63%	80%	71%	*	-	71%	47%	82%	72%	75%	69%	64%
	2022	76%	69%	75%	57%	78%	83%	78%	*	-	74%	52%	73%	73%	80%	72%	81%
At Meets Grade Level or Above	2023	47%	40%	42%	24%	38%	52%	14%	*	-	35%	16%	18%	40%	44%	36%	27%
	2022	47%	38%	40%	23%	32%	50%	33%	*	-	37%	17%	36%	37%	47%	36%	25%
At Masters Grade Level	2023	18%	12%	13%	1%	6%	19%	0%	*	-	12%	6%	0%	13%	12%	12%	9%
	2022	21%	13%	14%	5%	11%	20%	22%	*	-	0%	3%	9%	13%	16%	14%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	73%	74%	68%	67%	77%	*	*	-	90%	44%	67%	76%	69%	71%	50%
	2022	75%	67%	67%	46%	71%	73%	100%	*	-	56%	41%	63%	65%	71%	62%	100%
At Meets Grade Level or Above	2023	52%	43%	42%	34%	29%	47%	*	*	-	60%	15%	17%	43%	40%	37%	30%
	2022	50%	39%	30%	8%	33%	38%	57%	*	-	11%	19%	25%	27%	37%	20%	67%

9

											Two	Special	Special	Continue	Non-		EB/EL (Current
	Schoo Year	l State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Ed	Ed	ously	ously	Econ	& Monitored)
At Masters Grade Level	2023	27%	19%	16%	6%	8%	23%	*	*	-	0%	3%	17%	18%	Constitution of the Consti	11%	because the second of the second
	2022	30%	21%	15%	0%	5%	23%	29%	*	-	11%	9%	13%	15%	15%	10%	22%
			STA	AAR Perf	ormance f	Rates by E	Enrolle	d Grade at	Meets	Grade L	evel or	Above					
3rd Graders																	
Reading and Mathematics	2023	37%	30%	17%	0%	0%	30%	*	-	-	0%	0%	*	20%	8%	15%	*
	2022	36%	28%	22%	9%	9%	24%	40%	*	_	33%	14%	*	22%	20%	16%	40%
Reading and Mathematics Including EOC	2023	37%	30%	17%	0%	0%	30%	*	-	=	0%	0%	*	20%	8%	15%	*
	2022	36%	28%	22%	9%	9%	24%	40%	*	-	33%	14%	*	22%	20%	16%	40%
Reading Including EOC	2023	50%	45%	36%	0%	25%	49%	*	-	-	25%	0%	*	33%	46%	33%	*
	2022	51%	44%	39%	27%	36%	40%	60%	*	-	50%	38%	*	41%	33%	32%	40%
Math Including EOC	2023	45%	38%	22%	10%	0%	34%	*	-	-	0%	0%	*	24%	14%	19%	*
	2022	43%	35%	26%	9%	9%	30%	60%	*	-	33%	19%	*	25%	30%	20%	40%
4th Graders																	
Reading and Mathematics	2023	38%	29%	26%	9%	27%	30%	*	*	-	29%	21%	20%	29%	20%	17%	*
	2022	36%	29%	23%	13%	11%	21%	*	*	-	50%	0%	0%	22%	26%	24%	20%
Reading and Mathematics Including EOC	2023	38%	29%	26%	9%	27%	30%	*	*	-	29%	21%	20%	29%	20%	17%	*
	2022	36%	29%	23%	13%	11%	21%	*	*	-	50%	0%	0%	22%	26%	24%	20%
Reading Including EOC	2023	48%	39%	37%	18%	36%	38%	*	*	-	57%	21%	40%	38%	35%	26%	*
	2022	54%	47%	38%	27%	33%	38%	*	*	-	50%	0%	40%	35%	43%	35%	60%
Math Including EOC	2023	48%	39%	34%	14%	27%	39%	60%	*	-	29%	21%	40%	37%	28%	24%	*
	2022	43%	36%	27%	20%	11%	26%	*	*	-	50%	0%	20%	22%	39%	27%	20%
5th Graders																	
Reading and Mathematics	2023	43%	34%	18%	21%	10%	20%	*	*	-	14%	6%	40%	13%	29%	17%	0%
	2022	41%	31%	27%	7%	20%	37%	*	-	-	*	8%	*	29%	24%	25%	0%
Reading and Mathematics Including EOC	2023	43%	34%	18%	21%	10%	20%	*	*	-	14%	6%	40%	13%	29%	17%	0%
	2022	41%	31%	27%	7%	20%	37%	*	-	_	*	8%	*	29%	24%	25%	0%
Reading Including EOC	2023	57%	48%	37%	29%	40%	39%	*	*	-	29%	6%	60%	27%	58%	31%	20%
	2022	58%	50%	49%	20%	40%	63%	*	-	-	*	17%	*	52%	43%	47%	20%
Math Including EOC	2023	51%	43%	24%	36%	20%	20%	*	*	-	29%	6%	40%	21%	29%	24%	20%
	2022	48%	38%	33%	20%	30%	39%	*	-	-	*	17%	*	35%	29%	32%	20%
6th Graders																	

	School Year	State	Region 05	District	African American	U ienani <i>e</i>	White	American Indian	Acian	Pacific Islander	Two or More	Ed	Ed	ously	Non- Continu- ously Enrolled	Econ Disady	EB/EL (Current & Monitored)
Reading and Mathematics	2023	35%	26%	20%	6%	30%	25%	Name and the same of the same	A Stati	isianuci -	*	13%	(romer)	22%		14%	14%
reading and Mathematics	2022	31%	24%	7%	0%	0%	11%		_	_	0%	5%	*			6%	0%
Reading and Mathematics Including EOC	2023	35%	26%	20%	6%	30%	25%		-	-	*	13%	-	22%	16%	14%	14%
	2022	31%	24%	7%	0%	0%	11%	*	-	-	0%	5%	*	10%	0%	6%	0%
Reading Including EOC	2023	52%	45%	34%	17%	50%	40%	*	-	-	*	13%	-	37%	28%	27%	29%
	2022	43%	37%	21%	5%	11%	26%	*	-	-	33%	10%	*	22%	19%	19%	20%
Math Including EOC	2023	40%	31%	23%	6%	30%	31%	*	-	-	*	13%	-	25%	19%	17%	14%
	2022	40%	32%	10%	5%	0%	13%	*	-	-	0%	10%	*	13%	0%	9%	0%
7th Graders																	
Reading and Mathematics	2023	37%	30%	14%	0%	0%	25%	*	-	-	0%	10%	*	14%	14%	12%	0%
	2022	32%	25%	15%	8%	0%	22%	*	-	-	-	7%	*	16%	13%	8%	0%
Reading and Mathematics Including EOC	2023	38%	31%	14%	0%	0%	25%	*	-	-	0%	10%	*	14%	14%	12%	0%
	2022	33%	25%	15%	8%	0%	22%	*	-	-	-	7%	*	16%	13%	8%	0%
Reading Including EOC	2023	55%	49%	25%	17%	10%	31%	*	-	-	33%	10%	*	25%	27%	22%	17%
	2022	56%	50%	39%	29%	11%	50%	*	-	-	-	21%	*	31%	52%	30%	0%
Math Including EOC	2023	43%	35%	19%	8%	0%	29%	*	-	-	0%	15%	. *	19%	18%	15%	0%
-	2022	37%	29%	16%	8%	0%	24%	*	-	-	-	7%	*	18%	13%	10%	0%
8th Graders																	
Reading and Mathematics	2023	31%	27%	35%	35%	9%	43%	*	-	-	*	19%	*	46%	20%	29%	0%
	2022	27%	21%	30%	16%	33%	37%	*	*	-	0%	17%	20%	28%	34%	22%	*
Reading and Mathematics Including EOC	2023	44%	35%	35%	35%	9%	43%	*	-	-	*	19%	*	46%	20%	29%	0%
	2022	41%	30%	30%	16%	33%	37%	*	*	=	0%	17%	20%	28%	34%	22%	*
Reading Including EOC	2023	58%	52%	44%	48%	9%	52%	*	-	_	*	25%	*	51%	34%	41%	0%
3	2022	58%	51%	51%	24%	67%	63%	*	*	-	0%	22%	20%	52%	50%	43%	*
Math Including EOC	2023	51%	42%	45%	43%	27%	49%	*	-	_	*	19%	*	52%	34%	38%	20%
3 –	2022	48%	36%	34%	20%	33%	40%	*	*	-	20%	17%	40%	32%	38%	28%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	29%	22%	13%	13%	29%	14%	*	-	11%	12%	25%	24%	19%	17%	10%
	2022	34%	27%	21%	9%	12%	25%	35%	*	-	22%	9%	14%	21%	20%	16%	15%
Reading and Mathematics Including EOC	2023	39%	31%	22%	13%	13%	29%	14%	*	-	11%	12%	25%	24%	19%	17%	10%
	2022	36%	28%	21%	9%	12%	25%	35%	*	-	22%	9%	14%	21%	20%	16%	15%

eraning and in able maken Hipping EGE	School Year	State	Region 05		African American	Hispanic	White	American Indian		Pacific Islander			Ed	ously	ously	Econ	EB/EL (Current & Monitored)
Reading Including EOC	2023	53%	47%	35%	23%	28%	41%	33%	*	-	34%	13%	38%	35%	37%	29%	21%
	2022	53%	46%	40%	22%	33%	46%	53%	*	-	37%	20%	33%	39%	40%	34%	30%
Math Including EOC	2023	47%	38%	28%	20%	18%	34%	33%	*	-	14%	13%	38%	30%	25%	23%	17%
	2022	43%	34%	24%	13%	14%	29%	41%	*	-	26%	12%	24%	24%	25%	20%	19%

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

⁻ Indicates there are no students in the group.

	Schoo				African			American		Pacific	Two or More	Special Ed	Ed	Continu- ously	ously	Econ	EB/EL (Current &
	Year	State	Region05	District	The second second second	T. CANCELLE CO. CO. CO.	a Diputition and the Control	Indian al Growth	A PROPERTY OF THE PARTY OF	CONTRACTOR OF THE PERSON	NAME AND DESCRIPTION OF	(Current)	(Former)	Enrolled	Enrolled	Disadv	Monitored)
Grade 4 ELA/Reading	2023	55%	51%	47%	45%	45%	42%	*	*	- -	79%	42%	35%	49%	41%	43%	*
Grade 4 Mathematics	2023	63%	58%	66%	50%	68%	68%	70%	*	-	79%	50%	65%	68%	61%	62%	*
Grade 5 ELA/Reading	2023	65%	61%	59%	71%	50%	59%	*	*	-	36%	37%	90%	56%	65%	54%	50%
Grade 5 Mathematics	2023	71%	67%	51%	61%	65%	47%	*	*	-	29%	43%	70%	57%	39%	45%	80%
Grade 6 ELA/Reading	2023	51%	47%	43%	38%	40%	46%	*	-	-	*	37%	-	37%	52%	39%	29%
Grade 6 Mathematics	2023	54%	53%	44%	38%	60%	42%	*	-	-	*	64%	-	41%	48%	47%	57%
Grade 7 ELA/Reading	2023	71%	70%	62%	59%	65%	64%	*	-	-	50%	32%	*	62%	62%	58%	67%
Grade 7 Mathematics	2023	56%	54%	58%	52%	60%	60%	*	-	-	42%	39%	*	58%	57%	56%	83%
Grade 8 ELA/Reading	2023	63%	60%	69%	77%	55%	71%	*		-	*	46%	*	79%	52%	66%	80%
Grade 8 Mathematics	2023	74%	72%	84%	86%	68%	86%	*	-	=	*	71%	*	88%	77%	82%	70%
End of Course English I	2023	57%	54%	57%	44%	63%	61%	*	*	-	50%	50%	*	55%	61%	52%	*
End of Course English II	2023	74%	75%	77%	75%	82%	77%	*	*	-	71%	50%	*	75%	83%	80%	80%
End of Course Algebra I	2023	76%	73%	72%	73%	69%	72%	*	*	=	60%	61%	*	71%	76%	75%	*
All Grades Both Subjects	2023	64%	61%	61%	59%	61%	61%	69%	100%	-	54%	47%	62%	61%	59%	58%	66%
All Grades ELA/Reading	2023	63%	60%	59%	58%	57%	59%	65%	100%	-	53%	42%	58%	59%	58%	55%	59%
All Grades Mathematics	2023	66%	63%	63%	61%	65%	63%	74%	*	=	55%	54%	67%	64%	60%	61%	73%
						•		ted Learni	ng by (Grade and							
Grade 4 ELA/Reading	2023	33%	32%	31%	36%	*	37%	*	-	-	*	17%	*	36%	23%	28%	*
Grade 4 Mathematics	2023	27%	24%	31%	27%	20%	40%	*	-	=	*	14%	*	28%	35%	26%	*
Grade 5 ELA/Reading	2023	37%	35%	33%	29%	*	27%	*	-	-	*	11%	*	28%	50%	33%	*
Grade 5 Mathematics	2023	48%	45%	28%	38%	40%	20%	*	-	-	*	14%	*	32%	14%	20%	*
Grade 6 ELA/Reading	2023	26%	23%	33%	25%	*	44%	*	-	-	*	7%	-	20%	47%	29%	*
Grade 6 Mathematics	2023	35%	32%	28%	13%	*	33%	*	-	-	*	8%	=	21%	33%	26%	*
Grade 7 ELA/Reading	2023	39%	40%	38%	47%	43%	35%	-	-	-	*	0%	*	37%	38%	36%	*
Grade 7 Mathematics	2023	22%	20%	23%	31%	25%	22%	*	-	-	*	7%	*	28%	8%	22%	40%
Grade 8 ELA/Reading	2023	39%	40%	61%	75%	50%	62%	*	-	-	-	27%	*	65%	55%	61%	*
Grade 8 Mathematics	2023	49%	47%	62%	75%	38%	60%	*	-	-	*	31%	*	63%	60%	54%	*
End of Course English I	2023	26%	26%	15%	10%	*	0%	-	-	-	*	0%	*	18%	*	8%	=
End of Course English II	2023	41%	43%	50%	38%	*	50%	-	*	-	=	14%	*	50%	50%	41%	*
End of Course Algebra I	2023	58%	60%	64%	54%	*	60%	-	-	-	*	45%	*	63%	*	63%	-
All Grades Both Subjects	2023	38%	36%	38%	40%	40%	38%	30%	*	-	24%	15%	39%	38%	39%	34%	47%
All Grades ELA/Reading	2023	35%	35%	38%	37%	40%	38%	*	*	-	18%	10%	44%	36%	40%	35%	43%
All Grades Mathematics	2023	40%	38%	38%	42%	39%	38%	17%	-	-	29%	19%	33%	39%	37%	33%	50%

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

⁻ Indicates there are no students in the group.

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

															CDICI			Monitored
					Total	BE-Trans	UK e DE			ALP		ESL		ALP	EB/EL with		Total	&
	School	CALL	Region	District	Bilingual	Early				Bilingual			ESL	ESL	Parental		EB/EL	Former
	Year	State	05	DISTRICT	Education	Exit	Contract Con	Contract of the Contract of th	Control of the Contro	(Exception) rmance Leve	L- Carrier Control	Based	Pull-Out	(waiver)	Denial	FR/FT	(Current)	EB/EL
II Grades All Subjects					JIAAR	i citorina	ince ivate i	by Subject	and reno	imance Leve	51							
At Approaches Grade Level or Above	2023	76%	72%	68%	_	_	-	_	-		65%	67%	62%	_	*	68%	64%	
	2022	74%	68%	65%	-	-	-	-	-	-	60%	71%	51%	_	*	65%	61%	*
t Meets Grade Level or Above	2023	49%	42%	37%		_	-	_	-	-	27%	26%	29%	_	*	37%	27%	
	2022	48%	40%	33%	-	-	-	-	-	-	27%	31%	24%	-	*	34%	26%	*
t Masters Grade Level	2023	20%	14%	11%	-	-	-	-	-	-	8%	9%	6%	-	*	11%	8%	
	2022	23%	17%	13%	-	-	-	-	-	-	8%	9%	8%	_	*	13%	8%	*
II Grades ELA/Reading																		
Approaches Grade Level or Above	2023	77%	73%	69%	-	-	-	-	-	-	69%	79%	56%	-	*	69%	67%	-
	2022	75%	70%	67%	-	-	-	-	-	-	63%	74%	55%		1	67%	64%	*
Meets Grade Level or Above	2023	53%	47%	41%	-	-	-	1-	-	=	31%	26%	38%	-	*	41%	31%	-
	2022	53%	46%	40%	=	-	-	-	-	-	27%	26%	27%	-	-	41%	26%	*
t Masters Grade Level	2023	20%	15%	11%	-	-	-	-		-	9%	11%	6%	-	*	11%	8%	-
	2022	25%	20%	17%	*	-	-	-	-	-1	7%	5%	9%	-	-	18%	7%	*
Grades Mathematics																		
Approaches Grade Level or Above	2023	75%	70%	64%	-	-	-	-	-	-	66%	67%	64%	-	*	63%	67%	-
	2022	72%	65%	57%	-	-	-	-	-	-	39%	45%	36%	-	-	58%	38%	-
Meets Grade Level or Above	2023	45%	37%	28%	-	-	-	Ξ.	-	=	22%	28%	14%	-	*	29%	21%	-
	2022	42%	34%	23%	-	=	=	Ψ.	-	-	18%	18%	18%	-	-	24%	18%	-
Masters Grade Level	2023	19%	12%	8%	-	-	-	=	-	-	9%	11%	7%	-	*	8%	9%	-
	2022	20%	14%	7%	-	-	-	-	-	-	6%	0%	9%	-	-	7%	6%	-
I Grades Science																		
Approaches Grade Level or Above		77%	73%	73%	-	=	-	-	-	-	64%	64%	-	-	-	73%	64%	-
		76%	69%	75%	-	-	-	-	-	-	80%	75%	86%		-	75%	81%	-
Meets Grade Level or Above		47%	40%	42%	-	-	-	-	-	-	27%	27%	-	-	-	42%	27%	-
		47%	38%	40%	-	-	-	-	-	-	27%	25%	29%	-	-	40%	25%	-
Masters Grade Level		18%	12%	13%	-	-	-	-	-	-	9%	9%	-	-	-	13%	9%	-
	2022	21%	13%	14%	-	-	-		-	-	7%	13%	0%	-	-	14%	6%	-
Grades Social Studies	2022	700/	720/	7 40/														
Approaches Grade Level or Above		78%	73%	74%	-	-	-	-	-	-	50%	33%	*	-	-	75%	50%	-
		75%	67%	67%	-	-	-	-	-		100%	100%	-	-	*	65%	100%	*
Meets Grade Level or Above		52%	43%	42%	-	-	-	-	-		30%	17%	*	-	-	43%	30%	-
Mantaga Canada Laval		50%	39%	30%	-	-	-		-		71%	71%		-	*	28%	63%	*
Masters Grade Level		27%	19%	16%	-	"	-	-	-	-	0%	0%	*	-	<u>-</u>	17%	0%	=
	2022	30%	21%	15%	-	-	- I Do	4	.1.0	-	29%	29%	-	-	*	15%	25%	*
Cradas Bath Subi	2022	C 401	610/	C10/		Scho	ooi Progre	ss - Annua	ii Growth		CCC'	700/	F60/			CO21		
Grades Both Subjects		64%	61%	61%	-	-	-	-	-	-	66%	73%	58%	-	*	60%	66%	-
ll Grades ELA/Reading	2023	63%	60%	59%	-	-	-	-	-	-	61%	68%	53%	-	*	59%	59%	-

Texas Education Agency 2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

A TOURS OF STREET OF STREE	School Year	State	Region 05		Total Bilingual Education		BE-Trans			ALP Bilingual (Exception)		ESL Content- Based	ESL Pull-Out	March Street	EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	63%	63%	-	1	-	-	-	-	72%	78%	64%	-	*	62%	73%	-
						Schoo	l Progress	- Accelera	ated Learn	ing								
All Grades Both Subjects	2023	38%	36%	38%	-	-	-	-	-	-	45%	63%	23%	-	*	37%	47%	-
All Grades ELA/Reading	2023	35%	35%	38%	-	-	-	-	-	-	43%	71%	14%	-	-	37%	43%	-
All Grades Mathematics	2023	40%	38%	38%	-	_	<u> </u>	_	-	-	47%	56%	33%	-	*	38%	50%	-

^{*} 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.

		Region		African			American		Pacific	Two or More	Special Ed	Special Ed	Continu-	Non- Continu- ously	Econ	EB/EL (Current
	State	05		American	Hispanic	White	2012/06/2012/06/2012/06/2012					THE COURSE SECTION				Monitored)
					2023		Participa Grades)	tion		(the same of the same state o	557.00					
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	96%	100%	7-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	90%	98%	83%	89%	96%	81%	-	85%	89%	93%	95%	81%	94%	78%
Not Included in Accountability: Mobile	4%	4%	9%	2%	12%	10%	0%	10%	-	15%	10%	7%	4%	18%	5%	10%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	5%	0%	0%	10%	-	0%	0%	0%	1%	1%	1%	12%
Not Tested	1%	1%	0%	0%	0%	0%	4%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	4%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	95%	100%	~	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	90%	98%	80%	91%	95%	70%	-	85%	91%	91%	95%	82%	94%	68%
Not Included in Accountability: Mobile	4%	4%	8%	2%	11%	9%	0%	10%	-	15%	9%	9%	3%	17%	4%	11%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	9%	0%	0%	20%	-	0%	1%	0%	1%	1%	1%	21%
Not Tested	1%	1%	0%	0%	0%	0%	5%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	5%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	99%	100%	100%	95%	100%	-	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	91%	97%	87%	90%	95%	100%	-	84%	90%	93%	96%	82%	95%	85%
Not Included in Accountability: Mobile	5%	5%	8%	1%	11%	10%	0%	0%	1-1	16%	9%	7%	3%	17%	4%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	2%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	1%	1%	0%	0%	5%	0%	-	0%	1%	0%	1%	0%	0%	0%
Absent	1%	1%	1%	1%	0%	0%	5%	0%	-	0%	1%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	99%	100%	*	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	90%	97%	82%	88%	100%	*	-	89%	91%	92%	95%	81%	94%	85%
Not Included in Accountability: Mobile	4%	4%	9%	3%	15%	11%	0%	*	-	11%	9%	8%	4%	19%	5%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	3%	0%	0%	*	-	0%	0%	0%	0%	1%	0%	8%
Not Tested	1%	1%	0%	0%	0%	1%	0%	*	-	0%	0%	0%	1%	0%	0%	0%

	State	Region 05		African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	0%	0%	0%	1%	0%	*	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	88%	98%	89%	84%	*	*	-	83%	81%	100%	95%	78%	92%	91%
Not Included in Accountability: Mobile	4%	4%	12%	2%	11%	16%	*	*	-	17%	19%	0%	5%	22%	8%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
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%	0%	0%	0%	0%	0%	*	*		0%	0%	0%	0%	0%	0%	0%
					2022 9		Participat	ion								
						(All G	Grades)									
All Tests													0.000000000000			
Assessment Participant	99%	99%	100%	100%	100%	100%		100%	-	96%	100%	95%	100%	99%	100%	100%
Included in Accountability	93%	93%	90%	97%	86%	88%	100%	94%	-	92%	83%	88%	96%	80%	90%	88%
Not Included in Accountability: Mobile	5%	5%	9%	3%	11%	12%	0%	0%	-	3%	17%	6%	4%	18%	9%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	3%	0%	0%	6%	-	0%	0%	1%	0%	1%	0%	7%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	4%	0%	5%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	4%	0%	4%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	-	96%	100%	94%	100%	99%	100%	100%
Included in Accountability	92%	93%	90%	98%	83%	88%	100%	86%	-	91%	83%	85%	95%	79%	90%	83%
Not Included in Accountability: Mobile	5%	5%	9%	2%	11%	12%	0%	0%	-	4%	17%	6%	4%	18%	9%	4%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	6%	0%	0%	14%	-	0%	0%	3%	0%	2%	1%	13%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	-	4%	0%	6%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	-	0%	0%	3%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	4%	0%	3%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	90%	97%	86%	87%	100%	100%	-	95%	81%	93%	95%	79%	90%	92%
Not Included in Accountability: Mobile	5%	5%	10%	3%	13%	12%	0%	0%		5%	19%	7%	4%	20%	9%	5%

Compare Supplement of Constant	State	Region 05		African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%		0%	-	0%	0%	0%	distribute and and appropriate	0%	0%	3%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	100%	100%	100%	100%	100%	*	-	95%	100%	92%	100%	99%	100%	100%
Included in Accountability	93%	94%	90%	96%	88%	88%	100%	*	-	95%	83%	85%	95%	81%	88%	89%
Not Included in Accountability: Mobile	4%	5%	9%	4%	12%	12%	0%	*	-	0%	17%	8%	5%	19%	11%	11%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	0%	0%	0%	0%	0%	*	_	5%	0%	8%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	5%	0%	8%	0%	1%	0%	0%
Social Studies																
Assessment Participant	98%	98%	99%	100%	100%	100%	100%	*	-	82%	100%	89%	100%	97%	99%	100%
Included in Accountability	94%	94%	94%	96%	91%	94%	100%	*	-	82%	89%	89%	97%	85%	92%	100%
Not Included in Accountability: Mobile	4%	4%	5%	4%	9%	6%	0%	*	-	0%	11%	0%	3%	11%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	1%	0%	0%	0%	0%	*	-	18%	0%	11%	0%	3%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	0%	0%	0%	*	_	18%	0%	11%	0%	3%	1%	0%
Accelerated Testers																- 14
SAT/ACT Participant	89%	86%	*	-	-	*	-	-	-	-	-	-	=	*	*	-

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

	-				1.586					Two	22.25	3.5	
SIGNAL STATE				A 6			American		Pacific	or	Special	Econ	
	State	Region 05	District	African American	Hispanic	White	Indian	Asian	Islander			Disadv	EB/EL
Attendance Rate		ALC REPORTS						Inches (September 1994)	Lycan Land Herbert	LANGUL BUILDING WA			
2021-22	92.2%	91.6%	93.7%	94.8%	94.0%	93.1%	93.7%	94.4%	-	93.4%	93.2%	93.7%	95.4%
2020-21	95.0%	92.9%	93.5%	93.7%	94.0%	93.5%	91.2%	96.9%	*	92.8%	92.6%	92.9%	96.6%
Chronic Absenteeism													
2021-22	25.7%	28.8%	21.9%	14.9%	20.5%	25.1%	18.8%	12.5%	-	21.4%	27.4%	21.1%	11.9%
2020-21	15.0%	22.1%	23.4%	19.2%	25.9%	24.2%	25.6%	0.0%	*	27.8%	27.7%	25.2%	12.5%
Annual Dropout Rate (Gr 7-8)												
2021-22	0.7%	0.7%	0.5%	0.0%	0.0%	0.8%	*	*	-	0.0%	2.4%	0.6%	0.0%
2020-21	0.9%	1.0%	0.9%	0.0%	0.0%	0.8%	14.3%	*	-	0.0%	0.0%	1.4%	0.0%
Annual Dropout Rate (Gr 9-12)											
2021-22	2.2%	1.8%	1.2%	1.1%	1.9%	0.9%	0.0%	*	-	4.3%	1.4%	1.9%	0.0%
2020-21	2.4%	2.8%	2.0%	1.1%	0.0%	1.7%	0.0%	*	*	13.0%	4.8%	3.0%	0.0%
4-Year Longitudinal Ra	ate (Gr 9	9-12)											
Class of 2022													
Graduated	89.7%	91.1%	94.5%	95.5%	100.0%	94.2%	*	-	-	83.3%	86.7%		*
Received TxCHSE	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%		0.0%	*
Continued HS	3.5%	1.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%		0.0%	×
Dropped Out	6.4%	7.0%	5.5%	4.5%	0.0%	5.8%	*	-		16.7%		9.8%	×
Graduates and TxCHSE	90.0%	91.3%	94.5%	95.5%	100.0%	94.2%	*	-		83.3%		90.2%	¥
Graduates, TxCHSE, and Continuers	93.6%	93.0%	94.5%	95.5%	100.0%	94.2%	*	-	-	83.3%	86.7%	90.2%	k
Class of 2021													
Graduated	90.0%	89.9%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	00.570		1
Received TxCHSE	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.070	0.0%	
Continued HS	3.9%	3.1%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.070	0.0%	1-
Dropped Out	5.8%	6.8%	3.7%	5.9%	14.3%		*	-	-	*	11.170	6.1%	,-
Graduates and TxCHSE	90.3%	90.1%	96.3%	94.1%	85.7%		*	-	-	*	00.570		
Graduates, TxCHSE, and Continuers	94.2%	93.2%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	88.9%	93.9%	
5-Year Extended Longi	itudinal	Rate (G	r 9-12)										
Class of 2021													
Graduated	92.2%	91.6%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	00.570		3
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.070	0.0%	
Continued HS	1.0%	0.8%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.070	0.0%	
Dropped Out	6.3%	7.3%	3.7%	5.9%	14.3%	2.0%	*	-	-	*	1 1.1 70	6.1%	
Graduates and TxCHSE	92.7%	91.9%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	88.9%	93.9%	-

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

	JEN JATA	EX CO.	17/2/3/27	T1 224 126	20 L 28	THE CLASS			P. S.	-		DSEN BANT	
(05049.60)		-3-366	73.2	2.6.4	12H 34	5 1364				Two	SE LET	0.00	
COMMUNEC HS	1000	Region		African	0.02		American		Pacific	A CONTRACTOR OF THE PARTY OF	Special	Econ	
46 6 ASO 12 20	State	05		American	The state of the s	d restrict the latest services	THE REAL PROPERTY AND ADDRESS OF THE PARTY.	Asian	Islander	Races	Ed	Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	92.7%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	88.9%	93.9%	-
Class of 2020													
Graduated	92.2%	91.6%	92.6%	95.7%	100.0%	90.0%	*	-	-	*	75.0%	92.3%	_
Received TxCHSE	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	
Continued HS	1.1%	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
Dropped Out	6.2%	7.4%	7.4%	4.3%	0.0%	10.0%	*	-	-	*	25.0%	7.7%	-
Graduates and TxCHSE	92.7%	92.0%	92.6%	95.7%	100.0%	90.0%	*		-	*	75.0%	92.3%	-
Graduates, TxCHSE, and Continuers	93.8%	92.6%	92.6%	95.7%	100.0%	90.0%	*	-	-	*	75.0%	92.3%	-
6-Year Extended Long	itudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.7%	91.9%	92.6%	95.7%	100.0%	90.0%	*	_	_	*	75.0%	92.3%	_
Received TxCHSE	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	-	_	*	0.0%	0.0%	-
Continued HS	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	_	_	*	0.0%	0.0%	_
Dropped Out	6.2%	7.3%	7.4%	4.3%	0.0%	10.0%	*	_	_	*	25.0%	7.7%	_
Graduates and TxCHSE	93.2%	92.3%	92.6%	95.7%	100.0%	90.0%	*	_	_	*	75.0%	92.3%	_
Graduates, TxCHSE, and Continuers	93.8%	92.7%	92.6%	95.7%	100.0%	90.0%	*	-	-,	*	75.0%		-
Class of 2019													
Graduated	92.6%	92.1%	88.4%	84.0%	80.0%	90.2%	*	*	_	*	*	78.0%	*
Received TxCHSE	0.6%	0.3%	2.3%	4.0%	0.0%	2.0%	*	*	_	*	*	4.9%	*
Continued HS	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.2%	7.2%	9.3%	12.0%	20.0%	7.8%	*	*	_	*	*	17.1%	*
Graduates and TxCHSE	93.2%	92.4%	90.7%	88.0%	80.0%	92.2%	*	*	_	*	*	82.9%	*
Graduates, TxCHSE, and Continuers	93.8%	92.8%	90.7%	88.0%	80.0%	92.2%	*	*	-	*	*	82.9%	*
4-Year Federal Graduat	ion Rat	e Withou	it Exclus	sions (Gr 9	-12)								
Class of 2022		91.1%	94.5%	95.5%	100.0%	94.2%	*	-	- 1	83.3%	86.7%	90.2%	*
Class of 2021	90.0%	89.9%	96.3%	94.1%	85.7%	98.0%	*	-	_	*	88.9%		_
RHSP/DAP Graduates (Longitu	idinal Ra	ite)										
Class of 2022	59.5%	-		-	_	_	-	-	_	_	_	_	_
Class of 2021	87.5%	98.2%	-	-	_	-	=	-	_	_	-	_	_
FHSP-E Graduates (Lor	ngitudin	al Rate)											
Class of 2022	3.7%	8.2%	0.0%	0.0%	0.0%	0.0%	*	-	_	0.0%	0.0%	0.0%	*
Class of 2021	3.8%	14.2%	2.5%	6.3%	0.0%	2.0%	*	-	_	*	12.5%	2.2%	_
FHSP-DLA Graduates (I	Longitu	dinal Ra	te)									48.7	

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

grand til det som en som e	1/2/									Two		4,14	
		Region		African		EL TOLDHOLD AL PI	American	THE RESERVE OF THE PARTY OF THE	Pacific	More	Special		
	State	05	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
Class of 2022	84.3%	77.4%	74.4%	47.6%	90.0%	81.6%	*	-	-	80.0%	15.4%	67.4%	*
Class of 2021	81.9%	68.7%	73.4%	62.5%	83.3%	77.6%	*	-	-	*	12.5%	65.2%	-
RHSP/DAP/FHSP-E/FH	SP-DLA	Gradua	ates (Loi	ngitudinal	Rate)								
Class of 2022	88.0%	85.6%	74.4%	47.6%	90.0%	81.6%	*	-	-	80.0%	15.4%	67.4%	*
Class of 2021	85.7%	83.8%	75.9%	68.8%	83.3%	79.6%	*	-	-	*	25.0%	67.4%	-
RHSP/DAP Graduates	(Annua	l Rate)											
2021-22	23.6%	*	-	-	-	-	-	=	-	-	-	-	-
2020-21	43.8%	91.5%	-	-	-	_	-	-	-	-	-	-	-
FHSP-E Graduates (An	nual Ra	ite)											
2021-22	3.9%	8.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	3.8%	14.3%	2.5%	5.6%	0.0%	2.0%	*	-	-	0.0%	11.1%	2.1%	-
FHSP-DLA Graduates (Annual	Rate)											
2021-22	82.3%	75.9%	76.8%	52.6%	90.0%	81.3%	*	-	-	*	18.2%	69.6%	*
2020-21	80.4%	67.6%	70.4%	55.6%	83.3%	75.5%	*	-	-	40.0%	11.1%	63.8%	-
RHSP/DAP/FHSP-E/FH	SP-DLA	Gradua	ates (An	nual Rate)									
2021-22	86.0%	84.4%	76.8%	52.6%	90.0%	81.3%	*	-	-	*	18.2%	69.6%	*
2020-21	84.1%	82.4%	72.8%	61.1%	83.3%	77.6%	*	-	-	40.0%	22.2%	66.0%	-

Texas Education Agency 2022-23 Graduation Profile (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

		District Percent	State Count	State Percent
Graduates (2021-22 Annual Gradu	Andrew of the second	Will Anglish Co.	A Constitution of the Cons	
Total Graduates		100.0%	368,686	100.0%
By Ethnicity:				
African American	19	23.2%	45,227	12.3%
Hispanic	10	12.2%	191,125	51.8%
White	48	58.5%	103,171	28.0%
American Indian	1	1.2%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	4	4.9%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	19	23.2%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	63	76.8%	302,917	82.2%
Special Education Graduates	11	13.4%	32,447	8.8%
Economically Disadvantaged Graduates	46	56.1%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	1.2%	40,398	11.0%
At-Risk Graduates	8	9.8%	159,689	43.3%

Texas Education Agency 2022-23 College, Career, and Military Readiness (CCMR) (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

										Two or			
Academic	1000	Region		African			American		Pacific	More	Special	Econ	ED/EI
Year	State	05	District	American	STATE OF STA	AND DESCRIPTION OF THE PARTY OF	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
					9 ,	,	nd Military f nt Achieven						
College, Ca	reer. or l	Military R	eady (An	nual Gradu		,		,					
2021-22	70.0%	56.5%	57.3%		70.0%	62.5%	*	-	_	*	36.4%	47.8%	*
2020-21	65.2%	51.4%	51.9%		66.7%	59.2%	*	-	-	20.0%	33.3%	46.8%	-
						College Gradu							
College Rea	ady (Ann	ual Grad	uates)										
2021-22	52.9%	37.3%	30.5%	5.3%	40.0%	39.6%	*	-	-	*	0.0%	19.6%	*
2020-21	52.7%	34.8%	34.6%	11.1%	50.0%	42.9%	*	-	_	20.0%	0.0%	27.7%	-
TSI Criteria	Graduat	es in Eng	glish Lang	guage Arts	(Annual G	iraduates	5)						
2021-22	57.1%	42.9%	43.9%	15.8%	40.0%	58.3%	*	-	-	*	9.1%	30.4%	*
2020-21	56.1%	40.0%	40.7%	22.2%	66.7%	46.9%	*	-	-	20.0%	0.0%	34.0%	-
TSI Criteria	Graduat	es in Mat	hematics	(Annual G	raduates)								
2021-22	48.2%	28.4%	22.0%	5.3%	30.0%	27.1%	*	-	-	*	0.0%	10.9%	*
2020-21	45.7%	26.1%	28.4%	11.1%	50.0%	34.7%	*	-	-	0.0%	0.0%	21.3%	-
TSI Criteria	Graduat	es in Bot	h Subject	ts (Annual	Graduates	5)							
2021-22	42.2%	26.0%	22.0%	5.3%	30.0%	27.1%	*	-	-	*	0.0%	10.9%	*
2020-21	40.4%	23.4%	27.2%	11.1%	50.0%	32.7%	*	-	-	0.0%	0.0%	19.1%	-
AP / IB Met	Criteria i	in Any Su	ıbject (Ar	nual Gradi	uates)								
2021-22	20.5%	5.2%	6.1%	0.0%	0.0%	8.3%	*	-	~	*	0.0%	4.3%	*
2020-21	21.3%	4.9%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Associate D	egree (A	nnual Gr	aduates)										
2021-22	2.4%	1.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	2.6%	2.5%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Dual Course	e Credits	in Any S	iubject (A	nnual Grad	duates)								
2021-22	24.0%	25.5%	25.6%	0.0%	30.0%	35.4%	*	-	-	*	0.0%	13.0%	*
2020-21	25.9%	24.7%	28.4%	0.0%	50.0%	36.7%	*	-	-	20.0%	0.0%	23.4%	-
Onramps Co	ourse Cr	edits (An	nual Grad	duates)									
2021-22	4.4%	0.8%	1.2%	0.0%	0.0%	2.1%	*	-	-	*	0.0%	2.2%	*
2020-21	4.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
					Car	eer / Mili Gradu	tary Ready ates						
Career or M	ilitary Re	eady (Anr	nual Grad	uates)									
2021-22	33.5%	28.7%	35.4%	31.6%	30.0%	37.5%	*	-	-	*	36.4%	34.8%	*
2020-21	24.2%	24.1%	25.9%	22.2%	16.7%	28.6%	*	-	-	20.0%	33.3%	29.8%	-
Approved In	dustry-E	Based Ce	rtification	(Annual G	iraduates)								
2021-22	28.0%	22.5%	34.1%	31.6%	30.0%	37.5%	*	-	-	*	27.3%	34.8%	*

Texas Education Agency 2022-23 College, Career, and Military Readiness (CCMR) (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

Academic Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	16.6%	24.7%	22.2%	16.7%	26.5%	*			20.0%	22.2%	27.7%	-
Graduates v	vith Leve	el I or Lev	el II Cert	ificate (Anı	nual Gradu	ıates)							
2021-22	0.7%	2.4%	1.2%	0.0%	0.0%	2.1%	*	1-		*	0.0%	0.0%	*
2020-21	0.7%	2.2%	1.2%	0.0%	0.0%	2.0%	*	-	-	0.0%	0.0%	2.1%	-
Graduate wi	ith Comp	oleted IEP	and Wo	rkforce Rea	adiness (A	nnual Gr	aduates)						
2021-22	2.5%	2.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	2.4%	3.4%	0.0%	0.0%	0.0%	0.0%	*	-	_	0.0%	0.0%	0.0%	-
Graduates U	Jnder an	Advance	d Diplom	a Plan and	Identified	as a Cu	rrent Speci	al Educa	ition Stude	ent (Annu	al Gradua	ites)	
2021-22	5.0%	4.6%	2.4%	5.3%	0.0%	0.0%	*	-		*	18.2%	2.2%	*
2020-21	4.4%	3.8%	2.5%	0.0%	0.0%	4.1%	*	_	-	0.0%	22.2%	2.1%	-

Texas Education Agency 2022-23 CCMR-Related Indicators (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

		300		4 6 1 5 1				V 18 18 18			Two			
	Academic	C+-+-	Region	District	African	Uicanaic	White	American Indian	Acian			Special Ed	Econ Disadv	FR/FI
TSIA Results (Graduates >= Crite	Year	State	S look of the look	DISTRICT	American	пізрапіс	vviiite	mutan	ASIAII	isianuei	Naces	Lu	Disadv	ton to / ton ton
Reading	2021-22			39.0%	10.5%	30.0%	54.2%	*		_	*	9.1%	26.1%	*
Reading		25.9%		32.1%	16.7%		34.7%	*		_	20.0%	0.0%		
Mathematics		18.7%		13.4%	5.3%		14.6%	*	_	_	20.070		8.7%	
Watternatics		19.4%		22.2%	11.1%		28.6%	*	_	-	0.0%			
Both Subjects	2020-21		9.0%	12.2%	5.3%	10.0%		*	_	_	*		8.7%	
Don's Subjects		14.4%	8.7%	21.0%	11.1%		26.5%	*	_	_	0.0%	0.0%	14.9%	
Completed and Received Credit f						10.7 70	20.570				0.070	0.070		
English Language Arts	2021-22		3.4%	0.0%	0.0%	0.0%	0.0%	*	_	-	*	0.0%	0.0%	*
English Language Alts	2020-21	8.6%	1.2%	0.0%	0.0%	0.0%	0.0%	*	_	-	0.0%	0.0%	0.0%	n=
Mathematics		14.0%	3.3%	0.0%	0.0%	0.0%	0.0%	*	_	-	*	0.0%	0.0%	*
Wathernates		10.3%	2.4%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	
Both Subjects	2021-22	7.5%	2.1%	0.0%	0.0%	0.0%	0.0%	*	_	_	*	0.0%	0.0%	*
Don' Subjects	2020-21	4.9%	0.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	
AP/IB Results (Participation) (Gra														
All Subjects		23.0%	8.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
,	2021	21.1%	6.2%	9.9%	4.8%	11.8%	12.8%	*	-	-	0.0%	0.0%	2.9%	*
English Language Arts	2022	13.2%	5.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
3 3	2021	12.1%	3.4%	9.9%	4.8%	11.8%	12.8%	*	-	-	0.0%	0.0%	2.9%	*
Mathematics	2022	6.9%	2.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2021	6.1%	1.2%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Science	2022	9.6%	2.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2021	8.7%	1.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Social Studies	2022	12.5%	4.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2021	11.6%	2.6%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
AP/IB Results (Examinees >= Crit	terion) (Grad	es 11-1	12)											
All Subjects	2022	53.3%	36.5%	-	_	-	-	-	-	-	-		-	
	2021	48.6%	31.7%	27.8%	*	*	35.7%	-	-	-	-	-	*	j
English Language Arts	2022	53.2%	35.0%		-	-	-	-	-	-	-	-	-	
	2021	42.7%	29.1%	27.8%	*	*	35.7%	-	-	=	-	-	*	- ·
Mathematics	2022	50.4%	26.4%	-	_	-	-	-	-	-	-	-	-	a a -
	2021	49.4%	37.4%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	21.3%	-	-	-	-	-	-	-	-	-	-	
	2021	41.4%	25.0%	-	_	_	-	-	_	=	-	-	_	-

Texas Education Agency 2022-23 CCMR-Related Indicators (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

	Academic	ri se	Region		African			American		Pacific	Two or More	Special	Econ	
	Year	State	05	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	EB/EL
Social Studies	2022	41.9%	22.4%	-	-	-	-	=	-	-	-	-	-	-
	2021	42.2%	21.4%	-	1-	-	-	-	-	-	-	-	-	1-1
SAT/ACT Results (Annual Graduat	es)													
Tested	2021-22	71.5%	57.7%	61.0%	52.6%	40.0%	66.7%	*	-	-	*	27.3%	53.3%	*
	2020-21	70.8%	55.2%	69.1%	72.2%	100.0%	67.3%	*	-	-	40.0%	11.1%	67.4%	-
At/Above Criterion for All Examinees	2021-22	32.1%	26.8%	22.0%	0.0%	*	25.0%	*	-	-	*	*	16.7%	-
	2020-21	32.9%	26.9%	16.1%	0.0%	33.3%	18.2%	*	-	-	*	*	12.9%	-
Average SAT Score (Annual Gradu	ates)													
All Subjects	2021-22	1001	986	973	836	*	1010	*	-	-	*	*	942	-
	2020-21	1002	982	959	872	954	987	1030	-	-	1050	-	937	=
English Language Arts and Writing	2021-22	506	501	493	412	*	511	*	-	-	*	*	485	-
	2020-21	504	500	486	447	468	500	540	-	-	540	-	476	_
Mathematics	2021-22	496	485	480	424	*	499	*	-	-	*	*	458	_
	2020-21	498	482	472	425	486	487	490	-	-	510	-	461	-
Average ACT Score (Annual Gradu	ates)													
All Subjects	2021-22	19.5	19.4	21.6	-	*	20.0	-	-	-	-	1-	-	-
	2020-21	20.0	19.3	17.4	15.1	16.2	18.6	23.0	-	-	11.0	11.0	17.2	-
English Language Arts	2021-22	19.2	19.2	22.4	-	*	20.6	-	-	=	-	-	-	-
	2020-21	19.6	19.0	17.0	14.2	15.9	18.2	24.5	-	-	12.0	12.0	16.6	1 - 1
Mathematics	2021-22	19.3	18.9	19.4	-	*	18.0	-	-	-	-	-	-	-
	2020-21	19.9	19.2	17.1	15.4	16.0	18.1	22.0	_	-	11.0	11.0	17.3	_
Science	2021-22	19.8	19.7	22.3	-	*	20.5	-	-	=	-	-	-	-
	2020-21	20.3	19.6	18.1	15.8	16.4	19.5	22.0	-	-	9.0	9.0	17.9	-

Texas Education Agency 2022-23 Other Postsecondary Indicators (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

	N.C.		¥.,								Two		6 1 1 T	
	Academic Year	State	Region 05	District	African American	Hispanic		American Indian	Asian	Pacific Islander	More	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	35.8%	45.1%	47.2%	41.3%	47.3%	16.7%	*	-	42.9%	44.1%	42.2%	31.3%
	2020-21	42.5%	33.0%	38.5%	27.8%	38.9%	44.4%	27.3%	*	-	35.0%	17.0%	31.7%	11.1%
English Language Arts	2021-22	16.6%	12.6%	22.1%	24.1%	21.7%	21.5%	8.3%	*	=	30.0%	33.3%	22.3%	18.8%
	2020-21	16.3%	12.2%	11.7%	2.4%	14.3%	16.5%	9.1%	*	-	5.0%	0.0%	5.8%	0.0%
Mathematics	2021-22	19.9%	18.8%	22.6%	21.0%	22.2%	24.9%	0.0%	*	-	20.0%	9.8%	19.4%	12.5%
	2020-21	19.3%	17.9%	20.7%	15.7%	24.2%	22.1%	20.0%	*	-	26.3%	9.8%	19.7%	0.0%
Science	2021-22	21.1%	18.6%	18.9%	13.2%	17.1%	23.0%	11.1%	*	-	15.0%	9.8%	14.4%	0.0%
	2020-21	20.6%	17.0%	28.2%	24.7%	27.3%	32.8%	9.1%	*	-	16.7%	15.6%	27.0%	11.1%
Social Studies	2021-22	22.8%	14.2%	8.4%	3.9%	6.8%	11.2%	0.0%	*	-	5.3%	0.0%	3.9%	0.0%
	2020-21	22.8%	14.5%	11.5%	1.3%	16.7%	16.4%	9.1%	*	-	0.0%	0.0%	2.9%	0.0%
Graduates Enrolled in	Texas Inst	itution	of Highe	r Educa	tion (TX IH	E)								
	2020-21	46.7%	45.9%	49.4%	38.9%	66.7%	53.1%	*	-	-	20.0%	33.3%	43.5%	-
	2019-20	46.1%	45.7%	43.8%	36.4%	33.3%	49.1%	*	-	-	*	0.0%	30.6%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	_	-	-	-	-	-	-	-	-
	2019-20	_	-	-	-	-		-	-	-	-	-	-	-

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

		Men	bership -	f and less and and then the state of the same state.	-	Enr	ollment	1 411 100 100 100 est 100 aut 000 000 100
	Dis	strict	Sta	te	Dis	trict	Sta	te
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1 239	100.0%	5,504,150	100.0%	1 230	100.0%	5 518 432	100.0%
Students by Grade:	1,233	100.070	3,304,130	100.070	1,233	100.070	3,310,432	100.070
Early Childhood Education	6	0.5%	17,201	0.3%	6	0.5%	25,110	0.5%
Pre-Kindergarten	56	4.5%		4.4%	56	4.5%	244,284	
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	
Pre-Kindergarten: 4-year Old	56	4.5%	203,294		56	4.5%	203,749	3.7%
Kindergarten	76	6.1%	367,180	6.7%	76	6.1%	367,633	6.7%
Grade 1	92	7.4%	399,048	7.2%	92	7.4%	399,419	7.2%
Grade 2	79	6.4%	395,639	7.2%	79	6.4%	395,969	7.2%
Grade 3	70	5.6%	393,583	7.2%	70	5.6%	393,871	7.1%
Grade 4	124	10.0%	393,765	7.2%	124	10.0%	394,020	7.1%
Grade 5	90	7.3%	395,111	7.2%	90	7.3%	395,384	7.2%
Grade 6	87	7.0%	399,341	7.3%	87	7.0%	399,557	7.2%
Grade 7	100	8.1%	409,362	7.4%	100	8.1%	409,566	7.4%
Grade 8	92	7.4%	425,589	7.7%	92	7.4%	425,758	7.7%
Grade 9	116	9.4%	477,875	8.7%	116	9.4%	478,101	8.7%
Grade 10	103	8.3%	436,752	7.9%	103	8.3%	437,002	7.9%
Grade 11	77	6.2%	385,894	7.0%	77	6.2%	386,246	7.0%
Grade 12	71	5.7%	364,317	6.6%	71	5.7%	366,512	6.6%
Ethnic Distribution:								
African American	251	20.3%	705,310	12.8%	251	20.3%	706,775	12.8%
Hispanic	152	12.3%	2,915,219	53.0%	152		2,921,416	52.9%
White	706		1,410,571	25.6%	706		1,416,240	25.7%
American Indian	37	3.0%	17,920	0.3%	37	3.0%	17,976	0.3%
Asian	10	0.8%	280,306	5.1%	10	0.8%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	83	6.7%	166,128	3.0%	83	6.7%	166,565	3.0%
Sex:								
Female	597	48.2%	2,688,496	48.8%	597	48.2%	2,693,780	48.8%
Male	642	51.8%	2,815,654	51.2%	642	51.8%	2,824,652	51.2%
Economically Disadvantaged	895	72.2%	3,415,987	62.1%	895	72.2%	3,421,217	62.0%
Non-Educationally Disadvantaged	344	27.8%	2,088,163	37.9%	344	27.8%	2,097,215	38.0%
Section 504 Students	189	15.3%	407,619	7.4%	189	15.3%	407,904	7.4%
EB Students/EL	62	5.0%	1,269,408	23.1%	62	5.0%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	27	1.9%	87,162	1.5%				

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

The state of the s	NAME OF STREET	Mem	bership -		*****	Enro	ollment	
The second							Sta	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	124	10.0%	302,409	5.5%	124	10.0%	302,615	5.5%
Foster Care	16	1.3%	13,415	0.2%	16	1.3%	13,453	0.2%
Homeless	19	1.5%	72,534	1.3%	19	1.5%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	1,239	100.0%	3,555,650	64.6%	1,239	100.0%	3,563,890	64.6%
Military Connected	10	0.8%	199,203	3.6%	10	0.8%	199,325	3.6%
At-Risk	532	42.9%	2,935,164	53.3%	532	42.9%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	61	4.9%	1,278,846	23.2%	61	4.9%	1,279,697	23.2%
Career and Technical Education	373	30.1%	1,459,380	26.5%	373	30.1%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	295	80.4%	1,203,083	72.3%	295	80.4%	1,203,363	72.2%
Gifted and Talented Education	68	5.5%	453,585	8.2%	68	5.5%	453,689	8.2%
Special Education	210	16.9%	693,061	12.6%	210	16.9%	702,785	12.7%
Students with Disabilities by Type of Primary Disability	/ :							
Total Students with Disabilities	210		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	100	47.6%	305,800	44.1%				
Students with Physical Disabilities	39	18.6%	138,820	20.0%				
Students with Autism	24	11.4%	107,586	15.5%				
Students with Behavioral Disabilities	42	20.0%	130,018	18.8%		⋄		
Students with Non-Categorical Early Childhood	5	2.4%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	244	19.3%	893,031	16.8%				
By Ethnicity:	20	2 40/	176 665	3.3%				
African American	30	2.4%	176,665	3.3% 8.7%				
Hispanic	46	3.6% 11.6%	462,284	3.4%				
White	147 1	0.1%	180,620	0.1%				
American Indian			3,221	0.1%				
Asian Basifia Islandar	2	0.2%	38,716					
Pacific Islander	0	0.0%	2,067	0.0% 0.6%				
Two or More Races	18	1.4% 24.3%	29,458	18.6%				
Count and Percent of Special Ed Students who are Mobile	57 10		131,925	17.1%				
Count and Percent of EB Students/EL who are Mobile	100	16.9%	191,469	18.7%				
Count and Percent of Econ Dis Students who are Mobile	190	19.9%	604,295	10./%				
Student Attrition (2021-22):	126	15 00/	751 ADE	18.1%				
Total Student Attrition	136	15.0%	751,495	10.170				

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

	-Non-Special Education Rates-		-Spe Educa Rate	ation					
Student Information	District	State	District	State					
Retention Rates by Grade:									
Kindergarten	1.3%	1.5%	25.0%	4.5%					
Grade 1	4.3%	2.5%	14.3%	3.6%					
Grade 2	1.6%	1.6%	0.0%	2.0%					
Grade 3	3.0%	0.8%	0.0%	0.9%					
Grade 4	1.5%	0.5%	0.0%	0.5%					
Grade 5	0.0%	0.3%	5.9%	0.4%					
Grade 6	0.0%	0.3%	0.0%	0.4%					
Grade 7	2.9%	0.4%	0.0%	0.5%					
Grade 8	0.0%	0.4%	0.0%	0.5%					
Grade 9	3.5%	8.7%	5.0%	12.6%					

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

Data Quality:

Underreported Students 4 0.6% 7,322 0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.5	18.7
Grade 1	17.2	19.1
Grade 2	17.4	19.1
Grade 3	17.5	19.3
Grade 4	20.3	19.4
Grade 5	22.3	20.8
Grade 6	18.7	19.2
Secondary:		
English/Language Arts	14.0	16.2
Foreign Languages	16.1	18.8
Mathematics	17.0	17.5
Science	16.3	18.5
Social Studies	16.4	18.9

Total Staff 241.2 100.0% 763,729.4 100.0% Professional Staff: 132.2 54.8% 489,326.8 64.1% Teachers 104.7 43.4% 371,646.7 48.7% Professional Support 14.5 6.0% 82,878.8 10.9% Campus Administration (School Leadership) 7.0 2.9% 25,300.5 3.3% Central Administration 6.0 2.5% 9,500.8 1.2% Educational Aides: 39.7 16.5% 86,185.9 11.3% Auxiliary Staff: 69.3 28.7% 188,216.7 24.6% Librarians and Counselors (Headcount): Full-time Librarians 0.0 n/a 4,258.0 n/a 13,815.0 n/a Part-time Librarians 1.0 n/a 646.0 n/a 13,815.0 n/a Part-time Counselors 6.0 n/a 13,815.0 n/a 1,240.0 n/a	的保护者等 人名英格兰	District		Sta	te
Professional Staff: 132.2 54.8% 489,326.8 64.1% Teachers 104.7 43.4% 371,646.7 48.7% Professional Support 14.5 6.0% 82,878.8 10.9% Campus Administration (School Leadership) 7.0 2.9% 25,300.5 3.3% Central Administration 6.0 2.5% 9,500.8 1.2% Educational Aides: 39.7 16.5% 86,185.9 11.3% Auxiliary Staff: 69.3 28.7% 188,216.7 24.6% Librarians and Counselors (Headcount): Full-time Librarians 90.0 n/a 4,258.0 n/a 646.0 n/a 13,815.0 n/a 646.0 n/a 13,815.0 n/a 646.0 n/a 13,815.0 n/a 646.0 n/a 13,815.0 n/a 12,240.0	Staff Information	Count	Percent	Count	Percent
Professional Staff: 132.2 54.8% 489,326.8 64.1% Teachers 104.7 43.4% 371,646.7 48.7% Professional Support 14.5 6.0% 82,878.8 10.9% Campus Administration (School Leadership) 7.0 2.9% 25,300.5 3.3% Central Administration 6.0 2.5% 9,500.8 1.2% Educational Aides: 39.7 16.5% 86,185.9 11.3% Auxiliary Staff: 69.3 28.7% 188,216.7 24.6% Librarians and Counselors (Headcount): Full-time Librarians 90.0 n/a 4,258.0 n/a 646.0 n/a 13,815.0 n/a 646.0 n/a 13,815.0 n/a 646.0 n/a 13,815.0 n/a 646.0 n/a 13,815.0 n/a 646.0 n/a 12,240.0 n/a					
Teachers 104.7 43.4% 371,646.7 48.7% Professional Support 14.5 6.0% 82,878.8 10.9% Campus Administration (School Leadership) 7.0 2.9% 25,300.5 3.3% Central Administration 6.0 2.5% 9,500.8 1.2% Educational Aides: 39.7 16.5% 86,185.9 11.3% Auxiliary Staff: 69.3 28.7% 188,216.7 24.6% Librarians and Counselors (Headcount): Full-time Librarians 0.0 n/a 4,258.0 n/a Part-time Librarians 1.0 n/a 646.0 n/a 13,815.0 n/a Part-time Counselors 6.0 n/a 13,815.0 n/a Part-time Counselors 1.0 n/a 1,240.0 n/a 1,240.0 n/a Total Minority Staff: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: 47.9 19.8% 406,630.8 53.2% Miles 89.7 85.7% 203,967.5 54.9% American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Masters 1.0 0.0% 2,938.0 0.8% Teachers by Years of Experience 88.0 7.6% 36,179.6 9.7% Masters 1.5 Years Experience 16.9 16.1% 76,209.5 20.5% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Total Staff	241.2	100.0%	763,729.4	100.0%
Professional Support Campus Administration (School Leadership) Central Administration Central Administration Educational Aides: Auxiliary Staff: Bull-time Librarians Part-time Librarians Part-time Counselors Part-time C	Professional Staff:	132.2	54.8%	489,326.8	
Campus Administration (School Leadership) Central Administration Educational Aides: Auxiliary Staff: Cibrarians and Counselors (Headcount): Full-time Librarians Part-time Librarians Part-time Counselors Part-time Counse	Teachers	104.7	43.4%	371,646.7	
Central Administration 6.0 2.5% 9,500.8 1.2% Educational Aides: 39.7 16.5% 86,185.9 11.3% Auxiliary Staff: 69.3 28.7% 188,216.7 24.6% Librarians and Counselors (Headcount): Full-time Librarians 0.0 n/a 4,258.0 n/a Part-time Librarians 1.0 n/a 646.0 n/a Full-time Counselors 6.0 n/a 13,815.0 n/a Part-time Counselors 1.0 n/a 1,240.0 n/a Part-time Counselors 1.0 n/a 1,240.0 n/a Total Minority Staff: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: 47.9 19.8% 406,630.8 53.2% Mispanic 7.0 6.7% 44,033.4 11.8% Hispanic 7.0 6.7% 110,015.9 29.6% White 89.7 85.7% 203,967.5 54.9% American Indian 0.0	Professional Support	14.5	6.0%	82,878.8	10.9%
Educational Aides: Auxiliary Staff: Clibrarians and Counselors (Headcount): Full-time Librarians Part-time Librarians Part-time Counselors Part-time Librarians Part-time Librarians Part-time Librarians Part-time Librarians Part-time Librarians Part-time Counselors Part-time Librarians Part-time Counselors Part-time Counsel	Campus Administration (School Leadership)	7.0	2.9%	25,300.5	3.3%
Auxiliary Staff: 69.3 28.7% 188,216.7 24.6% Librarians and Counselors (Headcount): Full-time Librarians 0.0 n/a 4,258.0 n/a Part-time Librarians 1.0 n/a 646.0 n/a Full-time Counselors 6.0 n/a 13,815.0 n/a Part-time Counselors 1.0 n/a 1,240.0 n/a Part-time Counselors 1.0 n/a 1,240.0 n/a Total Minority Staff: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: African American 7.0 6.7% 44,033.4 11.8% Hispanic 7.0 6.7% 110,015.9 29.6% White 89.7 85.7% 203,967.5 54.9% American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% T-5 Years Experience 16.9 16.1% 76,209.5 20.5%	Central Administration	6.0	2.5%	9,500.8	1.2%
Librarians and Counselors (Headcount): Full-time Librarians Part-time Librarians 1.0 n/a 646.0 n/a Full-time Counselors 6.0 n/a 13,815.0 n/a Part-time Counselors 1.0 n/a 1,240.0 n/a Part-time Counselors Total Minority Staff: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: African American 7.0 6.7% 44,033.4 11.8% Partican American 7.0 6.7% 110,015.9 29.6% Partican Indian 89.7 85.7% 203,967.5 54.9% Pacific Islander 7.0 0.0% 7,310.0 2.0% Pacific Islander 7.0 0.0% 7,310.0 2.0% Pacific Islander 7.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 8.0 1.9% 7,591.2 2.0% Pachelors 8.1 4.8 14.2% 92,878.9 25.0% Doctorate 7.2 2.0% 29,38.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 16.9 16.1% 76,209.5 20.5%	Educational Aides:	39.7	16.5%	86,185.9	11.3%
Full-time Librarians Part-time Librarians Part-time Librarians Part-time Librarians Part-time Counselors Part 44,931,1240.0 Part-time Counselors Part-time Counselors Part-time Counselors Part-time Counselors Part-time Counselors Part 44,934,431,11,240.0 Part-time Counselors Part 44,03.4 Part 44,033.4 Part 44,	Auxiliary Staff:	69.3	28.7%	188,216.7	24.6%
Part-time Librarians Part-time Librarians Part-time Counselors Part-time	Librarians and Counselors (Headcount):				
Full-time Counselors Part-time Counselors Part-time Counselors 1.0 n/a 13,815.0 n/a Part-time Counselors 1.0 n/a 1,240.0 n/a Total Minority Staff: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: African American 7.0 6.7% 44,033.4 11.8% Hispanic 7.0 6.7% 110,015.9 29.6% White 89.7 85.7% 203,967.5 54.9% American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 82.0 1.9% 7,591.2 2.0% Bachelors Masters 14.8 14.2% 92,878.9 25.0% Doctorate 70.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 16.9 16.1% 76,209.5 20.5%	Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Counselors 1.0 n/a 1,240.0 n/a Total Minority Staff: Teachers by Ethnicity: African American Hispanic White 89.7 85.7% 203,967.5 54.9% American Indian Asian Pacific Islander Two or More Races Teachers by Sex: Males Females Teachers by Highest Degree Held: No Degree Bachelors Masters Doctorate Teachers by Years of Experience: Beginning Teachers 1.0 n/a 1,240.0 n/a 1,240.0 n	Part-time Librarians	1.0	n/a	646.0	n/a
Total Minority Staff: 47.9 19.8% 406,630.8 53.2% Teachers by Ethnicity: African American 7.0 6.7% 44,033.4 11.8% Hispanic 7.0 6.7% 110,015.9 29.6% White 89.7 85.7% 203,967.5 54.9% American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 27.0 25.8% 90,752.5 24.4% Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 16.9 16.1% 76,209.5 20.5%	Full-time Counselors	6.0	n/a	13,815.0	n/a
Teachers by Ethnicity: African American 7.0 6.7% 44,033.4 11.8% Hispanic 7.0 6.7% 110,015.9 29.6% White 89.7 85.7% 203,967.5 54.9% American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 27.0 25.8% 90,752.5 24.4% Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters Doctorate Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 16.9 16.1% 76,209.5 20.5%	Part-time Counselors	1.0	n/a	1,240.0	n/a
African American Alsian Asian A	Total Minority Staff:	47.9	19.8%	406,630.8	53.2%
Hispanic 7.0 6.7% 110,015.9 29.6% White 89.7 85.7% 203,967.5 54.9% American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 27.0 25.8% 90,752.5 24.4% Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 66-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Teachers by Ethnicity:				
White 89.7 85.7% 203,967.5 54.9% American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 27.0 25.8% 90,752.5 24.4% Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 66-10 Years Experience 16.9 16.1% 76,209.5 20.5%	African American	7.0	6.7%	44,033.4	11.8%
American Indian 0.0 0.0% 1,274.2 0.3% Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 27.0 25.8% 90,752.5 24.4% 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Hispanic	7.0	6.7%	110,015.9	29.6%
Asian 0.0 0.0% 7,310.0 2.0% Pacific Islander 0.0 0.0% 514.6 0.1% Two or More Races 1.0 1.0% 4,531.1 1.2% Teachers by Sex: Males 27.0 25.8% 90,752.5 24.4% 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Pachelors 87.9 83.9% 268,238.6 72.2% Pachers by Highest Degree 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	White	89.7	85.7%	203,967.5	54.9%
Pacific Islander Pacific Islander Two or More Races Teachers by Sex: Males Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree Bachelors Masters Doctorate Teachers by Years of Experience: Beginning Teachers 1.0 1.0% 4,531.1 1.2% 77.7 74.2% 280,894.2 75.6% 77.7 74.2% 280,894.2 75.6% 78.9 83.9% 268,238.6 72.2% 87.9 83.9% 268,238.6 72.2% 98.0 0.0% 2,938.0 0.8% 78.0 0.0	American Indian	0.0	0.0%	1,274.2	0.3%
Two or More Races Teachers by Sex: Males Females Teachers by Highest Degree Held: No Degree Bachelors Masters Doctorate Teachers by Years of Experience: Beginning Teachers 1.0 1.0% 4,531.1 1.2% 4,531.1 1.2% 75.6% 77.7 74.2% 280,894.2 75.6%	Asian	0.0	0.0%	7,310.0	2.0%
Teachers by Sex: Males 27.0 25.8% 90,752.5 24.4% Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Pacific Islander	0.0	0.0%	514.6	0.1%
Males 27.0 25.8% 90,752.5 24.4% Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Two or More Races	1.0	1.0%	4,531.1	1.2%
Females 77.7 74.2% 280,894.2 75.6% Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Teachers by Sex:				
Teachers by Highest Degree Held: No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Males	27.0	25.8%	90,752.5	24.4%
No Degree 2.0 1.9% 7,591.2 2.0% Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Females	77.7	74.2%	280,894.2	75.6%
Bachelors 87.9 83.9% 268,238.6 72.2% Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Teachers by Highest Degree Held:				
Masters 14.8 14.2% 92,878.9 25.0% Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	No Degree	2.0	1.9%	7,591.2	
Doctorate 0.0 0.0% 2,938.0 0.8% Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Bachelors	87.9	83.9%	268,238.6	72.2%
Teachers by Years of Experience: Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Masters	14.8	14.2%	92,878.9	25.0%
Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Doctorate	0.0	0.0%	2,938.0	0.8%
Beginning Teachers 8.0 7.6% 36,179.6 9.7% 1-5 Years Experience 33.6 32.1% 97,667.0 26.3% 6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Teachers by Years of Experience:				
6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	Beginning Teachers	8.0	7.6%	36,179.6	9.7%
6-10 Years Experience 16.9 16.1% 76,209.5 20.5%	1-5 Years Experience	33.6	32.1%	97,667.0	26.3%
	6-10 Years Experience	16.9	16.1%	76,209.5	20.5%
	11-20 Years Experience	17.2	16.5%	101,173.2	27.2%

A CONTRACTOR OF THE PROPERTY O	Dis	trict	State		
Staff Information	Count	Percent	Count	Percent	
21-30 Years Experience	21.9	21.0%	49,550.0	13.3%	
Over 30 Years Experience	7.0	6.7%	10,867.4	2.9%	
Number of Students per Teacher	11.8	n/a	14.8	n/a	

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.1
Average Years Experience of Principals with District	3.0	5.3
Average Years Experience of Assistant Principals	2.0	5.2
Average Years Experience of Assistant Principals with District	2.0	4.4
Average Years Experience of Teachers:	11.4	11.0
Average Years Experience of Teachers with District:	5.2	6.9
Average Teacher Salary by Years of Experience (regular duties of		
Beginning Teachers	\$46,204	\$53,300
1-5 Years Experience	\$46,458	\$56,516
6-10 Years Experience	\$49,475	\$59,732
11-20 Years Experience	\$53,881	\$63,389
21-30 Years Experience	\$64,300	\$67,876
Over 30 Years Experience	\$63,542	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$53,030	\$60,717
Professional Support	\$67,655	\$72,022
Campus Administration (School Leadership)	\$73,025	\$85,167
Central Administration	\$90,598	\$112,702
Instructional Staff Percent:	65.5%	65.1%
Turnover Rate for Teachers:	27.1%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:	12.0	4 277 2
Professional Staff	12.0	1,277.2
Educational Aides	1.0	171.8
Auxiliary Staff	1.0	389.8
Contracted Instructional Staff:	86.0	2,105.4

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE ISD (229903) - TYLER COUNTY

	Distr	rict	Stat	e
Designation	Headcount	Average Payout		Average Payout
Teacher Inco	entive Allotr	nent:		
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	Dis	trict	Sta	ite
Program Information	Count	Percent	Count	Percent
Teachers by Program (populati	on serve	d):		
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	9.4	8.9%	19,907.7	5.4%
Compensatory Education	7.5	7.2%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	76.0	72.6%	262,398.5	70.6%
Special Education	8.7	8.3%	36,110.2	9.7%
Other	3.1	2.9%	13,069.7	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.

^{**} 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: WOODVILLE ISD

Campus Name: WOODVILLE H S

Campus Number: 229903001

This page is intentionally blank.

	School Year										Races	Tale to the last of the last o	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Fund of Course For alliabil			ST	AAR Perf	ormance	Rates by T	Tested	Grade, Sul	bject, a	nd Perfo	rmance	e Level					
End of Course English I	2022	720/	670/	670/	F00/	770/	720/	*	4		620/	220/	400/	660/	700/	620/	,
At Approaches Grade Level or Above	2023	72%	67%	67%	50%	77%			#	-	0370	33%		66%	72%	63%	
	2022	65%	66%	66%	60%	56%	68%	*	*	-	82%	31%		66%	66%	63%	67%
At Meets Grade Level or Above	2023	52%	52%	52%	33%	54%	60%	*	*	-	38%	17%		52%	51%	46%	•
	2022	47%	36%	36%	28%	17%	44%	*	*	-	36%	12%	*	34%	42%	35%	0%
At Masters Grade Level	2023	13%	10%	10%	0%	15%	13%	*	*	-	13%	10%	0%	11%	8%	10%	×
5 No. 1	2022	11%	6%	6%	0%	0%	12%	*	*	-	0%	0%	*	4%	11%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	77%	77%	60%	91%	79%	*	*	-	89%	35%	*	79%	72%	73%	80%
	2022	72%	75%	75%	67%	91%	75%	100%	*	-	40%	35%	*	78%	63%	66%	100%
At Meets Grade Level or Above	2023	54%	54%	54%	40%	64%	54%	*	*	-	67%	15%	*	55%	53%	53%	80%
	2022	55%	50%	50%	30%	55%	56%	83%	*	-	40%	0%	*	53%	42%	47%	57%
At Masters Grade Level	2023	9%	5%	5%	0%	0%	8%	*	*	-	0%	0%	*	3%	9%	5%	0%
	2022	9%	6%	6%	0%	0%	10%	0%	*	-	0%	0%	*	5%	8%	2%	14%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	80%	80%	63%	82%	83%	*	*	-	100%	56%	*	77%	89%	80%	*
	2022	76%	64%	64%	63%	39%	69%	*	*	-	78%	18%	*	68%	57%	61%	29%
At Meets Grade Level or Above	2023	43%	29%	29%	17%	24%	36%	*	*	-	25%	16%	*	31%	23%	29%	*
	2022	43%	18%	18%	11%	6%	23%	*	*	-	11%	9%	*	15%	24%	17%	14%
At Masters Grade Level	2023	23%	4%	4%	0%	0%	6%	*	*	-	0%	6%	*	4%	3%	6%	*
	2022	27%	4%	4%	0%	0%	6%	*	*	-	0%	5%	*	1%	11%	6%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	82%	82%	66%	82%	89%	*	*	-	86%	57%	*	81%	84%	78%	*
	2022	83%	80%	80%	70%	78%	85%	100%	*	-	80%	61%	60%	79%	84%	79%	90%
At Meets Grade Level or Above	2023	56%	54%	54%	23%	64%	70%	*	*	-	57%	20%	*	49%	66%	47%	*
	2022	55%	37%	37%	27%	28%	45%	40%	*	-	40%	14%	20%	32%	50%	34%	30%
At Masters Grade Level	2023	21%	17%	17%	3%	9%	25%	*	*	-	14%	10%	*	16%	19%	18%	*
	2022	21%	7%	7%	3%	0%	11%	20%	*	-	0%	4%	20%	5%	11%	7%	0%
End of Course U.S. History																	

	School Year		District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Ed	Special Ed (Former)	ously	ously	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	88%	88%	80%	92%	Principal and Alexander	*	*	the state of the second	100%			86%	91%	87%	80%
	2022	89%	83%	83%	64%	92%	87%	100%	*	-	*	57%	*	82%	90%	80%	100%
At Meets Grade Level or Above	2023	70%	50%	50%	33%	46%	59%	*	*	-	71%	11%	*	47%	58%	45%	60%
	2022	68%	43%	43%	12%	58%	53%	67%	*	-	*	21%		39%	55%	29%	75%
At Masters Grade Level	2023	38%	18%	18%	3%	15%	27%	*	*	-	0%	6%	*	17 70		13%	0%
	2022	42%	23%	23%	0%	8%	36%	33%	*	-	*	7%	*	22%	25%	12%	25%
All Grades All Subjects																	700
At Approaches Grade Level or Above	2023	76%	68%	78%	63%	85%	82%	100%	100%	-	87%	47%		77%		76%	76%
	2022	74%	65%	73%	65%	68%	77%	100%	75%	-	77%	40%		74%		70%	78%
At Meets Grade Level or Above	2023	49%	37%	47%	29%	48%	55%	50%	80%	-	51%		22%	46%	50%	44%	65%
	2022	48%	33%	36%	22%	29%	44%	68%	50%	-	31%			34%	41%	32%	34%
At Masters Grade Level	2023	20%	11%	10%	1%	8%	15%	14%	50%	=	5%			10%		10%	6%
	2022	23%	13%	9%	1%	1%	14%	20%	38%	-	3%	3%	10%	7%	12%	6%	7%
All Grades ELA/Reading																	740/
At Approaches Grade Level or Above	2023	77%	69%	72%	55%	83%	75%	100%	*	-	76%			71%		68%	71%
	2022	75%	67%	70%	63%	69%	72%	100%	*	-	69%			72%		64%	81%
At Meets Grade Level or Above	2023	53%	41%	53%	36%	58%	57%	83%	*	-	53%			53%		49%	71%
	2022	53%	40%	42%	28%	31%	50%	90%	*	-	38%			42%		40%	25%
At Masters Grade Level	2023	20%	11%	8%	0%	8%	11%	17%	*	-	6%			7%		8%	14%
	2022	25%	17%	6%	0%	0%	11%	10%	*	-	0%	0%	0%	5%	10%	3%	6%
All Grades Mathematics																2001	*
At Approaches Grade Level or Above	2023	75%	64%	80%	63%	82%	83%	*	*	-	100%	56%		7770		80%	
	2022	72%	57%	64%	63%	39%	69%	*	*	-	78%	18%		0070		61%	29%
At Meets Grade Level or Above	2023	45%	28%	29%	17%	24%	36%	*	*	-	25%	16%		3170		29%	*
	2022	42%	23%	18%	11%	6%	23%	*	*	-	11%	9%		1370		17%	14%
At Masters Grade Level	2023	19%	8%	4%	0%	0%	6%	*	*	-	0%			4 /0		6%	*
	2022	20%	7%	4%	0%	0%	6%	*	*	-	0%	5%	*	1%	11%	6%	0%
All Grades Science At Approaches Grade Level or	2023	77%	73%	82%	66%	82%	89%	*	*	-	86%	57%	*	81%	84%	78%	*
Above	2022	76%	75%	80%	70%	78%	85%	100%	*	-	80%	61%	60%	79%	84%	79%	90%

Constitution of the Consti	School Year		District	Campus	African American	Hispanic		American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	47%	42%	54%	23%	64%	70%	*	*	-	57%	20%	*	49%	66%	47%	*
	2022	47%	40%	37%	27%	28%	45%	40%	*	-	40%	14%	20%	32%	50%	34%	30%
At Masters Grade Level	2023	18%	13%	17%	3%	9%	25%	*	*	-	14%	10%	*	16%	19%	18%	*
	2022	21%	14%	7%	3%	0%	11%	20%	*	_	0%	4%	20%	5%	11%	7%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	74%	88%	80%	92%	88%	*	*	-	100%	50%	*	86%	91%	87%	80%
	2022	75%	67%	83%	64%	92%	87%	100%	*	-	*	57%	*	82%	90%	80%	100%
At Meets Grade Level or Above	2023	52%	42%	50%	33%	46%	59%	*	*	-	71%	11%	*	47%	58%	45%	60%
	2022	50%	30%	43%	12%	58%	53%	67%	*	-	*	21%	*	39%	55%	29%	75%
At Masters Grade Level	2023	27%	16%	18%	3%	15%	27%	*	*	_	0%	6%	*	17%	21%	13%	0%
	2022	30%	15%	23%	0%	8%	36%	33%	*	-	*	7%	*	22%	25%	12%	25%

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2022-23 Progress (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

	School Year		District	Campus	African American School	Children with a picture in detection of	Killiaha Manania	American Indian ual Growth	Asian		berganing and	Control of the Contro	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
End of Course English I	2023	57%	57%	57%	44%	63%	61%	*	*	-	50%	50%	*	55%	61%	52%	*
End of Course English II	2023	74%	77%	77%	75%	82%	77%	*	*	-	71%	50%	*	75%	83%	80%	80%
End of Course Algebra I	2023	76%	72%	72%	73%	69%	72%	*	*		60%	61%	*	71%	76%	75%	*
All Grades Both Subjects	2023	64%	61%	69%	63%	72%	70%	78%	*	-	62%	54%	63%	67%	74%	69%	86%
All Grades ELA/Reading	2023	63%	59%	67%	59%	74%	68%	67%	*	-	63%	50%	60%	64%	73%	66%	83%
All Grades Mathematics	2023	66%	63%	72%	73%	69%	72%	*	*	-	60%	61%	*	71%	76%	75%	*
				:	School Pro	gress - A	cceler	ated Learn	ing by	Grade an	ıd Subje	ect					
End of Course English I	2023	26%	15%	15%	10%	*	0%	-	-	-	*	0%	*	18%	*	8%	-
End of Course English II	2023	41%	50%	50%	38%	*	50%	-	*	-	=	14%	*	50%	50%	41%	*
End of Course Algebra I	2023	58%	64%	64%	54%	*	60%	-	-	-	*	45%	*	63%	*	63%	-
All Grades Both Subjects	2023	38%	38%	46%	35%	88%	41%	-	*	-	*	21%	*	46%	46%	39%	*
All Grades ELA/Reading	2023	35%	38%	33%	22%	*	29%	-	*	-	*	6%	*	33%	33%	27%	*
All Grades Mathematics	2023	40%	38%	64%	54%	*	60%	=	-	=	*	45%	*	63%	*	63%	-

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

⁻ Indicates there are no students in the group.

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

															EB/EL			Monitored
	School				Total Bilingual	BE-Trans Early		BE-Dual	BE-Dual	ALP Bilingual	Total	ESL Content-	ESL	ALP ESL	with Parental	Never	Total EB/EL	& Former
	Year	State	District	Campus	Education	BURN TRANSPORTER	I Designation of the second	Name and Address of the Owner, where the	Management with	(Exception)	Stay Settlement Street	Based	Pull-Out	(Waiver)	Denial	EB/EL	(Current)	EB/EL
					STAAR	R Performa	ince Rate b	y Subject	and Perfo	rmance Leve	el							
All Grades All Subjects	2022	760/	600/	===:							760/	1000/	670/			700/	760/	
At Approaches Grade Level or Above	2023	76%	68%	78%	-	-	-	-	-		76%	100%	67%	-	-	7070	76%	-
	2022	74%	65%	73%	-	-	-	-	-		76%	100%	57%	-	*	1370	77%	*
At Meets Grade Level or Above	2023	49%	37%	47%	-	-	-	-	-	-	0070	100%	50%	-	-	47%	65%	-
	2022	48%	33%	36%	-	-	-	-	-	_	32%	53%	14%	-	*	37 70	31%	*
At Masters Grade Level	2023	20%	11%	10%	_	-	-	-	-	_	6%	20%	0%	-	-	11%	6%	-
	2022	23%	13%	9%	-	-	-	-	-	-	8%	18%	0%	-	*	9%	8%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	69%	72%	-	-	-	-	-	-	71%	*	60%	-0	-	72%	71%	-
	2022	75%	67%	70%	-	-	-	-	-	-	80%	100%	57%	-	-	69%	80%	*
At Meets Grade Level or Above	2023	53%	41%	53%	1-	-	-	-	-	-	71%	*	60%	-	-	52%	71%	-
	2022	53%	40%	42%	-	-	-	-	-	-	20%	38%	0%	-	-	44%	20%	*
At Masters Grade Level	2023	20%	11%	8%	-	-	-	-	-	-	14%	*	0%	-	-	7%	14%	-
	2022	25%	17%	6%	-	-	-	-	-	-	7%	13%	0%	-	-	6%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	64%	80%	-	-	-	-	-	-	*	*	*	-	-	80%	*	-
	2022	72%	57%	64%	=	=	-	-	-	-	29%	-	29%	-	-	66%	29%	=
At Meets Grade Level or Above	2023	45%	28%	29%	-	-	-	-	-	-	*	*	*	-	-	28%	*	-
	2022	42%	23%	18%	=	-	-	-	-	-	14%	-	14%	-	-	18%	14%	-
At Masters Grade Level	2023	19%	8%	4%	=	-	-	_	-	-	*	*	*	-	_	4%	*	-
	2022	20%	7%	4%	_	-	=	-	-	-	0%	-	0%	=	-	5%	0%	1-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	73%	82%	-	-	-	-	-	-	*	*	-	-	-	82%	*	-
	2022	76%	75%	80%	_	-	_	-	-	_	90%	*	86%	-	-	80%	90%	-
At Meets Grade Level or Above	2023	47%	42%	54%	-	-	-	~	-	-	*	*	-	-	-	54%	*	_
	2022	47%	40%	37%	-	-	-	-	-	-	30%	*	29%	-	-	37%	30%	_
At Masters Grade Level	2023	18%	13%	17%	_	_	-	-	-	-	*	*	-	-	-	17%	*	_
	2022	21%	14%	7%	-	_	_	-	-	=	0%	*	0%	-	-	7%	0%	_
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	74%	88%	-	-	-	-	-	÷	80%	*	*	-	-	88%	80%	=
a seed on 195	2022	75%	67%	83%	_	_	_	_	-	_	100%	100%		-	*	82%	100%	*
At Meets Grade Level or Above	2023	52%	42%	50%	_	_	_	_	_		60%	*	*	_	_	50%	60%	_
	2022	50%	30%	43%	-	-	-	-	-		83%	83%	_	_	*	40%	71%	*

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

	School Year		District	Campus	Total Bilingual Education		BE-Trans			ALP Bilingual (Exception)		ESL Content- Based	ESL Pull-Out	ALASH MANAGEMENT OF STREET	EB/EL with Parental Denial		Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	16%	18%	-	-		-	-	-	0%	*	*	-	-	19%	0%	-
	2022	30%	15%	23%	-	-		-	-	-	33%	33%	-	-	*	23%	29%	*
						Scl	hool Progre	ess - Annı	al Growth									
All Grades Both Subjects	2023	64%	61%	69%	-	-		-	-	-	86%	*	*	-	-	68%	86%	-
All Grades ELA/Reading	2023	63%	59%	67%	_	-		-	-	-	83%	*	*	-	:=	66%	83%	=
All Grades Mathematics	2023	66%	63%	72%	_	-		-	=	-	*	*	-	-	-	72%	*	-
						Schoo	l Progress	- Accelera	ted Learn	ing								
All Grades Both Subjects	2023	38%	38%	46%	_	-		-	-	-	*	_	*	_	-	46%	*	-
All Grades ELA/Reading	2023	35%	38%	33%	_	-		_	-	-	*	_	*	-	-	34%	*	-
All Grades Mathematics	2023	40%	38%	64%	_	-	. =	-	-	-	-	-	-	-	-	64%		-

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

⁻ Indicates there are no students in the group.

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

Texas Education Agency 2022-23 STAAR Participation (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

										Two	Special	THE VICE OF THE PARTY OF THE PA	Continu-			EB/EL (Current
	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		(Current)	(Former)	ously	ously	Econ	& Monitored)
					A STATE OF THE PARTY OF THE PAR	STAAR	Participat		To rotte of	11000	(Guirtaile)	(i orinici)	Linoned	Linoned	DISAGE	monitorea)
All Tests						(All C	naues)									
Assessment Participant	99%	100%	100%	99%	100%	100%	100%	100%	_	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	93%	90%	90%	95%	75%	91%	100%	71%	_	89%	90%	90%	95%	79%	93%	46%
Not Included in Accountability: Mobile	4%	9%	8%	4%	14%	8%	0%	14%	_	11%	9%	10%	2%	19%	5%	22%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	11%	0%	0%	14%	-	0%	1%	0%	2%	2%	2%	32%
Not Tested	1%	0%	0%	1%	0%	0%	0%	0%	-	0%	1%	0%	1%	0%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	0%	0%	-	0%	1%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	89%	97%	65%	93%	100%	57%	-	89%	93%	89%	93%	81%	91%	33%
Not Included in Accountability: Mobile	4%	8%	7%	3%	14%	7%	0%	14%	_	11%	6%	11%	2%	17%	4%	19%
Not Included in Accountability: Other Exclusions	3%	1%	4%	0%	22%	0%	0%	29%	-	0%	2%	0%	4%	2%	4%	48%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	94%	100%	100%	*	*	-	100%	97%	*	98%	100%	99%	100%
Included in Accountability	94%	91%	91%	91%	81%	93%	*	*	-	89%	91%	*	97%	78%	94%	57%
Not Included in Accountability: Mobile	5%	8%	7%	3%	14%	7%	*	*	-	11%	6%	*	1%	20%	4%	29%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	5%	0%	*	*	-	0%	0%	*	0%	2%	1%	14%
Not Tested	1%	1%	1%	6%	0%	0%	*	*	-	0%	3%	*	2%	0%	1%	0%
Absent	1%	1%	1%	6%	0%	0%	*	*	-	0%	3%	*	2%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	99%	100%	100%	98%	*	*	-	100%	100%	*	99%	100%	99%	*
Included in Accountability	93%	90%	88%	95%	73%	89%	*	*	=	88%	91%	*	95%	74%	93%	*
Not Included in Accountability: Mobile	4%	9%	10%	5%	20%	9%	*	*	-	13%	9%	*	3%	23%	5%	*
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	7%	0%	*	*	=	0%	0%	*	0%	2%	1%	*
Not Tested	1%	0%	1%	0%	0%	2%	*	*	-	0%	0%	*	1%	0%	1%	*

Texas Education Agency 2022-23 STAAR Participation (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	ously			EB/EL (Current & Monitored)
Absent	1%	0%	1%	0%	0%	2%	*	*	-	0%	0%	*	1 /0		1%	*
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	*	100%		100%	100%
Included in Accountability	94%	88%	91%	97%	93%	88%	*	*	-	88%	78%	*	97%	80%	95%	83%
Not Included in Accountability: Mobile	4%	12%	9%	3%	7%	12%	*	*	_	13%	22%	*	3 /0		5%	17%
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 70		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%	0%
					2022 9		R Participat Grades)	ion								
All Tests						(////	Jiaucs)									
Assessment Participant	99%	100%	99%	100%	99%	99%	100%	100%	-	89%	100%	86%	100%	96%	98%	100%
Included in Accountability	93%	90%	91%	100%	90%	87%	100%	89%	-	89%	86%	71%	96%	81%	89%	89%
Not Included in Accountability: Mobile	5%	9%	7%	0%	5%	12%	0%	0%	-	0%	14%	11%	4%	14%	8%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	5%	0%	0%	11%	-	0%	0%	4%	0%		1%	11%
Not Tested	1%	0%	1%	0%	1%	1%	0%	0%	_	11%	0%		0%	4%	2%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	4%	0%	1%	0%	0%
Other	0%	0%	1%	0%	0%	1%	0%	0%	=	11%	0%	11%	0%	4%	1%	0%
Reading																
Assessment Participant	99%	100%	98%	100%	97%	99%	100%	*	-	89%	100%	83%	100%		99%	100%
Included in Accountability	92%	90%	90%	100%	83%	88%	100%	*	-	89%	90%	67%	95%	79%	88%	76%
Not Included in Accountability: Mobile	5%	9%	6%	0%	3%	11%	0%	*	-	0%	10%	8%	4%		8%	0%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	11%	0%	0%	*	-	0%	0%	8%	1%	4%	2%	24%
Not Tested	1%	0%	2%	0%	3%	1%	0%	*	-	11%	0%	17%	0%		1%	0%
Absent	1%	0%	0%	0%	3%	0%	0%	*	-	0%	0%				1%	0%
Other	0%	0%	1%	0%	0%	1%	0%	*	_	11%	0%	8%	0%	4%	1%	0%
Mathematics																
Assessment Participant	99%	100%	98%	100%	100%	97%	*	*	-	100%	100%	100%	99%	98%	98%	100%
Included in Accountability	93%	90%	89%	100%	95%	81%	*	*	-	100%	81%	80%	94%	80%	88%	100%
Not Included in Accountability: Mobile	5%	10%	10%	0%	5%	16%	*	*	-	0%	19%	20%	5%	17%	10%	0%

Texas Education Agency 2022-23 STAAR Participation (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

College (graphics) Colleg	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	2%	0%	0%	3%	*	*	-	0%	0%	0%	1%	2%	2%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	2%	0%	0%	3%	*	*	-	0%	0%	0%	1%	2%	2%	0%
Science																
Assessment Participant	98%	100%	99%	100%	100%	100%	100%	*	-	91%	100%	86%	100%	98%	99%	100%
Included in Accountability	93%	90%	92%	100%	95%	86%	100%	*	-	91%	82%	71%	96%	83%	90%	100%
Not Included in Accountability: Mobile	4%	9%	8%	0%	5%	14%	0%	*	-	0%	18%	14%	4%	15%	9%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	1%	0%	0%	0%	0%	*	_	9%	0%	14%	0%	2%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	0%	0%	0%	*	-	9%	0%	14%	0%	2%	1%	0%
Social Studies																
Assessment Participant	98%	99%	98%	100%	100%	100%	100%	*	-	67%	100%	*	100%	92%	97%	100%
Included in Accountability	94%	94%	94%	100%	92%	94%	100%	*	_	67%	88%	*	99%	80%	92%	100%
Not Included in Accountability: Mobile	4%	5%	4%	0%	8%	6%	0%	*		0%	13%	*	1%	12%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	2%	0%	0%	0%	0%	*	-	33%	0%	*	0%	8%	3%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	2%	0%	0%	0%	0%	*	z-	33%	0%	*	0%	8%	3%	0%
Accelerated Testers																
SAT/ACT Participant	89%	*	*	-	-	*	=,		-	-	-	-	-	*	*	-

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

										Two			
				African			American		Pacific	More	Special	Fcon	
	State	District	Campus	American	Hispanic	White		Asian	Islander		Ed	Disadv	EB/EL
Attendance Rate	an Leonard Shares			200-302-302-		1 300 100 100 100 100 100							
2021-22	92.2%	93.7%	92.4%	94.3%	92.6%	91.4%	91.7%	*	-	92.6%	92.8%	92.4%	94.1%
2020-21	95.0%	93.5%	92.0%	91.4%	92.9%	92.2%	92.2%	*	*	89.8%	90.8%	90.5%	96.4%
Chronic Absenteeism													
2021-22	25.7%	21.9%	29.4%	16.1%	32.7%	34.3%	41.7%	*	=	29.2%	29.0%	28.1%	29.4%
2020-21	15.0%	23.4%	31.8%	29.5%	25.0%	33.2%	25.0%	*	*	47.8%	37.7%	37.8%	10.0%
Annual Dropout Rate (Gr 7-8)												
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)											
2021-22	2.2%	1.2%	1.2%	1.1%	1.9%	0.9%	0.0%	*	-	4.3%	1.4%	1.9%	0.0%
2020-21	2.4%	2.0%	2.0%	1.1%	0.0%	1.7%	0.0%	*	*	13.0%	4.8%	3.0%	0.0%
4-Year Longitudinal Ra	ate (Gr 9	9-12)											
Class of 2022													
Graduated	89.7%	94.5%	94.5%	95.5%	100.0%	94.2%	*	-	-	83.3%	86.7%		*
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Continued HS	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.4%	5.5%	5.5%	4.5%	0.0%	5.8%	*	-		16.7%	13.3%	9.8%	*
Graduates and TxCHSE	90.0%	94.5%	94.5%	95.5%	100.0%	94.2%	*	-		83.3%	86.7%		*
Graduates, TxCHSE, and Continuers	93.6%	94.5%	94.5%	95.5%	100.0%	94.2%	*	-	-	83.3%	86.7%	90.2%	*
Class of 2021													
Graduated	90.0%	96.3%	96.3%	94.1%	85.7%	98.0%	*	=	-	*	00.570		-
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.070	0.0%	-
Continued HS	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.070	0.0%	-
Dropped Out	5.8%	3.7%	3.7%	5.9%	14.3%	2.0%	*	-	-	*	11.170	6.1%	-
Graduates and TxCHSE	90.3%	96.3%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	00.570		-
Graduates, TxCHSE, and Continuers	94.2%	96.3%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	88.9%	93.9%	-
5-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2021													
Graduated	92.2%	96.3%	96.3%	94.1%	85.7%	98.0%	*	-	-	*		93.9%	-
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
Dropped Out	6.3%	3.7%	3.7%	5.9%	14.3%	2.0%	*	-	-	*	11.170	6.1%	-
Graduates and TxCHSE	92.7%	96.3%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	88.9%	93.9%	-

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

2-7-31 PSGC 7-90 GPC 1631	165355	ev Sat	0.234	0% 3.0%	E SELVE	NO COR				Two	99 34	Ban.	
and properties	200			100 200						or	11-18	6.36	
Commedia	100	0.044	9/8/6	African	5 8 8	0.02	American		Pacific		Special		
rdroxed / F CLICE	a productive and a second	Andreas and the state of	Percentage Andrews	American		of the distribution is designed.	Proceedings of the Park	Asian	Islander	by the stranger of the same of	Lancas De Contractor	Disadv	EB/EI
Graduates, TxCHSE, and Continuers	93.7%	96.3%	96.3%	94.1%	85.7%	98.0%	*	-	-	*	88.9%	93.9%	
Class of 2020													
Graduated	92.2%	92.6%	92.6%	95.7%	100.0%	90.0%	*	-	-	*	75.0%	92.3%	
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	=	_	*	0.0%	0.0%	
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	_	*	0.0%	0.0%	
Dropped Out	6.2%	7.4%	7.4%	4.3%	0.0%	10.0%	*	-	-	*	25.0%	7.7%	29
Graduates and TxCHSE	92.7%	92.6%	92.6%	95.7%	100.0%	90.0%	*	-	-	*	75.0%	92.3%	х.
Graduates, TxCHSE, and Continuers	93.8%	92.6%	92.6%	95.7%	100.0%	90.0%	*	-	-	*	75.0%	92.3%	
6-Year Extended Longi	tudinal	Rate (Gr	9-12)										
Class of 2020													
Graduated	92.7%	92.6%	92.6%	95.7%	100.0%	90.0%	*	_	-	*	75.0%	92.3%	
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-		*	0.0%	0.0%	
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	_	-	*	0.0%	0.0%	
Dropped Out	6.2%	7.4%	7.4%	4.3%	0.0%	10.0%	*	-	-	*	25.0%	7.7%	
Graduates and TxCHSE	93.2%	92.6%	92.6%	95.7%	100.0%	90.0%	*	_	-	*	75.0%	92.3%	
Graduates, TxCHSE, and Continuers	93.8%	92.6%	92.6%	95.7%	100.0%	90.0%	*	-	-	*	75.0%	92.3%	-
Class of 2019													
Graduated	92.6%	88.4%	88.4%	84.0%	80.0%	90.2%	*	*	_	*	*	78.0%	*
Received TxCHSE	0.6%	2.3%	2.3%	4.0%	0.0%	2.0%	*	*	-	*	*	4.9%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	*	0.0%	*
Dropped Out	6.2%	9.3%	9.3%	12.0%	20.0%	7.8%	*	*	-	*	*	17.1%	*
Graduates and TxCHSE	93.2%	90.7%	90.7%	88.0%	80.0%	92.2%	*	*	-	*	*	82.9%	*
Graduates, TxCHSE, and Continuers	93.8%	90.7%	90.7%	88.0%	80.0%	92.2%	*	*	-	*	*	82.9%	*
4-Year Federal Graduat	ion Rat	e Withou	ıt Exclusi	ions (Gr 9-	12)								
Class of 2022	89.7%	94.5%	94.5%	95.5%	100.0%	94.2%	*	-	-	83.3%	86.7%	90.2%	*
Class of 2021	90.0%	96.3%	96.3%	94.1%	85.7%	98.0%	*	_	_	*	88.9%	93.9%	_
RHSP/DAP Graduates (Longitu	idinal Ra	ite)						*				
Class of 2022	59.5%	-	-	-	-	-	-	_	-	-	-	=	-
Class of 2021	87.5%	-	-	-	,-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Lor	ngitudin	al Rate)											
Class of 2022	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Class of 2021	3.8%	2.5%	2.5%	6.3%	0.0%	2.0%	*	-	_	*	12.5%	2.2%	-
FHSP-DLA Graduates (l	_ongitu	dinal Ra	te)										

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

										Two	3400		
	State	District	Campus	African American	Hienanic	Donate State State of the Park	American Indian		Pacific Islander	More	Special Ed	Econ Disady	EB/EL
Class of 2022	84.3%	Same and the same of the same	74.4%	47.6%	Name of the last o	81.6%	*	Businedrordeniens	NA ESTOCKA	80.0%	A THE PERSON NAMED IN COLUMN	(BISSING MASSING	*
Class of 2021	81.9%		73.4%	62.5%		77.6%	*	_	-	*	12.5%	65.2%	-
RHSP/DAP/FHSP-E/FH	SP-DLA	Gradua	ites (Long	gitudinal R	late)								
Class of 2022	88.0%	74.4%	74.4%	47.6%	90.0%	81.6%	*	-	-	80.0%	15.4%	67.4%	*
Class of 2021	85.7%	75.9%	75.9%	68.8%	83.3%	79.6%	*	-	-	*	25.0%	67.4%	-
RHSP/DAP Graduates	(Annua	l Rate)											
2021-22	23.6%	-	-	-	_	-	=	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (An	nual Ra	ate)											
2021-22	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	3.8%	2.5%	2.5%	5.6%	0.0%	2.0%	*	-	-	0.0%	11.1%	2.1%	-
FHSP-DLA Graduates (Annual	Rate)											
2021-22	82.3%	76.8%	76.8%	52.6%	90.0%	81.3%	*	=	-	*	18.2%	69.6%	*
2020-21	80.4%	70.4%	70.4%	55.6%	83.3%	75.5%	*	-	-	40.0%	11.1%	63.8%	-
RHSP/DAP/FHSP-E/FH	SP-DLA	Gradua	ites (Anni	ual Rate)									
2021-22	86.0%	76.8%	76.8%	52.6%	90.0%	81.3%	*	-	-	*	18.2%	69.6%	*
2020-21	84.1%	72.8%	72.8%	61.1%	83.3%	77.6%	*	-	-	40.0%	22.2%	66.0%	-

Texas Education Agency 2022-23 Graduation Profile (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

		Campus Percent		State Count
Graduates (2021-22 Annual Grad	uates)			
Total Graduates	82	100.0%	82	368,686
By Ethnicity:			,	
African American	19	23.2%	19	45,227
Hispanic	10	12.2%	10	191,125
White	48	58.5%	48	103,171
American Indian	1	1.2%	1	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	4	4.9%	4	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	19	23.2%	19	51,023
Foundation H.S. Program (Endorsement)	0	0.0%	0	14,179
Foundation H.S. Program (DLA)	63	76.8%	63	302,917
Special Education Graduates	11	13.4%	11	32,447
Economically Disadvantaged Graduates	46	56.1%	46	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	1.2%	1	40,398
At-Risk Graduates	8	9.8%	8	159,689
CTE Completers	38	46.3%	38	107,502

Texas Education Agency 2022-23 College, Career, and Military Readiness (CCMR) (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

1/39 selfenser i skrige occionity a con catholice and in a								16		Two or	100		
Academic Year	State	District	Compus	African	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Special Ed	Econ Disadv	EB/EL
i cai	State	District	Campus	American	The second secon	THE RESERVE OF THE PARTY OF THE	nd Military F		islander	Naces	L	Disadv	has had f has her
							nt Achieven						
College, Ca	reer, or	Military R	eady (An	nual Gradi	uates)								
2021-22	70.0%	57.3%	57.3%	36.8%	70.0%	62.5%	*	1-	-	*	36.4%	47.8%	*
2020-21	65.2%	51.9%	51.9%	33.3%	66.7%	59.2%	*	-	-	20.0%	33.3%	46.8%	-
						College Gradu	-						
College Rea	ady (Ann	ual Grad	uates)										
2021-22	52.9%	30.5%	30.5%	5.3%	40.0%	39.6%	*	-	-	*	0.0%	19.6%	*
2020-21	52.7%	34.6%	34.6%	11.1%	50.0%	42.9%	*	-	-	20.0%	0.0%	27.7%	-
TSI Criteria	Graduat	tes in Eng	Jlish Lang	juage Arts	(Annual G	raduates	s)						
2021-22	57.1%	43.9%	43.9%	15.8%	40.0%	58.3%	*	-	_	*	9.1%	30.4%	*
2020-21	56.1%	40.7%	40.7%	22.2%	66.7%	46.9%	*	-	-	20.0%	0.0%	34.0%	-
TSI Criteria	Graduat	tes in Mat	hematics	(Annual G	iraduates)								
2021-22	48.2%	22.0%	22.0%	5.3%	30.0%	27.1%	*	-	_	*	0.0%	10.9%	*
2020-21	45.7%	28.4%	28.4%	11.1%	50.0%	34.7%	*	-	-	0.0%	0.0%	21.3%	-
TSI Criteria	Graduat		h Subject	s (Annual	Graduates	•							
2021-22	42.2%	22.0%	22.0%	5.3%	30.0%	27.1%	*	-	-	*	0.0%	10.9%	*
2020-21	40.4%	27.2%	27.2%	11.1%	50.0%	32.7%	*	-	-	0.0%	0.0%	19.1%	-
AP / IB Met	Criteria	in Any Su	ıbject (An	nual Grad	uates)								
2021-22	20.5%	6.1%	6.1%	0.0%	0.0%	8.3%	*	-	-	*	0.0%	4.3%	*
2020-21	21.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Associate D	_	Annual Gr	-										
2021-22	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2020-21	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Dual Course													
2021-22	24.0%	25.6%	25.6%	0.0%	30.0%	35.4%	*	=	=	*	0.0%	13.0%	*
2020-21	25.9%	28.4%	28.4%	0.0%	50.0%	36.7%	*	-	-	20.0%	0.0%	23.4%	-
Onramps Co													
2021-22	4.4%	1.2%	1.2%	0.0%	0.0%	2.1%	*	-	-	*	0.0%	2.2%	*
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
					Care	eer / Milit Gradu	ary Ready ates						
Career or M	-												
2021-22	33.5%	35.4%	35.4%	31.6%	30.0%	37.5%	*	-	-	*	36.4%	34.8%	*
2020-21	24.2%	25.9%	25.9%	22.2%	16.7%	28.6%	*	-	-	20.0%	33.3%	29.8%	-
Approved In	-										32 40		pa.
2021-22	28.0%	34.1%	34.1%	31.6%	30.0%	37.5%	*	-	-	*	27.3%	34.8%	*

Texas Education Agency 2022-23 College, Career, and Military Readiness (CCMR) (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

										Two or			
Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	24.7%	24.7%	22.2%	16.7%	26.5%	*			20.0%	22.2%	27.7%	-
Graduates v	vith Lev	el I or Lev	el II Certi	ificate (Anı	nual Gradu	ıates)							
2021-22	0.7%	1.2%	1.2%	0.0%	0.0%	2.1%	*		-	*	0.0%	0.0%	*
2020-21	0.7%	1.2%	1.2%	0.0%	0.0%	2.0%	*			0.0%	0.0%	2.1%	-
Graduate w	ith Com	pleted IEF	and Wo	rkforce Rea	adiness (A	nnual Gr	aduates)						
2021-22	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-		*	0.0%	0.0%	*
2020-21	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Graduates l	Jnder an	Advance	ed Diplom	a Plan and	l Identified	as a Cui	rrent Speci	al Educa	tion Stude	ent (Annu	al Gradua	ites)	
2021-22	5.0%	2.4%	2.4%	5.3%	0.0%	0.0%	*	-	-	*	18.2%	2.2%	*
2020-21	4.4%	2.5%	2.5%	0.0%	0.0%	4.1%	*	-	=	0.0%	22.2%	2.1%	-

Texas Education Agency 2022-23 CCMR-Related Indicators (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

											Two			a line
	Academic				African			American		Pacific	More	Special	Econ	
	Year		District	Campus		Hispanic	White	Indian					Disadv	EB/EL
TSIA Results (Graduates >= Criter	ion) (Annua	al Grad	uates)											
Reading	2021-22	22.8%	39.0%	39.0%	10.5%	30.0%	54.2%	*	-	=	*	9.1%	26.1%	*
	2020-21	25.9%	32.1%	32.1%	16.7%	66.7%	34.7%	*	-	-	20.0%	0.0%	25.5%	-
Mathematics	2021-22	18.7%	13.4%	13.4%	5.3%	20.0%	14.6%	*	1-	-	*	0.0%	8.7%	*
	2020-21	19.4%	22.2%	22.2%	11.1%	16.7%	28.6%	*	-	-	0.0%	0.0%	17.0%	_
Both Subjects	2021-22	12.6%	12.2%	12.2%	5.3%	10.0%	14.6%	*	-	-	*	0.0%	8.7%	*
	2020-21	14.4%	21.0%	21.0%	11.1%	16.7%	26.5%	*	-	-	0.0%	0.0%	14.9%	_
Completed and Received Credit for	r College P	rep Co	urses (A	nnual Gr	aduates)									
English Language Arts	2021-22	11.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2020-21	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Mathematics	2021-22	14.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2020-21	10.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	_
Both Subjects	2021-22	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2020-21	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
AP/IB Results (Participation) (Grad	des 11-12)													
All Subjects	2022	23.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	_	0.0%	0.0%	0.0%	*
	2021	21.1%	9.9%	9.9%	4.8%	11.8%	12.8%	*	-	-	0.0%	0.0%	2.9%	*
English Language Arts	2022	13.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2021	12.1%	9.9%	9.9%	4.8%	11.8%	12.8%	*	-	-	0.0%	0.0%	2.9%	*
Mathematics	2022	6.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	_	0.0%	0.0%	0.0%	*
	2021	6.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Science	2022	9.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	_	0.0%	0.0%	0.0%	*
	2021	8.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	_	0.0%	0.0%	0.0%	*
Social Studies	2022	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	*
	2021	11.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
AP/IB Results (Examinees >= Crite	rion) (Grad	es 11-1	12)											
All Subjects	2022	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	27.8%	27.8%	*	*	35.7%	-	-	-	-	_	*	-
English Language Arts	2022	53.2%	_	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	27.8%	27.8%	*	*	35.7%	-	-	-	-	-	*	-
Mathematics	2022	50.4%	_	-	-	-	_	-	-	-	-		-	-
	2021	49.4%	-	_	-	-	=	-	-	-	-	-	-	-
Science	2022	44.7%	-	-	_	-	-	-	-	-	-	-	_	-
	2021	41.4%	_	-	-	-	-	-	-	-	-	-	-	_

Texas Education Agency 2022-23 CCMR-Related Indicators (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

											Two			
1986	Academic Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander	More	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	_	-	-	_	-	-	-	-	-	-	_	-
	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduat	es)													
Tested	2021-22	71.5%	61.0%	61.0%	52.6%	40.0%	66.7%	*	-	-	*	27.3%	53.3%	*
	2020-21	70.8%	69.1%	69.1%	72.2%	100.0%	67.3%	*	-	-	40.0%	11.1%	67.4%	-
At/Above Criterion for All Examinees	2021-22	32.1%	22.0%	22.0%	0.0%	*	25.0%	*	-	-	*	*	16.7%	-
	2020-21	32.9%	16.1%	16.1%	0.0%	33.3%	18.2%	*	-	-	*	*	12.9%	-
Average SAT Score (Annual Gradu	ates)													
All Subjects	2021-22	1001	973	973	836	*	1010	*	-	-	*	*	942	-
	2020-21	1002	959	959	872	954	987	1030	-	-	1050	-	937	-
English Language Arts and Writing	2021-22	506	493	493	412	*	511	*	-	-	*	*	485	-
	2020-21	504	486	486	447	468	500	540	-	_	540	-	476	-
Mathematics	2021-22	496	480	480	424	*	499	*		-	*	*	458	
	2020-21	498	472	472	425	486	487	490	-	-	510	-	461	-
Average ACT Score (Annual Gradu	ates)													
All Subjects	2021-22	19.5	21.6	21.6	-	*	20.0	-	-	-	-	-	-	-
,	2020-21	20.0	17.4	17.4	15.1	16.2	18.6	23.0	-	-	11.0	11.0	17.2	-
English Language Arts	2021-22	19.2	22.4	22.4	-	*	20.6	-	-	-	-	-	-	-
	2020-21	19.6	17.0	17.0	14.2	15.9	18.2	24.5	-	-	12.0	12.0	16.6	-
Mathematics	2021-22	19.3	19.4	19.4	-	*	18.0	-	-	_	-	-	-	-
	2020-21	19.9	17.1	17.1	15.4	16.0	18.1	22.0	-	-	11.0	11.0	17.3	-
Science	2021-22	19.8	22.3	22.3	-	*	20.5	_	-	-	-		-	-
	2020-21	20.3	18.1	18.1	15.8	16.4	19.5	22.0	-	-	9.0	9.0	17.9	-

Texas Education Agency 2022-23 Other Postsecondary Indicators (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

	Academic				African			American		Pacific		Special		
	Year	National Control of Section 1989	Voil printing destroy in contract of	The state of the s	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ED/EL
Advanced/Dual-Credit	Course Co	ompleti	on (Grad	es 9-12)										
Any Subject	2021-22	44.2%	45.1%	45.1%	47.2%	41.3%	47.3%	16.7%	*	-	42.9%	44.1%	42.2%	31.3%
	2020-21	42.5%	38.5%	38.5%	27.8%	38.9%	44.4%	27.3%	*	-	35.0%	17.0%	31.7%	11.1%
English Language Arts	2021-22	16.6%	22.1%	22.1%	24.1%	21.7%	21.5%	8.3%	*	-	30.0%	33.3%	22.3%	18.8%
	2020-21	16.3%	11.7%	11.7%	2.4%	14.3%	16.5%	9.1%	*	-	5.0%	0.0%	5.8%	0.0%
Mathematics	2021-22	19.9%	22.6%	22.6%	21.0%	22.2%	24.9%	0.0%	*	-	20.0%	9.8%	19.4%	12.5%
	2020-21	19.3%	20.7%	20.7%	15.7%	24.2%	22.1%	20.0%	*	-	26.3%	9.8%	19.7%	0.0%
Science	2021-22	21.1%	18.9%	18.9%	13.2%	17.1%	23.0%	11.1%	*	-	15.0%	9.8%	14.4%	0.0%
	2020-21	20.6%	28.2%	28.2%	24.7%	27.3%	32.8%	9.1%	*	-	16.7%	15.6%	27.0%	11.1%
Social Studies	2021-22	22.8%	8.4%	8.4%	3.9%	6.8%	11.2%	0.0%	*	-	5.3%	0.0%	3.9%	0.0%
	2020-21	22.8%	11.5%	11.5%	1.3%	16.7%	16.4%	9.1%	*	-	0.0%	0.0%	2.9%	0.0%
Graduates Enrolled in	Texas Inst	titution	of Highe	r Educati	ion (TX IHE	Ξ)								
	2020-21	46.7%	49.4%	49.4%	38.9%	66.7%	53.1%	*	-	-	20.0%	33.3%	43.5%	-
	2019-20	46.1%	43.8%	43.8%	36.4%	33.3%	49.1%	*	-	-	*	0.0%	30.6%	-
Graduates in TX IHE C	Completing	One Ye	ear Witho	ut Enrol	lment in a	Developm	ental E	ducation C	ourse					
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

			bership			Enro	ollment	
	Car	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	367	100.0%	1,239	5,504,150	367	100.0%	1,239	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.7%
Kindergarten	0	0.0%	6.1%	6.7%	0	0.0%	6.1%	6.7%
Grade 1	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 2	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 3	0	0.0%	5.6%	7.2%	0	0.0%	5.6%	7.1%
Grade 4	0	0.0%	10.0%	7.2%	0	0.0%	10.0%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.2%
Grade 7	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 9	116	31.6%	9.4%	8.7%	116	31.6%	9.4%	8.7%
Grade 10	103	28.1%	8.3%	7.9%	103	28.1%	8.3%	7.9%
Grade 11	77	21.0%	6.2%	7.0%	77	21.0%	6.2%	7.0%
Grade 12	71	19.3%	5.7%	6.6%	71	19.3%	5.7%	6.6%
Ethnic Distribution:								
African American	88	24.0%	20.3%	12.8%	88	24.0%	20.3%	12.8%
Hispanic	43	11.7%	12.3%	53.0%	43	11.7%	12.3%	52.9%
White	198	54.0%	57.0%	25.6%	198	54.0%	57.0%	25.7%
American Indian	13	3.5%	3.0%	0.3%	13	3.5%	3.0%	0.3%
Asian	5	1.4%	0.8%	5.1%	5	1.4%	0.8%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	20	5.4%	6.7%	3.0%	20	5.4%	6.7%	3.0%
Sex:								
Female	163	44.4%	48.2%	48.8%	163	44.4%	48.2%	48.8%
Male	204	55.6%	51.8%	51.2%	204	55.6%	51.8%	51.2%
Economically Disadvantaged	226	61.6%	72.2%	62.1%	226	61.6%	72.2%	62.0%
Non-Educationally Disadvantaged	141	38.4%	27.8%	37.9%	141	38.4%	27.8%	38.0%
Section 504 Students	58	15.8%	15.3%	7.4%	58	15.8%	15.3%	7.4%
EB Students/EL	16	4.4%	5.0%	23.1%	16	4.4%	5.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	18	4.5%	1.9%	1.5%				

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

		Mem	bership			Enro	llment	
	Car	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	36	9.8%	10.0%	5.5%	36	9.8%	10.0%	5.5%
Foster Care	0	0.0%	1.3%	0.2%	0	0.0%	1.3%	0.2%
Homeless	2	0.5%	1.5%	1.3%	2	0.5%	1.5%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	367	100.0%	100.0%	64.6%	367	100.0%	100.0%	64.6%
Military Connected	3	0.8%	0.8%	3.6%	3	0.8%	0.8%	3.6%
At-Risk	90	24.5%	42.9%	53.3%	90	24.5%	42.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	16	4.4%	4.9%	23.2%	16	4.4%	4.9%	23.2%
Career and Technical Education	295	80.4%	30.1%	26.5%	295	80.4%	30.1%	26.5%
Career and Technical Education (9-12 grades only)	295	80.4%	80.4%	72.3%	295	80.4%	80.4%	72.2%
Gifted and Talented Education	24	6.5%	5.5%	8.2%	24	6.5%	5.5%	8.2%
Special Education	63	17.2%	16.9%	12.6%	63	17.2%	16.9%	12.7%
Students with Disabilities by Type of Primary Disabili	ity:							
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	36	57.1%	47.6%	44.1%				
Students with Physical Disabilities	*	*	18.6%	20.0%				
Students with Autism	**	**	11.4%	15.5%				
Students with Behavioral Disabilities	18	28.6%	20.0%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.6%				
Mobility (2021-22):								
Total Mobile Students	67	16.7%	19.3%	16.8%				
By Ethnicity:				0.00/				
African American	11	2.7%	2.4%	3.3%				
Hispanic	10	2.5%	3.6%	8.7%				
White	40	10.0%	11.6%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.2%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	1.2%	1.4%	0.6%				
Count and Percent of Special Ed Students who are Mobil		21.7%	24.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	5.9%	16.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	51	19.0%	19.9%	18.7%				
Student Attrition (2021-22):				Addison a design on				
Total Student Attrition	49	17.5%	15.0%	18.1%				

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

Transaction (action)		n-Specia tion Rate		March Street, Street, St. St. Street, St. March St. Marc	ial Educ Rates	ation
Student Information	Campus	District	State	Campus	District	State
Retention Ra	ates by G	rade:				
Kindergarten	=	1.3%	1.5%	-	25.0%	4.5%
Grade 1	-	4.3%	2.5%	-	14.3%	3.6%
Grade 2	-	1.6%	1.6%	-	0.0%	2.0%
Grade 3	-	3.0%	0.8%	-	0.0%	0.9%
Grade 4	-	1.5%	0.5%	-	0.0%	0.5%
Grade 5	_	0.0%	0.3%	-	5.9%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	2.9%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	3.5%	3.5%	8.7%	5.0%	5.0%	12.6%

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

Class Size			
Information	Campus	District	State
Elementary:			
Kindergarten	=	18.5	18.7
Grade 1	-	17.2	19.1
Grade 2	-	17.4	19.1
Grade 3	-	17.5	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.3	20.8
Grade 6	-	18.7	19.2
Secondary:			
English/Language Arts	12.6	14.0	16.2
Foreign Languages	16.1	16.1	18.8
Mathematics	16.3	17.0	17.5
Science	15.6	16.3	18.5
Social Studies	15.4	16.4	18.9

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

	Campus	5	7.00	
Staff Information	Count/Average		District	State
Total Staff	54.1	100.0%	100.0%	100.0%
D ()	42.0	70.20/	E 4 00/	C 4 10/
Professional Staff:	42.9	79.3%	54.8%	64.1%
Teachers	36.9	68.3%	43.4%	48.7%
Professional Support	4.0	7.4%	6.0%	
Campus Administration (School Leadership)	2.0	3.7%	2.9%	
Educational Aides:	11.2	20.7%	16.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	1.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	6.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff:	13.0	24.0%	19.8%	53.2%
Teachers by Ethnicity:				
African American	2.7	7.4%	6.7%	11.8%
Hispanic	4.7	12.8%	6.7%	29.6%
White	28.5	77.1%	85.7%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.7%	1.0%	1.2%
Teachers by Sex:	1.0	2.770	1.070	,
Males	18.8	51.0%	25.8%	24.4%
Females	18.1	49.0%	74.2%	75.6%
Teachers by Highest Degree Held:	1011	151070		
No Degree	1.0	2.7%	1.9%	2.0%
Bachelors	28.2	76.4%	83.9%	72.2%
Masters	7.7	20.9%	14.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:	0.0	0.070	0.070	0.070
Beginning Teachers	3.7	10.1%	7.6%	9.7%
1-5 Years Experience	10.8	29.2%	32.1%	26.3%
	6.9	18.7%	16.1%	20.5%
6-10 Years Experience 11-20 Years Experience	5.2	14.2%	16.5%	27.2%
	7.2	19.6%	21.0%	13.3%
21-30 Years Experience	3.0	8.1%	6.7%	2.9%
Over 30 Years Experience	3.0	0.170	0.770	2.970

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

	Campus	
Staff Information	Count/Average Percent District	State

Number of Students per Teacher

9.9

n/a 11.8

1.8 14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:	•		
Average Years Experience of Principals	11.0	5.0	6.1
Average Years Experience of Principals with District	3.0	3.0	5.3
Average Years Experience of Assistant Principals	2.0	2.0	5.2
Average Years Experience of Assistant Principals with District	2.0	2.0	4.4
Average Years Experience of Teachers:	11.1	11.4	11.0
Average Years Experience of Teachers with District:	4.1	5.2	6.9
Average Teacher Salary by Years of Experience (regular du	ties only):		
Beginning Teachers	\$47,558	\$46,204	\$53,300
1-5 Years Experience	\$47,677	\$46,458	\$56,516
6-10 Years Experience	\$49,515	\$49,475	\$59,732
11-20 Years Experience	\$53,992	\$53,881	\$63,389
21-30 Years Experience	\$67,803	\$64,300	\$67,876
Over 30 Years Experience	\$62,854	\$63,542	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$54,079	\$53,030	\$60,717
Professional Support	\$61,485	\$67,655	\$72,022
Campus Administration (School Leadership)	\$82,307	\$73,025	\$85,167
Instructional Staff Percent:	n/a	65.5%	65.1%
Contracted Instructional Staff (not incl. above):	86.0	86.0	2,105.4

AND REPORT OF THE PROPERTY OF	Carr	ipus	9 14	
Program Information	Count	Percent	District	State
Teachers by Program (populati	on serve	d):		
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	9.1	24.7%	8.9%	5.4%
Compensatory Education	1.0	2.7%	7.2%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	22.1	59.7%	72.6%	70.6%
Special Education	2.7	7.2%	8.3%	9.7%
Other	2.1	5.6%	2.9%	3.5%

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE H S (229903001) - WOODVILLE ISD - TYLER COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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 2021-22 Financial Actual Report

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: WOODVILLE ISD

Campus Name: WOODVILLE MIDDLE

Campus Number: 229903041

This page is intentionally blank.

											Two or	Special		Continu-	AND RESIDENCE OF STREET		EB/EL (Current
	School		District	Campus	African	Hispanic	White	American		Pacific		Ed (Current)	(Former)	ously	ously	Econ	& Monitored)
	i cui	Juice	Day 2 Delivery	And the second s	ACTUAL TO STATE OF THE PARTY OF	Contract of the Contract of th	n breathachastarane	Grade, Su	SEASON STATES	hand the state of	The state of the s	William Control of the Control of th	(Former)	Linonea	Linonea	DISAGV	womtored)
Grade 6 Reading									.,								
At Approaches Grade Level or Above	2023	77%	66%	66%	56%	60%	71%	*	-	-	*	19%	-	67%	66%	56%	57%
	2022	70%	46%	46%	32%	33%	50%	*	-	-	50%	35%	*	47%	42%	39%	40%
At Meets Grade Level or Above	2023	52%	34%	34%	17%	50%	40%	*	-	-	*	13%	-	37%	28%	27%	29%
	2022	43%	21%	21%	5%	11%	26%	*	-	-	33%	10%	*	22%	19%	19%	20%
At Masters Grade Level	2023	22%	11%	11%	6%	30%	10%	*	-	-	*	0%	-	14%	6%	8%	14%
	2022	23%	12%	12%	0%	11%	17%	*	-	-	17%	5%	*	12%	12%	9%	20%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	61%	61%	39%	70%	69%	*	-	-	*	20%	-	61%	61%	56%	57%
	2022	73%	40%	40%	27%	22%	48%	*	-	-	50%	25%	*	38%	46%	35%	20%
At Meets Grade Level or Above	2023	40%	23%	23%	6%	30%	31%	*	-	-	*	13%	-	25%	19%	17%	14%
	2022	39%	10%	10%	5%	0%	13%	*	-	-	0%	10%	*	13%	0%	9%	0%
At Masters Grade Level	2023	16%	5%	5%	0%	20%	4%	*	-	-	*	0%	-	4%	6%	6%	14%
	2022	16%	1%	1%	0%	0%	2%	*	-	-	0%	5%	*	1%	0%	1%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	58%	58%	63%	50%	56%	*	-	-	50%	25%	*	59%	55%	54%	50%
	2022	80%	68%	68%	63%	44%	76%	*	-	-	=	29%	*	65%	71%	62%	50%
At Meets Grade Level or Above	2023	55%	25%	25%	17%	10%	31%	*	-	-	33%	10%	*	25%	27%	22%	17%
	2022	56%	39%	39%	29%	11%	50%	*	-	-	-	21%	*	31%	52%	30%	0%
At Masters Grade Level	2023	27%	11%	11%	0%	0%	17%	*	-	-	17%	5%	*	12%	9%	8%	0%
	2022	37%	26%	26%	21%	0%	35%	*	=	-	-	7%	*	27%	26%	21%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	45%	45%	38%	40%	54%	*	=	-	17%	30%	*	48%	36%	43%	67%
	2022	61%	39%	39%	21%	22%	52%	*	-	-	-	14%	*	39%	39%	30%	17%
At Meets Grade Level or Above	2023	37%	19%	19%	8%	0%	29%	*	-	-	0%	15%	*	19%	18%	15%	0%
	2022	31%	16%	16%	8%	0%	24%	*	-	-	-	7%	*	18%	13%	10%	0%
At Masters Grade Level	2023	11%	5%	5%	0%	0%	8%	*	-	-	0%	10%	*	7%	0%	6%	0%
	2022	13%	3%	3%	0%	0%	4%	*	-	-	-	0%	*	4%	0%	0%	0%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	ously	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	79%	79%	83%	64%	81%	*	_	-	*	44%	*	86%	69%	78%	100%
	2022	83%	77%	77%	64%	78%	84%	*	*	-	40%	44%			75%	74%	*
At Meets Grade Level or Above	2023	58%	44%	44%	48%	9%	52%	*	-	-	*	25%	*	51%	34%	41%	0%
	2022	58%	51%	51%	24%	67%	63%	*	*	-	0%	22%			50%	43%	*
At Masters Grade Level	2023	28%	22%	22%	22%	0%	27%	*	-	-	*	0%	*	29%	11%	16%	0%
	2022	37%	31%	31%	20%	33%	37%	*	*	-	0%	11%	0%	28%	38%	25%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	76%	76%	83%	55%	79%	*	-	-	*	44%	*	80%	71%	69%	60%
	2022	71%	68%	68%	48%	56%	77%	*	*	-	60%	39%	80%		75%	65%	*
At Meets Grade Level or Above	2023	46%	45%	45%	43%	27%	49%	*	-	=	*	19%	*	52%	34%	38%	20%
	2022	40%	34%	34%	20%	33%	40%	*	*	-	20%	17%	40%		38%	28%	*
At Masters Grade Level	2023	17%	13%	13%	9%	0%	19%	*	-	-	*	13%	*	18%		9%	0%
	2022	14%	9%	9%	0%	11%	13%	*	*	-	0%	6%	0%	8%	9%	6%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	81%	81%	70%	64%	92%	*	-	-	*	50%	*	84%	77%	79%	80%
	2022	74%	80%	80%	60%	89%	85%	*	*	-	80%	50%	80%	77%	84%	76%	*
At Meets Grade Level or Above	2023	47%	42%	42%	35%	27%	50%	*	-	-	*	19%	*	49%	31%	38%	20%
	2022	45%	51%	51%	24%	67%	61%	*	*	_	40%	22%	60%	48%	59%	44%	*
At Masters Grade Level	2023	17%	12%	12%	0%	0%	21%	*	-	-	*	6%	*	16%	6%	5%	0%
	2022	24%	25%	25%	12%	33%	32%	*	*	-	0%	0%	0%	24%	28%	24%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	57%	57%	52%	36%	65%	*	-	-	*	38%	*	63%	49%	52%	20%
	2022	61%	51%	51%	28%	44%	63%	*	*	-	20%	28%	60%	48%	59%	47%	*
At Meets Grade Level or Above	2023	33%	31%	31%	35%	9%	35%	*	-	-	*	19%	*	37%	23%	26%	0%
	2022	31%	17%	17%	4%	0%	26%	*	*	-	0%	17%	20%	14%	25%	13%	*
At Masters Grade Level	2023	16%	13%	13%	9%	0%	19%	*	-	-	*	0%	*	20%	3%	7%	0%
	2022	18%	8%	8%	0%	0%	13%	*	*	-	0%	11%	0%	7%	9%	9%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	68%	65%	61%	55%	71%	53%	-	-	59%	33%	55%	67%	62%	60%	61%
	2022	74%	65%	59%	43%	49%	68%	67%	*	-	50%	34%	65%	58%	62%	53%	42%

	3833		65%		70.89			SAP.			Two	Special	Special	Continu-	Non- Continu-		EB/EL (Current
	School		District	C	African American	Llianonia	Mhito	American		Pacific		Ed (Current)	Ed (Former)	ously	ously	Econ	& Monitored)
At Meets Grade Level or Above	Year 2023	49%	I harmon and the second of the	33%	27%	20%	What he was		ASian	Islander	22%	16%	I LI TOP THE PARTY OF THE	A principal propriation of great has	28%	28%	13%
At Weets Grade Level of Above	2023	48%	33%	31%	15%	24%			*	_	16%	16%			33%	24%	15%
At Masters Grade Level	2023	20%	11%	11%	6%	6%	16%		_	_	6%	4%			6%	8%	4%
, it must see 2 and 2 and .	2022	23%	13%	14%	7%	11%			*	_	3%	6%			16%	12%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	69%	68%	68%	58%	69%	86%	-	-	62%	29%	43%	70%	64%	62%	67%
	2022	75%	67%	64%	54%	52%	70%	80%	*	-	45%	37%	58%	63%	64%	57%	50%
At Meets Grade Level or Above	2023	53%	41%	34%	28%	23%	41%	14%	-	=	31%	15%	14%	36%	30%	29%	17%
	2022	53%	40%	38%	20%	30%	47%	60%	*	_	18%	17%	25%	36%	42%	30%	17%
At Masters Grade Level	2023	20%	11%	15%	9%	10%	18%	14%	-	-	15%	2%	0%	18%	9%	10%	6%
	2022	25%	17%	23%	14%	15%	30%	0%	*	-	9%	8%	8%	22%	26%	18%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	64%	60%	54%	55%	67%	33%	-	-	46%	31%	57%	61%	59%	56%	61%
	2022	72%	57%	50%	32%	33%	60%	40%	*	-	55%	27%	67%	48%	54%	43%	25%
At Meets Grade Level or Above	2023	45%	28%	29%	20%	19%	36%	33%	-	-	8%	16%	29%	31%	25%	23%	11%
	2022	42%	23%	21%	11%	11%	27%	20%	*	-	9%	12%	25%	22%	18%	15%	8%
At Masters Grade Level	2023	19%	8%	8%	3%	6%	10%	17%	-	-	0%	8%	0%	9%	5%	7%	6%
	2022	20%	7%	4%	0%	4%	7%	0%	*	-	0%	4%	0%	5%	3%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	73%	81%	70%	64%	92%	*	-	-	*	50%	*	84%	77%	79%	80%
	2022	76%	75%	80%	60%	89%	85%	*	*	-	80%	50%	80%	77%	84%	76%	*
At Meets Grade Level or Above	2023	47%	42%	42%	35%	27%	50%	*	-	-	*	19%	*	49%	31%	38%	20%
	2022	47%	40%	51%	24%	67%	61%	*	*	-	40%	22%	60%	48%	59%	44%	*
At Masters Grade Level	2023	18%	13%	12%	0%	0%	21%	*	-	-	*	6%	*	16%	6%	5%	0%
	2022	21%	14%	25%	12%	33%	32%	*	*	-	0%	0%	0%	24%	28%	24%	*
All Grades Social Studies					===/						-1-	2001		600/	100/	=00/	
At Approaches Grade Level or Above	2023	78%	74%	57%	52%	36%	65%	*	-	=	*	38%	*	63%	49%	52%	20%
	2022	75%	67%	51%	28%	44%	63%	*	*	1-	20%	28%	60%	48%	59%	47%	*
At Meets Grade Level or Above	2023	52%	42%	31%	35%	9%	35%	*	-	-	*	19%	*	37%	23%	26%	0%
	2022	50%	30%	17%	4%	0%	26%	*	*	-	0%	17%	20%	14%	25%	13%	*

Texas Education Agency 2022-23 STAAR Performance (TAPR)

WOODVILLE MIDDLE (229903041)	WOODVILLE ISD - TYLER COUNTY
------------------------------	------------------------------

	School				African			American		Pacific	Two or More	Ed	Ed	ously	Non- Continu- ously	Econ	EB/EL (Current
	Year	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races						Monitored)
At Masters Grade Level	2023	27%	16%	13%	9%	0%	19%	*	-	-	*	0%		20%		7%	0%
	2022	30%	15%	8%	0%	0%	13%	*	*	-	0%	11%	0%	7%	9%	9%	*
			ST	AAR Perl	ormance F	Rates by E	Enrolle	d Grade at	Meets	Grade L	evel or	Above					
6th Graders															4.007	4.407	4.40/
Reading and Mathematics	2023	35%	20%	20%	6%	30%	25%	*	-	-	*	13%				14%	14%
	2022	31%	7%	7%	0%	0%	11%	*	-	-	0%			10 /0		6%	0%
Reading and Mathematics Including EOC	2023	35%	20%	20%	6%	30%	25%	*	-	-	*	13%	-	22%		14%	14%
	2022	31%	7%	7%	0%	0%	11%	*	-	-	0%	5%	*	1070		6%	0%
Reading Including EOC	2023	52%	34%	34%	17%	50%	40%	*	=	-	*	13%	-	37%	28%	27%	29%
	2022	43%	21%	21%	5%	11%	26%	*	-	-	33%	10%	*	22%	19%	19%	20%
Math Including EOC	2023	40%	23%	23%	6%	30%	31%	*	-	-	*	13%	-	25%	19%	17%	14%
	2022	40%	10%	10%	5%	0%	13%	*	-	-	0%	10%	*	13%	0%	9%	0%
7th Graders																	
Reading and Mathematics	2023	37%	14%	14%	0%	0%	25%	*	-	-	0%	10%	*	14%		12%	0%
	2022	32%	15%	15%	8%	0%	22%	*	-	-	-	7%	*	16%		8%	0%
Reading and Mathematics Including EOC	2023	38%	14%	14%	0%	0%	25%	*	-	-	0%	10%	*	14%	14%	12%	0%
	2022	33%	15%	15%	8%	0%	22%	*	-	-	-	7%	*	1070		8%	
Reading Including EOC	2023	55%	25%	25%	17%	10%	31%	*	-	-	33%	10%	*	25%		22%	
	2022	56%	39%	39%	29%	11%	50%	*	-	-	-	21%	*	3170		30%	
Math Including EOC	2023	43%	19%	19%	8%	0%	29%	*	-	-	0%	15%	*	19%	18%	15%	0%
_	2022	37%	16%	16%	8%	0%	24%	*	-	=	-	7%	*	18%	13%	10%	0%
8th Graders																	
Reading and Mathematics	2023	31%	35%	35%	35%	9%	43%	*	-	-	*	19%	*	46%	20%	29%	0%
Š	2022	27%	30%	30%	16%	33%	37%	*	*	-	0%	17%	20%	28%	34%	22%	
Reading and Mathematics Including EOC	2023	44%	35%	35%	35%	9%	43%	*	-	-	*	19%	*	46%	20%	29%	0%
3	2022	41%	30%	30%	16%	33%	37%	*	*	-	0%	17%	20%	28%	34%	22%	*
Reading Including EOC	2023	58%	44%	44%	48%	9%	52%	*	_	-	*	25%	*	51%	34%	41%	0%
	2022	58%	51%	51%	24%	67%	63%	*	*	-	0%	22%	20%	52%	50%	43%	*
Math Including EOC	2023	51%	45%	45%	43%	27%	49%	*	-	_	*	19%	*	52%	34%	38%	20%
	2022	48%	34%	34%	20%	33%	40%	*	*	_	20%	17%	40%	32%	38%	28%	*
2nd 9th Cradors																	

3rd - 8th Graders

ente paragoniero	School Year		District	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	THE RESERVE OF THE PARTY OF THE	Special Ed (Current)	Ed	ously	Non- Continu- ously Enrolled	Econ	EB/EL (Current & Monitored)
Reading and Mathematics	2023	37%	22%	23%	14%	13%	31%	17%	-	-	8%	14%	14%	26%	17%	18%	6%
	2022	34%	21%	18%	8%	11%	24%	20%	*	-	0%	10%	17%	19%	17%	12%	8%
Reading and Mathematics Including EOC	2023	39%	22%	23%	14%	13%	31%	17%	-	-	8%	14%	14%	26%	17%	18%	6%
	2022	36%	21%	18%	8%	11%	24%	20%	*	_	0%	10%	17%	19%	17%	12%	8%
Reading Including EOC	2023	53%	35%	34%	28%	23%	41%	14%	-	-	31%	15%	14%	36%	30%	29%	17%
	2022	53%	40%	38%	20%	30%	47%	60%	*	_	18%	17%	25%	36%	42%	30%	17%
Math Including EOC	2023	47%	28%	29%	20%	19%	36%	33%	-	-	8%	16%	29%	31%	25%	23%	11%
	2022	43%	24%	21%	11%	11%	27%	20%	*	_	9%	12%	25%	22%	18%	15%	8%

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

⁻ Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ . Disadv	EB/EL (Current & Monitored)
								al Growth	by Gra	de and S	Subject						
Grade 6 ELA/Reading	2023	51%	43%	43%	38%	40%	46%	*	-	-	*	37%	-	37%	52%	39%	29%
Grade 6 Mathematics	2023	54%	44%	44%	38%	60%	42%	*	-	-	*	64%	-	41%	48%	47%	57%
Grade 7 ELA/Reading	2023	71%	62%	62%	59%	65%	64%	*	-	-	50%	32%	*	62%	62%	58%	67%
Grade 7 Mathematics	2023	56%	58%	58%	52%	60%	60%	*	-	-	42%	39%	*	58%	57%	56%	83%
Grade 8 ELA/Reading	2023	63%	69%	69%	77%	55%	71%	*	-	-	*	46%	*	79%	52%	66%	80%
Grade 8 Mathematics	2023	74%	84%	84%	86%	68%	86%	*	-	-	*	71%	*	88%	77%	82%	70%
All Grades Both Subjects	2023	64%	61%	60%	60%	58%	61%	65%	-	-	46%	47%	67%	61%	58%	57%	63%
All Grades ELA/Reading	2023	63%	59%	58%	60%	53%	60%	57%	-	-	38%	38%	67%	60%	54%	54%	56%
All Grades Mathematics	2023	66%	63%	62%	60%	63%	63%	75%	-	-	54%	56%	67%	62%	62%	61%	69%
					School Pro	gress - A	ccelera	ited Learn	ing by	Grade ar	d Subj	ect					
Grade 6 ELA/Reading	2023	26%	33%	33%	25%	*	44%	*	-	-	*	7%	-	20%	47%	29%	*
Grade 6 Mathematics	2023	35%	28%	28%	13%	*	33%	*	-	-	*	8%	-	21%	33%	26%	*
Grade 7 ELA/Reading	2023	39%	38%	38%	47%	43%	35%	-	-	-	*	0%	*	37%	38%	36%	*
Grade 7 Mathematics	2023	22%	23%	23%	31%	25%	22%	*	-	-	*	7%	*	28%	8%	22%	40%
Grade 8 ELA/Reading	2023	39%	61%	61%	75%	50%	62%	*	-	-		27%	*	65%	55%	61%	*
Grade 8 Mathematics	2023	49%	62%	62%	75%	38%	60%	*	-	-	*	31%	*	63%	60%	54%	*
All Grades Both Subjects	2023	38%	38%	40%	46%	34%	41%	33%	-	-	17%	13%	29%	39%	42%	37%	45%
All Grades ELA/Reading	2023	35%	38%	42%	48%	38%	44%	*	-	-	0%	11%	*	40%	46%	40%	50%
All Grades Mathematics	2023	40%	38%	38%	45%	32%	38%	*	-	-	29%	15%	*	38%	38%	34%	42%

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

⁻ Indicates there are no students in the group.

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

				10.00					,						EB/EL			Monitored
					Total	BE-Trans				ALP		ESL		ALP	with		Total	&
	Schoo	THE REAL PROPERTY OF			Bilingual	Early				Bilingual		Content-		ESL	Parental		EB/EL	Former
	Year	State	District	Campus	Education	Exit	- A present and a contract of the contract of	Section and Confession of the Party State of the Pa	SAN A STATE ASSOCIATION	(Exception)	d hashing to be the	Based	Pull-Out	(Waiver)	Denial	EB/EL	(Current)	EB/EL
All Condon All Codding					STAAR	Performa	nce Rate b	y Subject	and Perfo	rmance Leve	el							
All Grades All Subjects	2022	760/	600/	65 0/														
At Approaches Grade Level or Above	2023	76%	68%	65%	-	-	-	-	-		61%	64%	59%	-	*	66%	61%	-
	2022	74%	65%	59%	=	-	-	-	,-	-	42%	50%	30%	-	-	60%	42%	-
At Meets Grade Level or Above	2023	49%	37%	33%	-	-	-	-	-	-	14%	9%	18%		*	34%	13%	-
	2022	48%	33%	31%	-	-	-		-	-	15%	19%	10%	-	-	31%	15%	-
At Masters Grade Level	2023	20%	11%	11%	-	-	-	-	-	-	5%	0%	9%	-	*	12%	4%	-
	2022	23%	13%	14%	-	-	-	-	-	-	8%	6%	10%	-	-	15%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	69%	68%	-	-	-	-	-	-	71%	100%	55%	-	*	68%	67%	-
	2022	75%	67%	64%	-	-	-	-	-	-	50%	57%	40%	-	-	64%	50%	-
At Meets Grade Level or Above	2023	53%	41%	34%	-	, -	-	-	-	-	18%	0%	27%	-	*	36%	17%	
	2022	53%	40%	38%	-	-	-	-	-	-	17%	14%	20%	-	-	38%	17%	2-
At Masters Grade Level	2023	20%	11%	15%	-	-	-	-	-	-	6%	0%	9%	-	*	15%	6%	-
	2022	25%	17%	23%	-	-	-	_	-	-	8%	0%	20%	-	-	24%	8%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	64%	60%	-	-	-	-	-	-	59%	50%	64%	-	*	60%	61%	-
	2022	72%	57%	50%	-	-	-	-	-	-	25%	29%	20%	_	_	51%	25%	-
At Meets Grade Level or Above	2023	45%	28%	29%	-	-	-	-	-	-	12%	17%	9%	-	*	30%	11%	-
	2022	42%	23%	21%	-	-	-	-	-	-	8%	14%	0%	-	_	21%	8%	-
At Masters Grade Level	2023	19%	8%	8%	-	-	-	-	-	-	6%	0%	9%	-	*	8%	6%	-
	2022	20%	7%	4%	-	-	-	-	-	-	0%	0%	0%	-	_	5%	0%	=
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	73%	81%	-	-	-	-	-	-	80%	80%	-	-	-	81%	80%	-
	2022	76%	75%	80%	-	-	-	-	-	-	*	*	-	_	-	79%	*	-
At Meets Grade Level or Above	2023	47%	42%	42%	_	-	-	-	-	-	20%	20%	_	-	1-1	43%	20%	_
	2022	47%	40%	51%	-	-	_	-	-	-	*	*	-	-	-	51%	*	_
At Masters Grade Level	2023	18%	13%	12%	-	=	-	-	-	-	0%	0%	-	_	-	12%	0%	-
	2022	21%	14%	25%	-	_	-	-	-	_	*	*	-	-	1-	25%	*	_
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	74%	57%	-	-	-	-	-	-	20%	20%	-	-	-	59%	20%	Ξ
	2022	75%	67%	51%	-	_	-	_	-	-	*	*	Œ	_	-	51%	*	_
At Meets Grade Level or Above	2023	52%	42%	31%	_	_	~	-	-	-	0%	0%	_	-	_	33%	0%	_
	2022	50%	30%	17%	_	-	-	-	-	-	*	*	-	-	-	18%	*	-

Texas Education Agency 2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

	School		District	Communication	Total Bilingual Education		BE-Trans		BE-Dual	ALP Bilingual (Exception)		ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Management County in a	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	Year 2023	27%	distribution of	13%	Education -	LAIL -	Late Exit	, worway	- Chicavay	(Exception)	00/	0%	-	-	-	14%	0%	-
At Masters Grade Level	2023	30%		8%	_	_	-	-	_	-	*	*	-	-	-	8%	*	
		00,0				Sch	ool Progre	ss - Annu	al Growth									
All Grades Both Subjects	2023	64%	61%	60%	_	-	-	-	-	-	63%	79%	55%	-	*	60%	63%	-
All Grades ELA/Reading	2023	63%	59%	58%	_	-	-	-	-	-	59%	83%	45%	-	*	58%	56%	=
All Grades Mathematics	2023	66%	63%	62%	_	-	-	-	-	-	68%	75%	64%	-	*	61%	69%	-
						School	Progress	- Accelera	ited Learni	ng								
All Grades Both Subjects	2023	38%	38%	40%	-	-	-	=	-	-	43%	67%	25%	-	*	40%	45%	-
All Grades ELA/Reading	2023	35%	38%	42%	-	-	-	-	-	-	50%	*	17%	-	-	42%	50%	-
All Grades Mathematics	2023	40%	38%	38%	_	-	=	-	-	-	36%	40%	33%	-	*	38%	42%	-

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

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

Texas Education Agency 2022-23 STAAR Participation (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

	State	District	Campus	African American	Processor and the control of the processor	A Separation Co.	American Indian Participat	The state of the s	Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					2023		Grades)	ion								
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	94%	_	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	88%	100%	89%	84%	94%	-	_	67%	87%	91%	95%	77%	92%	96%
Not Included in Accountability: Mobile	4%	9%	12%	0%	11%	15%	0%	-	_	33%	13%	9%	5%	23%	8%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	6%	-	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	6%	-	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	1	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	89%	100%	91%	86%	100%	-	-	65%	88%	88%	96%	78%	93%	95%
Not Included in Accountability: Mobile	4%	8%	11%	0%	9%	14%	0%	-	-	35%	12%	13%	4%	22%	7%	5%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	99%	86%	-	-	100%	98%	100%	99%	99%	100%	100%
Included in Accountability	94%	91%	88%	100%	91%	86%	86%	-	-	65%	86%	88%	95%	77%	93%	95%
Not Included in Accountability: Mobile	5%	8%	11%	0%	9%	14%	0%	-	-	35%	12%	13%	4%	22%	7%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	1%	14%	-	-	0%	2%	0%	1%	1%	0%	0%
Absent	1%	1%	1%	0%	0%	1%	14%	-	-	0%	2%	0%	1%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	90%	85%	100%	85%	80%	*	-	-	*	84%	*	93%	76%	89%	100%
Not Included in Accountability: Mobile	4%	9%	15%	0%	15%	20%	*	-	-	*	16%	*	7%	24%	11%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	-	1-1	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

										Two	Special	Special	Continu-	Non-		EB/EL (Current
	State	District	Campus	African American	Hispanic	White	American	Acian	Pacific	More	Ed	Ed	ously	ously	Econ Disady	& Monitored)
Absent	1%	0%	0%	0%	0%	reconstruction of	*	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	_	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	_	_	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	88%	85%	100%	85%	80%	*	-	_	*	84%	*	93%	76%	89%	100%
Not Included in Accountability: Mobile	4%	12%	15%	0%	15%	20%	*	-	_	*	16%	*	7%	24%	11%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	*	0%	*	0%	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%
					2022 5		Participat irades)	ion								
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	92%	96%	85%	91%	100%	*	-	89%	85%	94%	97%	83%	92%	90%
Not Included in Accountability: Mobile	5%	9%	8%	4%	12%	9%	0%	*	-	11%	15%	6%	3%	16%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	4%	0%	0%	*	_	0%	0%	0%	0%	1%	1%	10%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	91%	97%	82%	91%	100%	*	-	85%	84%	92%	97%	81%	92%	86%
Not Included in Accountability: Mobile	5%	9%	8%	3%	12%	9%	0%	*	-	15%	16%	8%	3%	17%	7%	0%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	6%	0%	0%	*	-	0%	0%	0%	0%	2%	1%	14%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	_	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	91%	97%	84%	91%	100%	*	-	85%	84%	92%	97%	82%	92%	92%
Not Included in Accountability: Mobile	5%	10%	8%	3%	13%	9%	0%	*	-	15%	16%	8%	3%	17%	7%	0%

Texas Education Agency 2022-23 STAAR Participation (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

estioned in Accountability Missis reproduct Carlogate reproduction	State	District	Campus	African American	Hispanic	新的人的现在分词	American Indian		Pacific Islander	FIGURE STATE OF THE PARTY OF TH	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	3%	0%	0%	*	-	0%	0%	0%	0%	1%	0%	8%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	*
Included in Accountability	93%	90%	94%	93%	90%	94%	*	*	-	100%	90%	100%	96%	89%	92%	*
Not Included in Accountability: Mobile	4%	9%	6%	7%	10%	6%	*	*	-	0%	10%	0%	4%	11%	8%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	2%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	*
Included in Accountability	94%	94%	94%	93%	90%	94%	*	*	-	100%	90%	100%	96%	89%	92%	*
Not Included in Accountability: Mobile	4%	5%	6%	7%	10%	6%	*	*	-	0%	10%	0%	4%	11%	8%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Not Tested	2%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
Other	0%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

				SKEN IN						Two			
									D161-	or	Caraial	_	
	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Special Ed	Disadv	EB/EL
Attendance Rate							E HEALTH THE		(27,27,100,100,100)	to the same of	Control of the Contro	Lancia de la companya de la company	To the second se
2021-22	92.2%	93.7%	93.7%	95.3%	94.9%	92.9%	*	*	-	93.1%	92.9%	93.5%	97.4%
2020-21	95.0%	93.5%	93.0%	94.5%	92.6%	93.1%	79.5%	*	-	92.9%	91.8%	92.1%	95.4%
Chronic Absenteeism													
2021-22	25.7%	21.9%	22.4%	12.7%	16.7%	27.5%	0.0%	*	-	25.0%	31.3%	23.1%	0.0%
2020-21	15.0%	23.4%	23.5%	14.1%	40.0%	22.7%	62.5%	*	-	22.2%	29.5%	26.9%	13.3%
Annual Dropout Rate (Gr 7-8)												
2021-22	0.7%	0.5%	0.5%	0.0%	0.0%	0.8%	*	*	-	0.0%	2.4%	0.6%	0.0%
2020-21	0.9%	0.9%	0.9%	0.0%	0.0%	0.8%	14.3%	*	-	0.0%	0.0%	1.4%	0.0%
Annual Dropout Rate (Gr 9-12))											
2021-22	2.2%	1.2%	-	-	_	-	-	-	-	-	-	-	-
2020-21	2.4%	2.0%	-	-	-	-	-	-	=	-	-	-	-
4-Year Longitudinal Ra	te (Gr 9	1-12)											
Class of 2022													
Graduated	89.7%	94.5%	-	-	_	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	5.5%	-	-	-	-	-	-	Ξ	-	-	-	-
Graduates and TxCHSE	90.0%	94.5%	-	1-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	96.3%	-	-	-	-	-	-	-	=	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	_		-	-	-	_	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	=	-	-	-	-
Dropped Out	5.8%	3.7%	-	-	-	-	-	-	-	-	; - ;	-	-
Graduates and TxCHSE	90.3%	96.3%	-	-	-	-	-	-	-	Ξ.	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longit	tudinal	Rate (G	9-12)										
Class of 2021													
Graduated	92.2%	96.3%	-	-		-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-		-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.7%	-	_	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

医异性异素 医阿耳氏试验	Single	607387			100			100		Two			
Approach Cut	8 3 W			African			American		Pacific	More	Special	Econ	
TOTAL HE	State	District	Campus	American	Hispanic	White			Islander		Ed	Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	96.3%	-	-	-	-	-	-	-	-	_	-	,
Class of 2020													
Graduated	92.2%	92.6%	-	-	_	-	=	_	_	_	-		
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	_	_	_	-	
Continued HS	1.1%	0.0%	-	_	-	-	_	-	-	-	-	-	9
Dropped Out	6.2%	7.4%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	92.7%	92.6%	-	-	-	-	-	=	_		_	-	
Graduates, TxCHSE, and Continuers	93.8%	92.6%	-	-	-	-	-	-	-	-	-	-	
6-Year Extended Long	itudinal	Rate (G	9-12)										
Class of 2020		•											
Graduated	92.7%	92.6%	-	-	_	_	-	_	_	-	. —	-	
Received TxCHSE	0.5%	0.0%	:-:	-	_	-	_	_	_	_	-	-	
Continued HS	0.5%	0.0%	-	-	-	-	-	-	_	-		_	
Dropped Out	6.2%	7.4%	_	-	-	_	_	_	-	_	_	-	-
Graduates and TxCHSE	93.2%	92.6%	-	_	-	-	-	-	_	_	-	_	-
Graduates, TxCHSE, and Continuers	93.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	88.4%		_	-	-	_	_	_	=	-	-	-
Received TxCHSE	0.6%	2.3%	-		-	_	-	-	-	_	_	-	_
Continued HS	0.6%	0.0%	-	-	_	_	-	-	-	_	_	_	_
Dropped Out	6.2%	9.3%	-	_		-	-	-	_	1-1	_	-	_
Graduates and TxCHSE	93.2%	90.7%	-	-	-	-	-	_	_	-	=	-	_
Graduates, TxCHSE, and Continuers	93.8%	90.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduat	tion Rat	e Withou	ıt Exclusi	ons (Gr 9-	12)								
Class of 2022	89.7%	94.5%	-	-	_	-	_	-	1-	_		-	_
Class of 2021	90.0%	96.3%	-	-		-	-	-	_	_	-	-	_
RHSP/DAP Graduates	Longitu	idinal Ra	ite)										
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	_	_
Class of 2021	87.5%	-	-	-	-	-	-	-	-	_	_	_	_
FHSP-E Graduates (Lo	ngitudin	al Rate)											
Class of 2022	3.7%	0.0%	-	_	_	-	-	_	_	-	-	-	_
Class of 2021	3.8%	2.5%	-	-	-	-	in the	-	_	-		-	_
FHSP-DLA Graduates (Longitu	dinal Ra	te)										

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

										Two			
	State	District	Campus	African American	Hispanic	Fig. 5-6/9000000000000000000000000000000000000	American Indian		Pacific Islander	More	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.4%	-	-	-	-	-	-	-	-	-	-	=
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	tes (Lon	gitudinal F	Rate)								
Class of 2022	88.0%	74.4%	-	_	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annua	Rate)											
2021-22	23.6%	-	-	-	-	-	_	n=	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (An	nual Ra	ite)											
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.5%	-	-	-	-	=	-	-	-	-	-	-
FHSP-DLA Graduates (Annual	Rate)											
2021-22	82.3%	76.8%	-	-		-	-	-	-	-	-	-	-
2020-21	80.4%	70.4%		-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHS	SP-DLA	Gradua	tes (Ann	ual Rate)									
2021-22	86.0%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.8%	-	-		-	-	-	-	-	-	-	-

Texas Education Agency 2022-23 Graduation Profile (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

	STREET, STREET	Campus Percent		
Graduates (2021-22 Annual Gradu		reicent	Count	Count
Total Graduates	-	-	82	368,686
By Ethnicity:				
African American	-	-	19	45,227
Hispanic	-	_	10	191,125
White	-	-	48	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	=	-	0	569
Two or More Races	-	-	4	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	19	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	63	302,917
Special Education Graduates	-	_	11	32,447
Economically Disadvantaged Graduates	-	-	46	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	1	40,398
At-Risk Graduates	-	-	8	159,689
CTE Completers	-	-	38	107,502

Texas Education Agency 2022-23 College, Career, and Military Readiness (CCMR) (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

Texas Education Agency 2022-23 CCMR-Related Indicators (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

Texas Education Agency 2022-23 Other Postsecondary Indicators (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

			bership				llment	
	Car	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	279	100.0%	1,239	5,504,150	279	100.0%	1,239	5,518,43
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.59
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.49
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.79
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.79
Kindergarten	0	0.0%	6.1%	6.7%	0	0.0%	6.1%	6.79
Grade 1	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.29
Grade 2	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.29
Grade 3	0	0.0%	5.6%	7.2%	0	0.0%	5.6%	7.19
Grade 4	0	0.0%	10.0%	7.2%	0	0.0%	10.0%	7.19
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.29
Grade 6	87	31.2%	7.0%	7.3%	87	31.2%	7.0%	7.2%
Grade 7	100	35.8%	8.1%	7.4%	100	35.8%	8.1%	7.49
Grade 8	92	33.0%	7.4%	7.7%	92	33.0%	7.4%	7.79
Grade 9	0	0.0%	9.4%	8.7%	0	0.0%	9.4%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 12	0	0.0%	5.7%	6.6%	0	0.0%	5.7%	6.6%
Ethnic Distribution:								
African American	67	24.0%	20.3%	12.8%	67	24.0%	20.3%	12.8%
Hispanic	35	12.5%	12.3%	53.0%	35	12.5%	12.3%	52.9%
White	155	55.6%	57.0%	25.6%	155	55.6%	57.0%	25.7%
American Indian	8	2.9%	3.0%	0.3%	8	2.9%	3.0%	0.3%
Asian	0	0.0%	0.8%	5.1%	0	0.0%	0.8%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	14	5.0%	6.7%	3.0%	14	5.0%	6.7%	3.0%
Sex:								
Female	137	49.1%	48.2%	48.8%	137	49.1%	48.2%	48.8%
Male	142	50.9%	51.8%	51.2%	142	50.9%	51.8%	51.2%
Economically Disadvantaged	208	74.6%	72.2%	62.1%	208	74.6%	72.2%	62.0%
Non-Educationally Disadvantaged	71	25.4%	27.8%	37.9%	71	25.4%	27.8%	38.0%
Section 504 Students	47	16.8%	15.3%	7.4%	47	16.8%	15.3%	7.4%
EB Students/EL	20	7.2%	5.0%	23.1%	20	7.2%	5.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	9	2.6%	1.9%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

	V- 5-V	Mem	bership			Enro	llment	
	Can	npus	3000		Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	31	11.1%	10.0%	5.5%	31	11.1%	10.0%	5.5%
Foster Care	4	1.4%	1.3%	0.2%	4	1.4%	1.3%	0.2%
Homeless	6	2.2%	1.5%	1.3%	6	2.2%	1.5%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	279	100.0%	100.0%	64.6%	279	100.0%	100.0%	64.6%
Military Connected	2	0.7%	0.8%	3.6%	2	0.7%	0.8%	3.6%
At-Risk	177	63.4%	42.9%	53.3%	177	63.4%	42.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	19	6.8%	4.9%	23.2%	19	6.8%	4.9%	23.2%
Career and Technical Education	78	28.0%	30.1%	26.5%	78	28.0%	30.1%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	72.3%	0	-	80.4%	72.2%
Gifted and Talented Education	18	6.5%	5.5%	8.2%	18	6.5%	5.5%	8.2%
Special Education	58	20.8%	16.9%	12.6%	58	20.8%	16.9%	12.7%
Students with Disabilities by Type of Primary Disability	y:							
Total Students with Disabilities	58							
By Type of Primary Disability Students with Intellectual Disabilities	39	67.2%	47.6%	44.1%				
Students with Physical Disabilities	*	*	18.6%	20.0%				
Students with Autism	**	**	11.4%	15.5%				
Students with Behavioral Disabilities	11	19.0%	20.0%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.6%				
Mobility (2021-22):								
Total Mobile Students	66	19.2%	19.3%	16.8%				
By Ethnicity: African American	9	2.6%	2.4%	3.3%				
Hispanic	11	3.2%	3.6%	8.7%				
White	38	11.1%	11.6%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.6%	0.2%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	1.7%	1.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	15	21.1%	24.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	20.0%	16.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile Student Attrition (2021-22):	58	21.8%	19.9%	18.7%				
Total Student Attrition	26	13.6%	15.0%	18.1%				

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

Udents who a		n-Specia tion Rate		Charles Committee and	ial Educ Rates	ation
Student Information	Campus	District	State	Campus	District	State
Retention Ra	ates by G	rade:				
Kindergarten	-	1.3%	1.5%	-	25.0%	4.5%
Grade 1	-	4.3%	2.5%	-	14.3%	3.6%
Grade 2	-	1.6%	1.6%	-	0.0%	2.0%
Grade 3	-	3.0%	0.8%	-	0.0%	0.9%
Grade 4	-	1.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	5.9%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	2.9%	2.9%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	3.5%	8.7%	-	5.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	17.2	19.1
Grade 2	-	17.4	19.1
Grade 3	-	17.5	19.3
Grade 4	-	20.3	19.4
Grade 5	-	22.3	20.8
Grade 6	18.7	18.7	19.2
Secondary:			
English/Language Arts	17.9	14.0	16.2
Foreign Languages	-	16.1	18.8
Mathematics	18.6	17.0	17.5
Science	17.6	16.3	18.5
Social Studies	18.6	16.4	18.9

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

NAME OF THE OWNER O	Campus	-		
Staff Information	Count/Average	A STATE OF THE PARTY OF THE PAR	District	State
Total Staff	37.2	100.0%	100.0%	100.0%
Professional Staff:	28.0	75.3%	54.8%	64.1%
Teachers	24.8	66.6%	43.4%	48.7%
Professional Support	1.3	3.4%	6.0%	10.9%
Campus Administration (School Leadership)	2.0	5.4%	2.9%	3.3%
Educational Aides:	9.2	24.7%	16.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	6.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	9.0	24.3%	19.8%	53.2%
Teachers by Ethnicity:				
African American	3.3	13.3%	6.7%	11.8%
Hispanic	1.3	5.1%	6.7%	29.6%
White	20.2	81.7%	85.7%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.0%	1.2%
Teachers by Sex:				
Males	7.2	28.9%	25.8%	24.4%
Females	17.6	71.1%	74.2%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	4.0%	1.9%	2.0%
Bachelors	22.7	91.4%	83.9%	72.2%
Masters	1.1	4.5%	14.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.3	5.1%	7.6%	9.7%
1-5 Years Experience	9.8	39.7%	32.1%	26.3%
6-10 Years Experience	5.0	20.0%	16.1%	20.5%
11-20 Years Experience	3.0	12.1%	16.5%	27.2%
21-30 Years Experience	4.7	19.1%	21.0%	13.3%
Over 30 Years Experience	1.0	4.0%	6.7%	2.9%

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

	Campus	
Staff Information	Count/Average Percent District	State

Number of Students per Teacher

11.3 n/a 11.8 14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	5.0	6.1
Average Years Experience of Principals with District	5.0	3.0	5.3
Average Years Experience of Assistant Principals	4.0	2.0	5.2
Average Years Experience of Assistant Principals with District	4.0	2.0	4.4
Average Years Experience of Teachers:	10.0	11.4	11.0
Average Years Experience of Teachers with District:	4.7	5.2	6.9
Average Teacher Salary by Years of Experience (regular du	uties only):		
Beginning Teachers	\$45,051	\$46,204	\$53,300
1-5 Years Experience	\$46,158	\$46,458	\$56,516
6-10 Years Experience	\$48,328	\$49,475	\$59,732
11-20 Years Experience	\$54,523	\$53,881	\$63,389
21-30 Years Experience	\$65,644	\$64,300	\$67,876
Over 30 Years Experience	\$63,068	\$63,542	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$51,943	\$53,030	\$60,717
Professional Support	\$64,646	\$67,655	\$72,022
Campus Administration (School Leadership)	\$73,248	\$73,025	\$85,167
Instructional Staff Percent:	n/a	65.5%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	86.0	2,105.4

	Cam	pus		
Program Information	Count	Percent	District	State
Teachers by Program (populati	ion serve	d):		
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.3	1.0%	8.9%	5.4%
Compensatory Education	0.0	0.0%	7.2%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	22.2	89.7%	72.6%	70.6%
Special Education	1.3	5.3%	8.3%	9.7%
Other	1.0	4.0%	2.9%	3.5%

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE MIDDLE (229903041) - WOODVILLE ISD - TYLER COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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 2021-22 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: WOODVILLE ISD

Campus Name: WOODVILLE INT

Campus Number: 229903103

This page is intentionally blank.

	School Year		District	Campus	African American	Hispanic	White	American Indian			Two or More Races	Special Ed (Current)	Ed	ously	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored
Crade 2 Deading			ST	AAR Perf	ormance	Rates by T	ested	Grade, Su	bject, a	and Perf	ormanc	e Level					
Grade 3 Reading At Approaches Grade Level or Above	2023	76%	63%	63%	40%	63%	68%	*	_		63%	25%	*	61%	69%	61%	:
	2022	76%	68%	68%	50%	73%	71%	80%	*		67%	57%	*	68%	67%	63%	60%
At Meets Grade Level or Above	2023	50%	36%	36%	0%	25%	49%	*	_	-	25%	0%	*	33%	46%	33%	
	2022	51%	39%	39%	27%	36%	40%	60%	*		50%	38%	*	41%	33%	32%	40%
At Masters Grade Level	2023	20%	9%	9%	0%	0%	16%	*	-		0%	0%	*	8%	15%	6%	,
	2022	30%	23%	23%	9%	9%	30%	0%	*	-	17%	29%	*	22%	23%	18%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	46%	46%	20%	38%	61%	*	-	-	25%	25%	*	43%	57%	44%	,
	2022	71%	57%	57%	32%	55%	64%	80%	*	-	50%	48%	*	56%	60%	52%	60%
At Meets Grade Level or Above	2023	45%	22%	22%	10%	0%	34%	*	-	-	0%	0%	*	24%	14%	19%	×
	2022	43%	26%	26%	9%	9%	30%	60%	*	-	33%	19%	*	25%	30%	20%	40%
At Masters Grade Level	2023	19%	6%	6%	0%	0%	11%	*	-	-	0%	0%	*	6%	7%	4%	×
	2022	21%	10%	10%	5%	9%	10%	0%	*	-	17%	5%	*	8%	13%	9%	40%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	68%	68%	50%	64%	73%	*	*	-	71%	37%	70%	71%	63%	59%	*
	2022	77%	69%	69%	53%	67%	72%	*	*	-	83%	50%	80%	69%	70%	64%	60%
At Meets Grade Level or Above	2023	48%	37%	37%	18%	36%	38%	*	*	-	57%	21%	40%	38%	35%	26%	*
	2022	54%	38%	38%	27%	33%	38%	*	*	-	50%	0%	40%	35%	43%	35%	60%
At Masters Grade Level	2023	22%	7%	7%	0%	0%	8%	*	*	-	14%	5%	0%	8%	5%	2%	*
	2022	28%	11%	11%	13%	0%	10%	*	*	-	17%	0%	0%	8%	17%	11%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	64%	64%	41%	55%	72%	80%	*	-	57%	32%	90%	64%	65%	55%	*
	2022	70%	57%	57%	47%	44%	59%	*	*	-	67%	8%	60%	51%	70%	53%	40%
At Meets Grade Level or Above	2023	48%	34%	34%	14%	27%	39%	60%	*	-	29%	21%	40%	37%	28%	24%	*
	2022	43%	27%	27%	20%	11%	26%	*	*	-	50%	0%	20%	22%	39%	27%	20%
At Masters Grade Level	2023	22%	16%	16%	0%	18%	17%	40%	*	_	29%	11%	10%	19%	10%	10%	*
	2022	23%	14%	14%	20%	0%	8%	*	*	_	50%	0%	20%	10%	22%	13%	0%
Grade 5 Reading																	

TEA | School Programs | Assessment and Reporting | Performance Reporting

	School Year		District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Ed	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	71%	71%	64%	70%		*	*	-	71%	31%	100%	67%	79%	70%	80%
	2022	81%	71%	71%	60%	70%	76%	*	-	-	*	25%	*	77%	57%	68%	60%
At Meets Grade Level or Above	2023	57%	37%	37%	29%	40%	39%	*	*	-	29%	6%	60%	27%	58%	31%	20%
At Masters Grade Level	2022	58%	49%	49%	20%	40%	63%	*	*	-	* 40/	17%		52%	43%	47%	20%
At Masters Grade Level	2023 2022	28% 36%	14% 26%	14% 26%	21% 13%	0% 20%	15% 32%	*	*	-	14%	0% 8%	20%	8% 23%	29% 33%	15% 25%	0% 0%
Grade 5 Mathematics	2022	30%	20%	20%	13%	20%	32%	-	-	-	4.	0%		23%	33%	2570	070
At Approaches Grade Level or Above	2023	80%	61%	61%	57%	60%	59%	*	*	-	71%	19%	80%	56%	71%	54%	80%
	2022	77%	71%	71%	53%	70%	80%	*	-	-	*	33%	*	75%	62%	68%	60%
At Meets Grade Level or Above	2023	51%	24%	24%	36%	20%	20%	*	*	-	29%	6%	40%	21%	29%	24%	20%
	2022	48%	33%	33%	20%	30%	39%	*	-	-	*	17%	*	35%	29%	32%	20%
At Masters Grade Level	2023	21%	4%	4%	0%	0%	5%	*	*	-	0%	0%	0%	4%	4%	4%	0%
	2022	25%	11%	11%	0%	10%	17%	*	-	-	*	0%	*	12%	10%	9%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	50%	50%	43%	40%	54%	*	*	-	43%	25%	60%	46%	58%	44%	40%
	2022	66%	60%	60%	20%	70%	76%	*	-	-	*	33%	*	58%	67%	58%	60%
At Meets Grade Level or Above	2023	36%	22%	22%	7%	20%	29%	*	*	-	14%	6%	20%	17%	33%	19%	20%
	2022	38%	29%	29%	13%	10%	39%	*	-	-	*	17%	*	31%	24%	28%	0%
At Masters Grade Level	2023	16%	9%	9%	0%	10%	10%	*	*	-	14%	0%	0%	8%	13%	9%	20%
	2022	18%	11%	11%	0%	10%	15%	*	-	-	*	8%	*	12%	10%	12%	0%
All Grades All Subjects At Approaches Grade Level or Above	2023	76%	68%	61%	46%	56%	66%	75%	100%	-	57%	28%	79%	60%	66%	56%	63%
	2022	74%	65%	64%	45%	64%	71%	74%	*	_	61%	39%	68%	64%	64%	61%	57%
At Meets Grade Level or Above	2023	49%	37%	31%	17%	25%	36%	35%	86%	_	25%	10%	41%	29%	35%	25%	26%
	2022	48%	33%	34%	19%	24%	39%	48%	*	_	42%	18%	32%	34%	34%	31%	29%
At Masters Grade Level	2023	20%	11%	10%	3%	4%	12%	10%	71%	_	10%	3%	5%	9%	11%	7%	15%
	2022	23%	13%	15%	8%	9%	18%	11%	*	-	19%	9%	11%	14%	18%	14%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	69%	68%	52%	66%	71%	88%	*	-	68%	32%	76%	67%	69%	63%	64%
	2022	75%	67%	69%	54%	70%	73%	83%	*	-	69%	47%	67%	71%	65%	65%	60%

																	EB/EL
											Two			YAR	Non-		(Current
											or		NAMES OF THE PERSON OF THE PER	Continu-			&
	School Year	State	District	Campus	African American	Hisnanic		American		Pacific		(Current)	Ed (Former)	ously	ously	Econ	Monitored)
At Meets Grade Level or Above	2023	53%	41%	37%	17%	34%	Marine Marine Marine	50%	I make the second second	-		11%	47%	33%	44%	29%	27%
	2022	53%	40%	42%	25%	37%		50%		_	50%	22%	44%	43%	39%	37%	40%
At Masters Grade Level	2023	20%	11%	10%	7%	0%	12%	0%	*	_	9%	2%	6%	8%	14%	7%	9%
	2022	25%	17%	20%	12%	10%	25%	17%	*	_	19%	16%	11%	19%	24%	18%	7%
All Grades Mathematics												, , , ,	, ,	,		.070	, , ,
At Approaches Grade Level or Above	2023	75%	64%	59%	41%	52%	65%	67%	*	-	50%	26%	88%	56%	65%	52%	73%
	2022	72%	57%	61%	42%	57%	67%	75%	*	-	56%	33%	67%	60%	64%	57%	53%
At Meets Grade Level or Above	2023	45%	28%	28%	20%	17%	33%	33%	*	-	18%	11%	41%	29%	26%	23%	27%
	2022	42%	23%	28%	15%	17%	31%	50%	*	-	38%	13%	22%	27%	32%	25%	27%
At Masters Grade Level	2023	19%	8%	10%	0%	7%	12%	22%	*	-	9%	4%	6%	11%	8%	7%	18%
	2022	20%	7%	11%	8%	7%	11%	0%	*	-	25%	2%	11%	10%	15%	10%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	73%	50%	43%	40%	54%	*	*	-	43%	25%	60%	46%	58%	44%	40%
	2022	76%	75%	60%	20%	70%	76%	*	-	-	*	33%	*	58%	67%	58%	60%
At Meets Grade Level or Above	2023	47%	42%	22%	7%	20%	29%	*	*	-	14%	6%	20%	17%	33%	19%	20%
	2022	47%	40%	29%	13%	10%	39%	*	-	-	*	17%	*	31%	24%	28%	0%
At Masters Grade Level	2023	18%	13%	9%	0%	10%	10%	*	*	-	14%	0%	0%	8%	13%	9%	20%
	2022	21%	14%	11%	0%	10%	15%	*	-	-	*	8%	*	12%	10%	12%	0%
			ST	AAR Perfo	ormance F	Rates by E	nrolled	d Grade at	Meets	Grade Le	evel or	Above					
3rd Graders																	
Reading and Mathematics	2023	37%	17%	17%	0%	0%	30%	*	=	-	0%	0%	*	20%	8%	15%	*
	2022	36%	22%	22%	9%	9%	24%	40%	*	-	33%	14%	*	22%	20%	16%	40%
Reading and Mathematics Including EOC	2023	37%	17%	17%	0%	0%	30%	*	-	-	0%	0%	*	20%	8%	15%	*
	2022	36%	22%	22%	9%	9%	24%	40%	*	-	33%	14%	*	22%	20%	16%	40%
Reading Including EOC	2023	50%	36%	36%	0%	25%	49%	*	-	-	25%	0%	*	33%	46%	33%	*
	2022	51%	39%	39%	27%	36%	40%	60%	*	-	50%	38%	*	41%	33%	32%	40%
Math Including EOC	2023	45%	22%	22%	10%	0%	34%	*	-	-	0%	0%	*	24%	14%	19%	*
	2022	43%	26%	26%	9%	9%	30%	60%	*	-	33%	19%	*	25%	30%	20%	40%
4th Graders																	
Reading and Mathematics	2023	38%	26%	26%	9%	27%	30%	*	*	-	29%	21%	20%	29%	20%	17%	*
	2022	36%	23%	23%	13%	11%	21%	*	*	-	50%	0%	0%	22%	26%	24%	20%

									***		Two				Non-		EB/EL (Current
				141.14							or	Special		Continu-			&
	School Year		District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Ed (Current)	Ed (Former)	ously Enrolled	ously Enrolled	Econ Disadv	Monitored)
Reading and Mathematics Including EOC	2023	38%	26%	26%	9%	27%	30%	*	*	-	29%	21%	20%	29%	20%	17%	*
	2022	36%	23%	23%	13%	11%	21%	*	*	-	50%	0%	0%	22%	26%	24%	20%
Reading Including EOC	2023	48%	37%	37%	18%	36%	38%	*	*	-	57%	21%	40%	38%	35%	26%	*
	2022	54%	38%	38%	27%	33%	38%	*	*	-	50%	0%	40%	35%	43%	35%	60%
Math Including EOC	2023	48%	34%	34%	14%	27%	39%	60%	*	-	29%	21%	40%	37%	28%	24%	*
	2022	43%	27%	27%	20%	11%	26%	*	*	-	50%	0%	20%	22%	39%	27%	20%
5th Graders																	
Reading and Mathematics	2023	43%	18%	18%	21%	10%	20%	*	*	-	14%	6%	40%	13%	29%	17%	0%
	2022	41%	27%	27%	7%	20%	37%	*	-	-	*	8%	*	29%	24%	25%	0%
Reading and Mathematics Including EOC	2023	43%	18%	18%	21%	10%	20%	*	*	-	14%	6%	40%	13%	29%	17%	0%
	2022	41%	27%	27%	7%	20%	37%	*	-	-	*	8%	*	29%	24%	25%	0%
Reading Including EOC	2023	57%	37%	37%	29%	40%	39%	*	*	-	29%	6%	60%	27%	58%	31%	20%
	2022	58%	49%	49%	20%	40%	63%	*	-	-	*	17%	*	52%	43%	47%	20%
Math Including EOC	2023	51%	24%	24%	36%	20%	20%	*	*	-	29%	6%	40%	21%	29%	24%	20%
	2022	48%	33%	33%	20%	30%	39%	*	-	-	*	17%	*	35%	29%	32%	20%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	22%	21%	11%	14%	27%	13%	*	-	14%	11%	29%	22%	21%	16%	18%
	2022	34%	21%	24%	10%	13%	27%	42%	*	-	38%	9%	11%	24%	23%	20%	20%
Reading and Mathematics Including EOC	2023	39%	22%	21%	11%	14%	27%	13%	*	-	14%	11%	29%	22%	21%	16%	18%
	2022	36%	21%	24%	10%	13%	27%	42%	*	-	38%	9%	11%	24%	23%	20%	20%
Reading Including EOC	2023	53%	35%	37%	17%	34%	41%	50%	*	-	36%	11%	47%	33%	44%	29%	27%
	2022	53%	40%	42%	25%	37%	46%	50%	*	-	50%	22%	44%	43%	39%	37%	40%
Math Including EOC	2023	47%	28%	28%	20%	17%	33%	33%	*	-	18%	11%	41%	29%	26%	23%	27%
	2022	43%	24%	28%	15%	17%	31%	50%	*	-	38%	13%	22%	27%	32%	25%	27%

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

⁻ Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					School	Progress	- Annı	ıal Growth	by Gra	ade and S	ubject						
Grade 4 ELA/Reading	2023	55%	47%	47%	45%	45%	42%	*	*	-	79%	42%	35%	49%	41%	43%	*
Grade 4 Mathematics	2023	63%	66%	66%	50%	68%	68%	70%	*	-	79%	50%	65%	68%	61%	62%	*
Grade 5 ELA/Reading	2023	65%	59%	59%	71%	50%	59%	*	*	-	36%	37%	90%	56%	65%	54%	50%
Grade 5 Mathematics	2023	71%	51%	51%	61%	65%	47%	*	*	-	29%	43%	70%	57%	39%	45%	80%
All Grades Both Subjects	2023	64%	61%	56 %	55%	57%	54%	67%	*	a-0	55%	43%	60%	58%	52%	51%	64%
All Grades ELA/Reading	2023	63%	59%	52%	56%	48%	48%	71%	*		57%	39%	53%	52%	51%	47%	50%
All Grades Mathematics	2023	66%	63%	60%	54%	67%	60%	63%	*	-	54%	47%	67%	63%	53%	55%	78%
				9	School Pro	gress - A	ccelera	ated Learni	ng by	Grade an	d Subje	ect					
Grade 4 ELA/Reading	2023	33%	31%	31%	36%	*	37%	*	-	-	*	17%	*	36%	23%	28%	*
Grade 4 Mathematics	2023	27%	31%	31%	27%	20%	40%	*	-	-	*	14%	*	28%	35%	26%	*
Grade 5 ELA/Reading	2023	37%	33%	33%	29%	*	27%	*	-	-	*	11%	*	28%	50%	33%	*
Grade 5 Mathematics	2023	48%	28%	28%	38%	40%	20%	*	-	-	*	14%	*	32%	14%	20%	*
All Grades Both Subjects	2023	38%	38%	31%	32%	27%	33%	*	-	-	20%	14%	50%	31%	30%	26%	57%
All Grades ELA/Reading	2023	35%	38%	32%	33%	20%	33%	*	-	-	*	14%	*	33%	32%	30%	*
All Grades Mathematics	2023	40%	38%	30%	30%	30%	33%	*	-	-	17%	14%	*	30%	29%	24%	*

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

			38, 50, 18												EB/EL			Monitored
					Total	BE-Trans				ALP		ESL		ALP	with		Total	&
	School				Bilingual	Early	BE-Trans			Bilingual			ESL	ESL	Parental		AND DESCRIPTION OF THE PERSONS ASSESSMENT	Former
	Year	State	District	Campus	Education	Sec. mindred to continue	THE WASHINGTON THE STREET SHEET SHEET SHEET	- Principal Commence of Commen	2 District designation of the Control of the Contro	(Exception)	-	Based	Pull-Out	(Waiver)	Deniai	EB/EL	(Current)	EB/EL
					STAAR	Performa	ance Rate b	y Subject	and Perfor	mance Leve	el							
All Grades All Subjects											620/	C20/				61%	63%	
At Approaches Grade Level or Above	2023	76%	68%	61%	-			-	-		63%	63%	-	-				
	2022	74%	65%	64%	-			-			56%	58%	55%	=	-	00 / 0	57%	
At Meets Grade Level or Above	2023	49%	37%	31%	-			-	-		26%	26%	-	-	-	3170	26%	
	2022	48%	33%	34%	-				-		31%	17%	40%	-	_	35%	29%	
At Masters Grade Level	2023	20%	11%	10%	_			-	-	-	15%	15%	=	-	-	10%	15%	
	2022	23%	13%	15%	-			-	-	-	9%	0%	15%	-	-	15%	9%	,
All Grades ELA/Reading																T K 2702		
At Approaches Grade Level or Above	2023	77%	69%	68%	-			-	-	-	64%	64%	-	-	-	0070	64%	-
	2022	75%	67%	69%	-			-	-	-	57%	*	60%	-	-	70%	60%	,
At Meets Grade Level or Above	2023	53%	41%	37%	-			-	-	-	27%	27%	-	-	-	37%	27%	
	2022	53%	40%	42%	-			-	-	-	43%	*	50%	-	-	42%	40%	
At Masters Grade Level	2023	20%	11%	10%	-			-	-	-	9%	9%	-	-	-	10%	9%	
	2022	25%	17%	20%	-	y-		-	-	-	7%	*	10%	-	-	21%	7%	,
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	64%	59%	-			-	-	-	73%	73%	-	-	-	58%	73%	
	2022	72%	57%	61%	=		-	-	-	-	57%	*	50%	-	-	62%	53%	
At Meets Grade Level or Above	2023	45%	28%	28%	-			-	-	-	27%	27%	-	-	-	28%	27%	-
	2022	42%	23%	28%	-			_	_	-	29%	*	30%	-	-	28%	27%	
At Masters Grade Level	2023	19%	8%	10%	-	-		_	-	-	18%	18%	-	-	-	10%	18%	
	2022	20%	7%	11%	-	-		_	-	-	14%	*	20%	-	-	11%	13%	
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	73%	50%	-		-	-	-	-	40%	40%	-	-	-	51%	40%	
	2022	76%	75%	60%	-			-	_	-	*	*	-	-	-	60%	60%	
At Meets Grade Level or Above	2023	47%	42%	22%	_			-	_	_	20%	20%	-	-	-	23%	20%	
	2022	47%	40%	29%	_	-		_	_	_	*	*	-	-	_	31%	0%	,
At Masters Grade Level	2023	18%	13%	9%	_			_	_	-	20%	20%	-	-	_	8%	20%	
tt Masters Grade Level		21%	14%	11%	_			_	_	_	*	*	-	-	-	12%	0%	
	2022	2170	, 0	,0		Scl	nool Progre	ss - Annu	al Growth									
All Grades Both Subjects	2023	64%	61%	56%	_			-	_		64%	64%	-	_	_	55%	64%	
All Grades ELA/Reading	2023	63%	59%	52%	_	-		_	_		50%	50%	-	-	-	52%	50%	
All Grades Mathematics	2023	66%	63%	60%	_	-		_	_		78%	78%	2	_	-	59%	78%	
an Grades Madiematics	2023	JU /0	0370	UU /U		Schoo	l Progress	- Accelera	ted Learni									
All Grades Both Subjects	2023	38%	38%	31%	_	301100		- /\cccicio			57%	57%	_	_	-	29%	57%	-
All Grades Both Subjects	2023	3070	3070	J 1 70	=	-	_	-			5, ,0	3. 70					,	

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

					Total	BE-Trans				ALP		ESL		ALP	EB/EL with		Total	Monitored &	
a comination country	School Year		District	Campus	Bilingual Education					Bilingual (Exception)					Parental Denial			Former EB/EL	
All Grades ELA/Reading	2023	35%	38%	32%	-	-	-	-	-	-	*	*	-	-	-	32%	*	-	
All Grades Mathematics	2023	40%	38%	30%	-	-	-	-	_	1=	*	*	-	_	-	27%	*	-	

^{*} 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	TOTAL SOURCE STREET, SANS TO SERVICE STREET, SANS TO S	White	Desirant name of chief and your service	Branch Charles	Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					2023		Participat	ion								
All Tests						•	,									
Assessment Participant	99%	100%	100%	100%	100%	100%	95%	100%	_	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	90%	94%	98%	86%	94%	95%	100%	-	100%	93%	95%	96%	90%	99%	87%
Not Included in Accountability: Mobile	4%	9%	5%	2%	11%	6%	0%	0%	_	0%	7%	5%	3%	8%	1%	6%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	3%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	6%
Not Tested	1%	0%	0%	0%	0%	0%	5%	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	5%	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	99%	100%	100%	99%	89%	*	-	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	92%	90%	93%	98%	85%	93%	89%	*	-	100%	92%	94%	96%	89%	98%	85%
Not Included in Accountability: Mobile	4%	8%	5%	2%	12%	6%	0%	*	=	0%	8%	6%		9%	2%	8%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	3%	0%	0%	*	-	0%	0%	0%	0%	1%	0%	8%
Not Tested	1%	0%	1%	0%	0%	1%	11%	*	-	0%	0%	0%	1%	1%	0%	0%
Absent	1%	0%	1%	0%	0%	1%	11%	*	-	0%	0%	0%		1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	91%	94%	98%	85%	94%	100%	*	-	100%	92%	94%	96%	90%	98%	85%
Not Included in Accountability: Mobile	5%	8%	5%	2%	12%	6%	0%	*	-	0%	8%	6%	4%	9%	2%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	3%	0%	0%	*	-	0%	0%	0%	0%	1%	0%	8%
Not Tested	1%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	99%	100%		100%	*	*	-	100%	100%	100%	98%	100%	100%	100%
Not Included in Accountability: Mobile	4%	9%	1%	0%	9%	0%	*	*	-	0%	0%	0%	2%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

				. 1997							UNK		U.S.			EB/EL
and resource										Two				Non-		(Current
										or	Special	Special				
	State	District	Campus	African American	Hichanic	Mhita	American		Pacific		Ed (Current)	Ed	ously	ously	Econ	& Monitored)
Absent	1%	0%	0%	0%	0%	0%	The second secon	ASIAII	isianuer -	0%	0%	William production and production	J back more and a company of the com	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%		*	_	0%	0%				0%	0%
					2022		Participat	ion			5,0		5,0	0.0	0,0	
All Tests						•	,									
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	_	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	88%	96%	82%	85%	100%	*	_	100%	77%	100%	94%	75%	88%	85%
Not Included in Accountability: Mobile	5%	9%	12%	4%	18%	15%	0%	*	-	0%	23%	0%	6%	25%	12%	15%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*		0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	90%	89%	96%	83%	86%	100%	*	-	100%	78%	100%	94%	76%	89%	88%
Not Included in Accountability: Mobile	5%	9%	11%	4%	17%	14%	0%	*	-	0%	22%	0%	6%	24%	11%	12%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	90%	89%	96%	83%	86%	100%	*	-	100%	78%	100%	94%	76%	89%	88%
Not Included in Accountability: Mobile	5%	10%	11%	4%	17%	14%	0%	*	-	0%	22%	0%	6%	24%	11%	12%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*		0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	100%	V 25 V 4 C *	_	1774	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	90%	84%	94%	77%	82%	*	-	-	*	75%	*	93%	68%	83%	71%
Not Included in Accountability: Mobile	4%	9%	16%	6%	23%	18%	*	-	-	*	25%	*	7%	32%	17%	29%

	State	District	Campus	African American	Hispanic		American Indian		Pacific Islander	More	Ed	Ed	Continu- ously Enrolled	ously	Econ	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	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%

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

										Two			
										or			
	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed	Econ	FR/FI
Attendance Rate	and Companies Proposition	Hamilton J. St. op . 18 Jahr. J										21300	Data San J Ross Sa
2021-22	92.2%	93.7%	94.6%	95.3%	94.3%	94.3%	95.2%	*	-	94.5%	93.5%	94.5%	95.0%
2020-21	95.0%	93.5%	94.9%	95.4%	95.5%	94.6%	95.9%	*		94.7%			
Chronic Absenteeism													
2021-22	25.7%	21.9%	16.2%	9.1%	12.8%	19.8%	8.3%	*	_	17.6%	23.3%	16.7%	5.0%
2020-21	15.0%	23.4%	18.8%	13.8%	20.6%	20.1%	10.0%	*	_	25.0%	21.8%	20.4%	
Annual Dropout Rate (Gr 7-8)												
2021-22	0.7%	0.5%	-	-	_	-	_	_	_	_	_	_	_
2020-21	0.9%	0.9%	-	-	-	-	-	_	_	_	_	-	_
Annual Dropout Rate (Gr 9-12)	ľ											
2021-22	2.2%	1.2%	-	-	_	*	=	-	_	_	_	_	_
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	-	-	_
4-Year Longitudinal Ra	ite (Gr 9	-12)											
Class of 2022													
Graduated	89.7%	94.5%	-	-	-	-	-	-		_	_	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	_	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	_	-	-	-
Dropped Out	6.4%	5.5%	-	-	-	-	-	-	-	_	-	-	-
Graduates and TxCHSE	90.0%	94.5%	-	-	_	-	-	_	_	_	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	96.3%	-	-		-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%			-	-	-	-	-	-	-	:-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	_	=	-	-
Dropped Out	5.8%	3.7%	-	-	-	=	-	-	-	7-	-	-	-
Graduates and TxCHSE		96.3%	-	-	-	-	-	-	-	-	-	=	-
Graduates, TxCHSE, and Continuers	94.2%	96.3%	-	-	-	-		-		-	-	-	-
5-Year Extended Longit	tudinal l	Rate (Gr	9-12)										
Class of 2021													
Graduated	92.2%	96.3%	-	_		-	-	-	-	-	-		-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	_	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	_	-	-	-	1-1
Dropped Out	6.3%	3.7%	-	1-	-	-	-	-	-	-	-	-	_
Graduates and TxCHSE	92.7%	96.3%	-	-	-	-	-	_	-	-	-	-	-

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

		1100	4.536			180				Two			
							American		Pacific	Moro	Special	Econ	
	State	District	Campus	African American	Hispanic	White			Islander			Disadv	EB/EL
Graduates, TxCHSE,	93.7%	96.3%	-	-	_		-	-	-	-	<u>-</u>	and permanent and former	
and Continuers													
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	=	-	
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	
Dropped Out	6.2%	7.4%	-	-	-	-	-	-	-	-	-	-	
Graduates and TxCHSE	92.7%	92.6%	-	-	-	-	-	-	-	1-	-	-	
Graduates, TxCHSE, and Continuers	93.8%	92.6%	-	-	-	-	-	-	-	-	-	-	
6-Year Extended Longi	tudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.7%	92.6%	-	-	-	-	=	-	-	-	-	-	
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-		-	-	
Dropped Out	6.2%	7.4%	-	-	-	-	-	-		-	-	-	
Graduates and TxCHSE	93.2%	92.6%	-	-	_	-	-	-	-	-	-	-	
Graduates, TxCHSE, and Continuers	93.8%	92.6%	-	-	-	-	-	-	-	-	-	-	
Class of 2019													
Graduated	92.6%	88.4%	-	_	-	-	_	-	-	-	-	-	
Received TxCHSE	0.6%	2.3%	-	-	-	-	-	-	-	-	-	-	
Continued HS	0.6%	0.0%	-	_	-	_	-	-	-	-	_	-	
Dropped Out	6.2%	9.3%	-	-		-	-	=	-	-	-	-	
Graduates and TxCHSE	93.2%	90.7%	-	-	-	-	-	-	-		_	-	
Graduates, TxCHSE, and Continuers	93.8%	90.7%	-	-		-	-	-	-	-	-	-	
4-Year Federal Graduat	tion Rat	te Witho	ut Exclus	ions (Gr 9	-12)								
Class of 2022	89.7%	94.5%	-	-	-	-	-	-	-	-	-	-	
Class of 2021	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	
RHSP/DAP Graduates	(Longit	udinal R	ate)										
Class of 2022	59.5%	-	-	-	-	_	-	-	-	-		-	1 0
Class of 2021	87.5%	-	-	-	-	-	-	_	-	-	-	-	
FHSP-E Graduates (Lo	ngitudii	nal Rate)										
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	1
Class of 2021	3.8%	2.5%	-	-	-	-	-	-	-	-	-	-	
FHSP-DLA Graduates (Longitu	ıdinal Ra	ate)										

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

THE NAME OF STREET	State	District	Campus	African American	Hispanic		American Indian		Pacific Islander		Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%		-	_	-	-	-	-		_	-	-	_
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	_	_	_	-	_
RHSP/DAP/FHSP-E/FH	ISP-DLA	A Gradua	tes (Long	gitudinal R	ate)								
Class of 2022	88.0%	74.4%	-	-	-	-	-	-	_	-	-	_	-
Class of 2021	85.7%	75.9%	-	-	-	_	-	-	_	-	-	_	-
RHSP/DAP Graduates	(Annua	l Rate)											
2021-22	23.6%	-	-	-	-	-	-	-	-	_	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	_	_	-	-
FHSP-E Graduates (An	nual Ra	ate)											
2021-22	3.9%	0.0%	-	-	-	-	-	-	_	-	-	-	-
2020-21	3.8%	2.5%	-	-	-	-	-	_	-	-	-	-	-
FHSP-DLA Graduates	(Annual	Rate)											
2021-22	82.3%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.4%	-	-	-	-	-	_	_	-	-	-	-
RHSP/DAP/FHSP-E/FH	SP-DLA	Graduat	tes (Annı	ıal Rate)									
2021-22	86.0%	76.8%	-	-	_	-	-	_	-	-	_	-	-
2020-21	84.1%	72.8%	-	-	-	-	-	-		-	-	-	-

Texas Education Agency 2022-23 Graduation Profile (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

	Campus	Campus	District	State
	Count	Percent	Count	Count
Graduates (2021-22 Annual Gradu	uates)			
Total Graduates	-	-	82	368,686
By Ethnicity:				
African American	-	-	19	45,227
Hispanic	-	-	10	191,125
White	-	_	48	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	1-1	0	569
Two or More Races	-	-	4	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	19	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	63	302,917
Special Education Graduates	-	-	11	32,447
Economically Disadvantaged Graduates	-	-	46	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	1	40,398
At-Risk Graduates	-	-	8	159,689
CTE Completers	-	-	38	107,502

Texas Education Agency 2022-23 CCMR-Related Indicators (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

Texas Education Agency
2022-23 Student Information (TAPR)
WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

		Mem	bership		Enrollment			19708
A STATE OF THE PARTY OF THE PAR	Car	npus	-517,615		Can	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	284	100.0%	1,239	5,504,150	284	100.0%	1,239	5,518,43
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.5
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.4
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.7
Kindergarten	0	0.0%	6.1%	6.7%	0	0.0%	6.1%	6.7
Grade 1	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2
Grade 2	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2
Grade 3	70	24.6%	5.6%	7.2%	70	24.6%	5.6%	7.1
Grade 4	124	43.7%	10.0%	7.2%	124	43.7%	10.0%	7.1
Grade 5	90	31.7%	7.3%	7.2%	90	31.7%	7.3%	7.2
Grade 6	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.2
Grade 7	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4
Grade 8	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7
Grade 9	0	0.0%	9.4%	8.7%	0	0.0%	9.4%	8.7
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9
Grade 11	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0
Grade 12	0	0.0%	5.7%	6.6%	0	0.0%	5.7%	6.6
Ethnic Distribution:								
African American	48	16.9%	20.3%	12.8%	48	16.9%	20.3%	12.8
Hispanic	33	11.6%	12.3%	53.0%	33	11.6%	12.3%	52.9
White	168	59.2%	57.0%	25.6%	168	59.2%	57.0%	25.7
American Indian	10	3.5%	3.0%	0.3%	10	3.5%	3.0%	0.3
Asian	3	1.1%	0.8%	5.1%	3	1.1%	0.8%	5.1
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2
Two or More Races	22	7.7%	6.7%	3.0%	22	7.7%	6.7%	3.0
Sex:								
- emale	137	48.2%	48.2%	48.8%	137	48.2%	48.2%	48.8
vlale	147	51.8%	51.8%	51.2%	147	51.8%	51.8%	51.2
Economically Disadvantaged	212	74.6%	72.2%	62.1%	212	74.6%	72.2%	62.0
Non-Educationally Disadvantaged	72	25.4%	27.8%	37.9%	72	25.4%	27.8%	38.0
Section 504 Students	62	21.8%	15.3%	7.4%	62	21.8%	15.3%	7.4
EB Students/EL	12	4.2%	5.0%	23.1%	12	4.2%	5.0%	23.0
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

H STEP HOLE		Mem	bership	13.18	15	Enro	llment	23574
	Car	npus	21.00	27.582	Car	npus	18 38	1.454
Student Information	Count	Percent	District	State	CONTRACTOR OF THE	Percent	District	State
Students w/ Dyslexia	46	16.2%	10.0%	5.5%	46	16.2%	10.0%	5.5%
Foster Care	9	3.2%	1.3%	0.2%	9	3.2%	1.3%	0.2%
Homeless	10	3.5%	1.5%	1.3%	10	3.5%	1.5%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	284	100.0%	100.0%	64.6%	284	100.0%	100.0%	64.6%
Military Connected	3	1.1%	0.8%	3.6%	3	1.1%	0.8%	3.6%
At-Risk	119	41.9%	42.9%	53.3%	119	41.9%	42.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	12	4.2%	4.9%	23.2%	12	4.2%	4.9%	23.2%
Career and Technical Education	0	0.0%	30.1%	26.5%	0	0.0%	30.1%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	72.3%	0	-	80.4%	72.2%
Gifted and Talented Education	21	7.4%	5.5%	8.2%	21	7.4%	5.5%	8.2%
Special Education	49	17.3%	16.9%	12.6%	49	17.3%	16.9%	12.7%
Students with Disabilities by Type of Primary Disability	:							
Total Students with Disabilities	49							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	44.9%	47.6%	44.1%				
Students with Physical Disabilities	14	28.6%	18.6%	20.0%				
Students with Autism	*	*	11.4%	15.5%				
Students with Behavioral Disabilities	**	**	20.0%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.6%				
Mobility (2021-22):								
Total Mobile Students	72	21.7%	19.3%	16.8%				
By Ethnicity:								
African American	6	1.8%	2.4%	3.3%				
Hispanic	18	5.4%	3.6%	8.7%				
White	45	13.6%	11.6%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.2%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.9%	1.4%	0.6%				
C	18	26.9%	24.3%	18.6%				
Count and Percent of Special Ed Students who are Mobile								
Count and Percent of Special Ed Students who are Mobile Count and Percent of EB Students/EL who are Mobile	4	20.0%	16.9%	17.1%				
		20.0% 20.4%	16.9% 19.9%	17.1% 18.7%				
Count and Percent of EB Students/EL who are Mobile	4							

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

		n-Specia tion Rate		Special Education Rates					
Student Information	Campus	District	State	Campus	District	State			
Retention Ra	ates by G	rade:							
Kindergarten	-	1.3%	1.5%	-	25.0%	4.5%			
Grade 1	-	4.3%	2.5%	-	14.3%	3.6%			
Grade 2	-	1.6%	1.6%	-	0.0%	2.0%			
Grade 3	3.0%	3.0%	0.8%	0.0%	0.0%	0.9%			
Grade 4	1.5%	1.5%	0.5%	0.0%	0.0%	0.5%			
Grade 5	0.0%	0.0%	0.3%	5.9%	5.9%	0.4%			
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%			
Grade 7	-	2.9%	0.4%	-	0.0%	0.5%			
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%			
Grade 9	-	3.5%	8.7%	-	5.0%	12.6%			

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

Class Size			
Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	17.2	19.1
Grade 2	-	17.4	19.1
Grade 3	17.5	17.5	19.3
Grade 4	20.3	20.3	19.4
Grade 5	22.3	22.3	20.8
Grade 6	-	18.7	19.2
Secondary:			
English/Language Arts	-	14.0	16.2
Foreign Languages	-	16.1	18.8
Mathematics	-	17.0	17.5
Science	-	16.3	18.5
Social Studies	-	16.4	18.9

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

	Campus	5		
Staff Information	Count/Average	Percent	District	State
Total Ctaff	22.0	100.00/	100.00/	100.00/
Total Staff	32.8	100.0%	100.0%	100.0%
Professional Staff:	25.0	76.3%	54.8%	64.1%
Teachers	21.8	66.3%	43.4%	48.7%
Professional Support	1.8	5.4%	6.0%	10.9%
Campus Administration (School Leadership)	1.5	4.6%	2.9%	3.3%
Educational Aides:	7.8	23.7%	16.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	6.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	2.5	7.6%	19.8%	53.2%
Teachers by Ethnicity:				
African American	0.5	2.3%	6.7%	11.8%
Hispanic	0.0	0.0%	6.7%	29.6%
White	21.3	97.7%	85.7%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.0%	1.2%
Teachers by Sex:				
Males	1.0	4.6%	25.8%	24.4%
Females	20.8	95.4%	74.2%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	2.0%
Bachelors	19.0	87.4%	83.9%	72.2%
Masters	2.7	12.6%	14.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.7	7.6%	7.6%	9.7%
1-5 Years Experience	4.0	18.4%	32.1%	26.3%
5-10 Years Experience	1.4	6.3%	16.1%	20.5%
11-20 Years Experience	4.0	18.4%	16.5%	27.2%
21-30 Years Experience	7.7	35.5%	21.0%	13.3%
Over 30 Years Experience	3.0	13.8%	6.7%	2.9%
The state of the s				

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

	Campus	
Staff Information	Count/Average Percent District	State

Number of Students per Teacher

13.0

11.8 n/a

14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	5.0	6.1
Average Years Experience of Principals with District	2.0	3.0	5.3
Average Years Experience of Assistant Principals	1.0	2.0	5.2
Average Years Experience of Assistant Principals with District	1.0	2.0	4.4
Average Years Experience of Teachers:	16.2	11.4	11.0
Average Years Experience of Teachers with District:	8.0	5.2	6.9
Average Teacher Salary by Years of Experience (regular dut	ties only):		
Beginning Teachers	\$45,000	\$46,204	\$53,300
1-5 Years Experience	\$45,563	\$46,458	\$56,516
6-10 Years Experience	\$48,436	\$49,475	\$59,732
11-20 Years Experience	\$52,742	\$53,881	\$63,389
21-30 Years Experience	\$61,029	\$64,300	\$67,876
Over 30 Years Experience	\$64,387	\$63,542	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$55,108	\$53,030	\$60,717
Professional Support	\$55,195	\$67,655	\$72,022
Campus Administration (School Leadership)	\$68,211	\$73,025	\$85,167
Instructional Staff Percent:	n/a	65.5%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	86.0	2,105.4

	Carr	pus		
Program Information	Count	Percent	District	State
Teachers by Program (populat	ion serve	d):		
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%
Career and Technical Education	0.0	0.0%	8.9%	5.4%
Compensatory Education	3.0	13.8%	7.2%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	16.5	76.0%	72.6%	70.6%
Special Education	2.2	10.3%	8.3%	9.7%
Other	0.0	0.0%	2.9%	3.5%

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE INT (229903103) - WOODVILLE ISD - TYLER COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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 2021-22 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: WOODVILLE ISD

Campus Name: WOODVILLE EL

Campus Number: 229903102

This page is intentionally blank.

Texas Education Agency 2022-23 STAAR Performance (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

Texas Education Agency 2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

Texas Education Agency

2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

677/2002				P.M. Torontones					y at the same of t	Two		8	
				African			American		Pacific	More	Special	Econ	
	State	District	Campus	American	Hispanic	White		Asian	Islander			Disadv	EB/EI
Attendance Rate			(Exercise Section 1997)	A sector control control	, p. 15, 15, 15, 15, 15, 15, 15, 15, 15, 15,		42370.002.00	process of the same	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		The state of the s		
2021-22	92.2%	93.7%	94.7%	94.5%	95.0%	94.8%	*	-	-	93.5%	94.2%	94.7%	95.7%
2020-21	95.0%	93.5%	95.1%	95.1%	95.4%	95.1%	94.9%	*	-	94.7%	95.6%	94.9%	97.7%
Chronic Absenteeism													
2021-22	25.7%	21.9%	14.7%	25.7%	14.3%	12.5%	*	-	-	7.7%	22.2%	13.7%	14.3%
2020-21	15.0%	23.4%	14.2%	11.9%	15.4%	15.7%	11.1%	*	-	11.1%	13.8%	12.2%	0.0%
Annual Dropout Rate (C	Gr 7-8)												
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	,
Annual Dropout Rate (C	Gr 9-12))											
2021-22	2.2%	1.2%	-	-	-	-	-	-	-	-	-	-	
2020-21	2.4%	2.0%	-	-	-	-	-	-	-	-	_	-	
4-Year Longitudinal Rat	te (Gr 9)-12)											
Class of 2022													
Graduated	89.7%	94.5%	-	-	-	-	-	-	-	-	-	=	,
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	
Continued HS	3.5%	0.0%	-	-	-	-	7-	-	-	-	-	-	
Dropped Out	6.4%	5.5%	-	-	-	-	-	-	-	-	_	-	,
Graduates and TxCHSE	90.0%	94.5%	-	-	-	-	-	-	-	-	-	-	,
and Continuers	93.6%	94.5%	-	-	-	-	-	-	_	-	-	-	,
Class of 2021													
	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	,
Received TxCHSE	0.3%	0.0%	-	-	-		-	-	-	-	,-,	-	
Continued HS	3.9%	0.0%	-	-	-	-	-	_	-	-	-	_	
Dropped Out	5.8%	3.7%	-	-	-	-	-	-	-	-	-	_	,
Graduates and TxCHSE		96.3%	-	-	-	-	-	-	-	-	-	_	
and Continuers	94.2%	96.3%	-	-	=	-	-	-	-	-	-	-	
5-Year Extended Longit	tudinal	Rate (G	r 9-12)										
Class of 2021													
Graduated	92.2%	96.3%	-	-	-	-	1-	-	-	-	-	_	
Received TxCHSE	0.4%	0.0%	-	-	-	=	-	-	-	-	-	-	,
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	
Dropped Out	6.3%	3.7%	-		-	-	-	-	-	-	-	-	
Graduates and TxCHSE	92.7%	96.3%	-	_	-	-	-	-	-	-		-	

	D 30									Two			
COURSENS HIS				African			American		Pacific	or More	Special	Econ	
eschilich interesteration	State	District	Campus	American	Hispanic							Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	1-	-	-	-	-
Dropped Out	6.2%	7.4%	-	-	-	-	-	-	_	-	-	-	
Graduates and TxCHSE	92.7%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Long	itudinal	Rate (G	r 9-12)										
Class of 2020													
Graduated	92.7%	92.6%	-	-	_	-	-	_	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	=	-	_	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	_	-	-	-	-
Dropped Out	6.2%	7.4%	-	-	-	=	-,	-	-	1-1	-	-	-
Graduates and TxCHSE	93.2%	92.6%	-	-	-	-	-	-	1-1	-	-	-	=
Graduates, TxCHSE, and Continuers	93.8%	92.6%	•	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	88.4%	-	-	-	-	-	-	1:-	-	-	-	-
Received TxCHSE	0.6%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	9.3%	-	-	-	-	-	-	Ξ.	-	-	_	-
Graduates and TxCHSE	93.2%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	90.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduat	tion Rat	e Withou	ıt Exclusi	ions (Gr 9-	12)								
Class of 2022	89.7%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.3%	-	-	-	-	-	-	-	1-1	_	_	-
RHSP/DAP Graduates	(Longitu	idinal Ra	ite)										
Class of 2022	59.5%	-	-	-	-	-	-	_	-	1-1	_	_	-
Class of 2021	87.5%	(-)	-	=	-	-	-	-	-		-	-	-
FHSP-E Graduates (Lo	ngitudin	al Rate)											
Class of 2022	3.7%	0.0%	-	=	-	<u>.</u>	-	-	-	-	-	-	-
Class of 2021	3.8%	2.5%	-	-	-	-	7-7	-	-	-	-	-	-
FHSP-DLA Graduates (Longitu	dinal Ra	te)										

Texas Education Agency 2022-23 Attendance, Graduation, and Dropout Rates (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

										Two			
	State	District	Campus	African American	Hispanic		American Indian		Pacific Islander	More	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	74.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	73.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FH	ISP-DL/	A Gradua	tes (Lon	gitudinal R	tate)								
Class of 2022	88.0%	74.4%	-	_	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.9%	-	-	-		-	-	-	-	-	-	-
RHSP/DAP Graduates	(Annua	l Rate)											
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	=	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Ar	nnual Ra	ate)											
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates	(Annua	Rate)											
2021-22	82.3%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	70.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FH	ISP-DL/	Gradua	tes (Ann	ual Rate)									
2021-22	86.0%	76.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	72.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency 2022-23 Graduation Profile (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

	Campus	Campus	District	State
	Count	Percent		Count
Graduates (2021-22 Annual Grad	uates)	Participant de la constitución d	Aging grant to the Synaptic Art. Selection of State and	
Total Graduates	-	-	82	368,686
By Ethnicity:				
African American	-	-	19	45,227
Hispanic	-	-	10	191,125
White	-	-	48	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	4	8,641
By Graduation Type:				
Minimum H.S. Program	-	_	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	19	51,023
Foundation H.S. Program (Endorsement)	-	:-x	0	14,179
Foundation H.S. Program (DLA)	-	-	63	302,917
Special Education Graduates	-	-	11	32,447
Economically Disadvantaged Graduates	=	-	46	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	1	40,398
At-Risk Graduates	-	_	8	159,689
CTE Completers	-	-	38	107,502

Texas Education Agency

2022-23 College, Career, and Military Readiness (CCMR) (TAPR)

WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

There is no data for this campus.

There is no data for this campus.

Texas Education Agency 2022-23 Other Postsecondary Indicators (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

There is no data for this campus.

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

		Mem	bership			Enre	ollment	
	Cai	npus	Dersinp		Car	npus	ment	
Student Information	Marie Company of the	Percent	District	State	James Commission of the Commis		District	State
Total Students	309	100.0%	1,239	5,504,150	309	100.0%	1,239	5,518,432
Students by Grade:								
Early Childhood Education	6	1.9%	0.5%	0.3%	6	1.9%	0.5%	0.5%
Pre-Kindergarten	56	18.1%	4.5%	4.4%	56	18.1%	4.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	56	18.1%	4.5%	3.7%	56	18.1%	4.5%	3.7%
Kindergarten	76	24.6%	6.1%	6.7%	76	24.6%	6.1%	6.7%
Grade 1	92	29.8%	7.4%	7.2%	92	29.8%	7.4%	7.2%
Grade 2	79	25.6%	6.4%	7.2%	79	25.6%	6.4%	7.2%
Grade 3	0	0.0%	5.6%	7.2%	0	0.0%	5.6%	7.1%
Grade 4	0	0.0%	10.0%	7.2%	0	0.0%	10.0%	7.1%
Grade 5	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.2%
Grade 7	0	0.0%	8.1%	7.4%	0	0.0%	8.1%	7.4%
Grade 8	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 9	0	0.0%	9.4%	8.7%	0	0.0%	9.4%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	6.2%	7.0%	0	0.0%	6.2%	7.0%
Grade 12	0	0.0%	5.7%	6.6%	0	0.0%	5.7%	6.6%
Ethnic Distribution:								
African American	48	15.5%	20.3%	12.8%	48	15.5%	20.3%	12.8%
Hispanic	41	13.3%	12.3%	53.0%	41	13.3%	12.3%	52.9%
White	185	59.9%	57.0%	25.6%	185	59.9%	57.0%	25.7%
American Indian	6	1.9%	3.0%	0.3%	6	1.9%	3.0%	0.3%
Asian	2	0.6%	0.8%	5.1%	2	0.6%	0.8%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	27	8.7%	6.7%	3.0%	27	8.7%	6.7%	3.0%
Sex:								,-
Female	160	51.8%	48.2%	48.8%	160	51.8%	48.2%	48.8%
Male	149	48.2%	51.8%	51.2%	149	48.2%	51.8%	51.2%
Economically Disadvantaged	249	80.6%	72.2%	62.1%	249	80.6%	72.2%	62.0%
Non-Educationally Disadvantaged	60	19.4%	27.8%	37.9%	60	19.4%	27.8%	38.0%
Section 504 Students	22	7.1%	15.3%	7.4%	22	7.1%	15.3%	7.4%
EB Students/EL	14	4.5%	5.0%	23.1%	14	4.5%	5.0%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

		Mem	bership			Enro	llment	LA V (3)
	Car	npus	3.3		Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	11	3.6%	10.0%	5.5%	11	3.6%	10.0%	5.5%
Foster Care	3	1.0%	1.3%	0.2%	3	1.0%	1.3%	0.2%
Homeless	1	0.3%	1.5%	1.3%	1	0.3%	1.5%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	309	100.0%	100.0%	64.6%	309	100.0%	100.0%	64.6%
Military Connected	2	0.6%	0.8%	3.6%	2	0.6%	0.8%	3.6%
At-Risk	146	47.2%	42.9%	53.3%	146	47.2%	42.9%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	14	4.5%	4.9%	23.2%	14	4.5%	4.9%	23.2%
Career and Technical Education	0	0.0%	30.1%	26.5%	0	0.0%	30.1%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	72.3%	0	-	80.4%	72.2%
Gifted and Talented Education	5	1.6%	5.5%	8.2%	5	1.6%	5.5%	8.2%
Special Education	40	12.9%	16.9%	12.6%	40	12.9%	16.9%	12.7%
Students with Disabilities by Type of Primary Disabilities	ty:							
Total Students with Disabilities	40							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	47.6%	44.1%				
Students with Physical Disabilities	22	55.0%	18.6%	20.0%				
Students with Autism	7	17.5%	11.4%	15.5%				
Students with Behavioral Disabilities	*	*	20.0%	18.8%				
Students with Non-Categorical Early Childhood	5	12.5%	2.4%	1.6%				
Mobility (2021-22):								
Total Mobile Students	39	20.7%	19.3%	16.8%				
By Ethnicity:		2 40/	2 40/	2.20/				
African American	4	2.1%	2.4%	3.3%				
Hispanic	7	3.7%	3.6%	8.7%				
White	24	12.8%	11.6%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.2%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	2.1%	1.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile		32.1%	24.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	2	28.6%	16.9%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	29	17.7%	19.9%	18.7%				
Student Attrition (2021-22):		4= -0:	45.007	40 401				
Total Student Attrition	41	17.7%	15.0%	18.1%				

126

Texas Education Agency 2022-23 Student Information (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

		n-Specia tion Rat			ial Educ lates	ation
Student Information	Campus	District	State	Campus	District	State
Retention Ra	ates by G	rade:				
Kindergarten	1.3%	1.3%	1.5%	25.0%	25.0%	4.5%
Grade 1	4.3%	4.3%	2.5%	14.3%	14.3%	3.6%
Grade 2	1.6%	1.6%	1.6%	0.0%	0.0%	2.0%
Grade 3	-	3.0%	0.8%	-	0.0%	0.9%
Grade 4	-	1.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	_	5.9%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	2.9%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%		0.0%	0.5%
Grade 9	_	3.5%	8.7%	-	5.0%	12.6%

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

Class Size Information	Car	npus	District	State
Elementary:				
Kindergarten		18.5	18.5	18.7
Grade 1		17.2	17.2	19.1
Grade 2		17.4	17.4	19.1
Grade 3		-	17.5	19.3
Grade 4		-	20.3	19.4
Grade 5		-	22.3	20.8
Grade 6		-	18.7	19.2
Secondary:				
English/Language Arts		-	14.0	16.2
Foreign Languages		-	16.1	18.8
Mathematics		-	17.0	17.5
Science		-	16.3	18.5
Social Studies		_	16.4	18.9

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

	Campus	5	200	***************************************
Staff Information	Count/Average		District	State
ACC 200 4 13 10 10 10 10 10 10 10 10 10 10 10 10 10	S DESCRIPTION OF THE STATE OF T			
Total Staff	35.8	100.0%	100.0%	100.0%
Professional Staff:	24.2	67.7%	54.8%	64.1%
Teachers	21.2	59.4%	43.4%	48.7%
Professional Support	1.5	4.2%	6.0%	10.9%
Campus Administration (School Leadership)	1.5	4.2%		3.3%
Educational Aides:	11.5	32.3%	16.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	6.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
	4.4	12.20/	19.8%	53.2%
Total Minority Staff:	4.4	12.3%	19.6%	33.27
Teachers by Ethnicity:	0.5	2 40/	c 70/	11 00
African American	0.5	2.4%		11.8%
Hispanic	1.0	4.7%	6.7%	29.6%
White	19.7	92.9%	85.7%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	25.8%	24.4%
Females	21.2	100.0%	74.2%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	2.0%
Bachelors	18.0	84.6%	83.9%	72.2%
Masters	3.3	15.4%	14.2%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.3	6.3%	7.6%	9.7%
1-5 Years Experience	9.0	42.4%		26.3%
6-10 Years Experience	3.6	17.1%		20.5%
•	5.0	23.5%		27.2%
11-20 Years Experience	2.3	10.7%		13.3%
21-30 Years Experience	0.0	0.0%		2.9%
Over 30 Years Experience	0.0	0.070	0.7 70	2.37

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

The Lewis Expensive	Campus
Staff Information	Count/Average Percent District State

Number of Students per Teacher

14.6

n/a

11.8

14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	5.0	6.1
Average Years Experience of Principals with District	2.0	3.0	5.3
Average Years Experience of Assistant Principals	1.0	2.0	5.2
Average Years Experience of Assistant Principals with District	1.0	2.0	4.4
Average Years Experience of Teachers:	9.1	11.4	11.0
Average Years Experience of Teachers with District:	5.3	5.2	6.9
Average Teacher Salary by Years of Experience (regular dution	es only):		
Beginning Teachers	\$45,000	\$46,204	\$53,300
1-5 Years Experience	\$45,722	\$46,458	\$56,516
6-10 Years Experience	\$51,357	\$49,475	\$59,732
11-20 Years Experience	\$54,291	\$53,881	\$63,389
21-30 Years Experience	\$61,495	\$64,300	\$67,876
Over 30 Years Experience	-	\$63,542	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$50,342	\$53,030	\$60,717
Professional Support	\$58,644	\$67,655	\$72,022
Campus Administration (School Leadership)	\$65,167	\$73,025	\$85,167
Instructional Staff Percent:	n/a	65.5%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	86.0	2,105.4

	Cam	ipus	0.58	Tak					
Program Information	Count	Percent	District	State					
Teachers by Program (population served):									
Bilingual/ESL Education	0.0	0.0%	0.0%	5.9%					
Career and Technical Education	0.0	0.0%	8.9%	5.4%					
Compensatory Education	3.5	16.5%	7.2%	3.2%					
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%					
Regular Education	15.2	71.6%	72.6%	70.6%					
Special Education	2.5	11.9%	8.3%	9.7%					
Other	0.0	0.0%	2.9%	3.5%					

Texas Education Agency 2022-23 Staff Information (TAPR) WOODVILLE EL (229903102) - WOODVILLE ISD - TYLER COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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 2021-22 Financial Actual Report (To open link in a new window, press the "Ctrl" key and click on the link.)

Stude	\$6,503 \$3,659 \$1,652 \$16,302 \$14 \$0 \$11 \$52 \$77 \$1	\$26,795,122,749 \$24,396,897,632 \$14,103,811,039 \$2,250,851,644 \$67,546,683,064 \$8,860,960,306 \$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130 \$77,754,256,194	% 39.67% 36.12% 20.88% 3.33% 100.00% 86.81% 3.13% 0.74% 9.33% 100.00% 100.00%	\$14
% \$6,5 % \$3,6 % \$1,6 % \$16,30 % \$ % \$ % \$ % \$ % \$ % \$ % \$	\$6,503 \$3,659 \$1,652 \$16,302 \$14 \$0 \$11 \$52 \$77 \$1	\$24,396,897,632 \$14,103,811,039 \$2,250,851,644 \$67,546,683,064 \$8,860,960,306 \$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	36.12% 20.88% 3.33% 100.00% 86.81% 3.13% 0.74% 9.33% 100.00%	\$4,516 \$2,611 \$417 \$12,504 \$1,640 \$59 \$14 \$176 \$1,890
% \$6,5 % \$3,6 % \$1,6 % \$16,30 % \$ % \$ % \$ % \$ % \$ % \$ % \$	\$6,503 \$3,659 \$1,652 \$16,302 \$14 \$0 \$11 \$52 \$77 \$1	\$24,396,897,632 \$14,103,811,039 \$2,250,851,644 \$67,546,683,064 \$8,860,960,306 \$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	36.12% 20.88% 3.33% 100.00% 86.81% 3.13% 0.74% 9.33% 100.00%	\$4,516 \$2,611 \$417 \$12,504 \$1,640 \$59 \$14 \$176 \$1,890
% \$3,6. % \$16,36 % \$16,36 % \$ % \$ % \$ % \$ % \$ % \$ % \$ % \$ % \$ % \$	\$3,659 \$1,652 \$16,302 \$14 \$0 \$11 \$52 \$77	\$14,103,811,039 \$2,250,851,644 \$67,546,683,064 \$8,860,960,306 \$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	20.88% 3.33% 100.00% 86.81% 3.13% 0.74% 9.33% 100.00%	\$2,611 \$417 \$12,504 \$1,640 \$59 \$14 \$176 \$1,890
% \$1,6.30 % \$16,30 % \$ % \$ % \$ % \$ % \$ % \$ % \$ % \$	\$1,652 \$16,302 \$14 \$0 \$11 \$52 \$77	\$2,250,851,644 \$67,546,683,064 \$8,860,960,306 \$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	3.33% 100.00% 86.81% 3.13% 0.74% 9.33% 100.00%	\$417 \$12,504 \$1,640 \$59 \$14 \$176 \$1,890
% \$16,30 % \$ % \$ % \$ % \$ % \$ % \$ % \$ % \$	\$16,302 \$14 \$0 \$11 \$52 \$77	\$8,860,960,306 \$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	86.81% 3.13% 0.74% 9.33% 100.00%	\$12,504 \$1,640 \$59 \$14 \$176 \$1,890
% \$ \\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\$14 \$0 \$11 \$52 \$77	\$8,860,960,306 \$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	86.81% 3.13% 0.74% 9.33% 100.00%	\$1,640 \$59 \$14 \$176 \$1,890
% \$ % \$ % \$ % \$ % \$ \$ % \$ \$ \$ \$ \$ \$ \$ \$	\$0 \$11 \$52 \$77	\$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	3.13% 0.74% 9.33% 100.00%	\$59 \$14 \$176 \$1,890
% \$ % \$ % \$ % \$ % \$ \$ % \$ \$ \$ \$ \$ \$ \$ \$	\$0 \$11 \$52 \$77	\$319,288,915 \$75,078,438 \$952,245,471 \$10,207,573,130	3.13% 0.74% 9.33% 100.00%	\$59 \$14 \$176 \$1,890
% \$ % \$ % \$ % \$16,38	\$11 \$52 \$77	\$75,078,438 \$952,245,471 \$10,207,573,130	0.74% 9.33% 100.00%	\$14 \$176 \$1,890
% \$. 6 \$16,38	\$52 \$77	\$952,245,471 \$10,207,573,130	9.33% 100.00%	\$176 \$1,890
6 \$ 6 \$16,38	\$77	\$10,207,573,130	100.00%	\$1,890
6 \$16,38 6 2		And the second s	-	
/6 :	\$16,380	\$77,754,256,194	100.00%	\$14,394
	ente com a mente prime en aprime de primer de de proprier per a securir discusso e se como e O secondo de secondo d		The office the second contractive in a contractive property and the second appropriate the	-
6	\$0	\$3,002,039,317	100.00%	\$556
	\$0	\$3,002,039,317	100.00%	\$556
6 \$16,38	\$16,380	\$80,756,295,511	100.00%	\$14,949
Control Control and Control an	ментона подпетента при в части участво на од Това чена од	ACTIVITIES IN CONTROL OF THE CONTROL		AND PROPERTY OF THE PARTY OF TH
6	\$0	\$4,864,835,809	65.96%	\$901
6 \$65	\$653	\$2,510,251,870	34.04%	\$465
6 \$65	\$653	\$7,375,087,679	100.00%	\$1,365
\$17,03	\$17,032	\$85,129,343,873	100.00%	\$15,759
6 9	4	\$0 653 653	\$0 \$4,864,835,809 6653 \$2,510,251,870 6653 \$7,375,087,679	\$0 \$4,864,835,809 65.96% 6653 \$2,510,251,870 34.04% 6653 \$7,375,087,679 100.00%

	District				S				
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$1,275,809	9.43%	\$1,010	\$1,656,933	8.92%	\$1,312	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$749,341	5.54%	\$593	\$1,965,236	10.58%	\$1,556	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$738,050	5.45%	\$584	\$792,659	4.27%	\$628	\$1,852,436,057	2.87%	\$343
Total Operating Expenditures by Object	\$13,534,968	100.00%	\$10,717	\$18,574,858	100.00%	\$14,707	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Debt Services (Object 65xx)	\$92,327	32.25%	\$73	\$385,230	26.41%	\$305	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$193,924	67.75%	\$154	\$1,073,380	73.59%	\$850	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Object	\$286,251	100.00%	\$227	\$1,458,610	100.00%	\$1,155	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	\$13,821,219	100.00%	\$10,943	\$20,033,468	100.00%	\$15,862	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Function (61xx-64xx only)									
On anaking Fungandikunan ku Fungking (Chan Chun anka)									
Operating Expenditures by Function (61xx-64xx only)	\$6 593 188	48 71%	\$5.22 0	\$9 322 527	50 19%	\$7.381	\$36.035.016.731	55.85%	\$6.671
Instruction (Function 11,95)	\$6,593,188 \$184 401	48.71% 1.36%	\$5,220 \$146	\$9,322,527 \$188,461	50.19%	\$7,381 \$149	\$36,035,016,731 \$646.159,944	55.85% 1.00%	\$6,671 \$120
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12)	\$184,401	1.36%	\$146	\$188,461	1.01%	\$149	\$646,159,944	55.85% 1.00% 2.43%	
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13)	\$184,401 \$509,524	1.36% 3.76%	\$146 \$403	\$188,461 \$790,460	1.01% 4.26%	\$149 \$626	\$646,159,944 \$1,570,292,996	1.00%	\$120 \$291
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21)	\$184,401 \$509,524 \$2,993	1.36% 3.76% 0.02%	\$146 \$403 \$2	\$188,461 \$790,460 \$159,733	1.01% 4.26% 0.86%	\$149	\$646,159,944 \$1,570,292,996 \$1,113,087,133	1.00% 2.43%	\$120
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23)	\$184,401 \$509,524 \$2,993 \$1,010,550	1.36% 3.76% 0.02% 7.47%	\$146 \$403	\$188,461 \$790,460 \$159,733 \$1,025,007	1.01% 4.26%	\$149 \$626 \$126	\$646,159,944 \$1,570,292,996	1.00% 2.43% 1.73%	\$120 \$291 \$206
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21)	\$184,401 \$509,524 \$2,993	1.36% 3.76% 0.02%	\$146 \$403 \$2 \$800	\$188,461 \$790,460 \$159,733	1.01% 4.26% 0.86% 5.52%	\$149 \$626 \$126 \$812	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954	1.00% 2.43% 1.73% 5.76%	\$120 \$291 \$206 \$688
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026	1.36% 3.76% 0.02% 7.47% 2.18%	\$146 \$403 \$2 \$800 \$234	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256	1.01% 4.26% 0.86% 5.52% 5.22%	\$149 \$626 \$126 \$812 \$767	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320	1.00% 2.43% 1.73% 5.76% 3.92%	\$120 \$291 \$206 \$688 \$468 \$43
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0	1.36% 3.76% 0.02% 7.47% 2.18% 0.00%	\$146 \$403 \$2 \$800 \$234 \$0	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0	1.01% 4.26% 0.86% 5.52% 5.22% 0.00%	\$149 \$626 \$126 \$812 \$767 \$0	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970	1.00% 2.43% 1.73% 5.76% 3.92% 0.36%	\$120 \$291 \$206 \$688 \$468
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32) Health Services (Function 33)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0 \$154,853	1.36% 3.76% 0.02% 7.47% 2.18% 0.00% 1.14%	\$146 \$403 \$2 \$800 \$234 \$0 \$123	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0 \$192,081	1.01% 4.26% 0.86% 5.52% 5.22% 0.00% 1.03%	\$149 \$626 \$126 \$812 \$767 \$0 \$152	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970 \$753,509,900	1.00% 2.43% 1.73% 5.76% 3.92% 0.36% 1.17%	\$120 \$291 \$206 \$688 \$468 \$43 \$139
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32) Health Services (Function 33) Transportation (Function 34)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0 \$154,853 \$729,073	1.36% 3.76% 0.02% 7.47% 2.18% 0.00% 1.14% 5.39%	\$146 \$403 \$2 \$800 \$234 \$0 \$123 \$577	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0 \$192,081 \$740,233	1.01% 4.26% 0.86% 5.52% 5.22% 0.00% 1.03% 3.99%	\$149 \$626 \$126 \$812 \$767 \$0 \$152 \$586	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970 \$753,509,900 \$1,904,677,571	1.00% 2.43% 1.73% 5.76% 3.92% 0.36% 1.17% 2.95%	\$120 \$291 \$206 \$688 \$468 \$43 \$139 \$353
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32) Health Services (Function 33) Transportation (Function 34) Food Services (Function 35)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0 \$154,853 \$729,073	1.36% 3.76% 0.02% 7.47% 2.18% 0.00% 1.14% 5.39% 0.00%	\$146 \$403 \$2 \$800 \$234 \$0 \$123 \$577 \$0	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0 \$192,081 \$740,233 \$1,040,097	1.01% 4.26% 0.86% 5.52% 5.22% 0.00% 1.03% 3.99% 5.60%	\$149 \$626 \$126 \$812 \$767 \$0 \$152 \$586 \$824	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970 \$753,509,900 \$1,904,677,571 \$3,228,715,442	1.00% 2.43% 1.73% 5.76% 3.92% 0.36% 1.17% 2.95% 5.00%	\$120 \$291 \$206 \$688 \$468 \$43 \$139 \$353 \$598
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32) Health Services (Function 33) Transportation (Function 34) Food Services (Function 35) Extracurricular (Function 36)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0 \$154,853 \$729,073 \$0 \$872,793	1.36% 3.76% 0.02% 7.47% 2.18% 0.00% 1.14% 5.39% 0.00% 6.45%	\$146 \$403 \$2 \$800 \$234 \$0 \$123 \$577 \$0 \$691	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0 \$192,081 \$740,233 \$1,040,097 \$872,793	1.01% 4.26% 0.86% 5.52% 5.22% 0.00% 1.03% 3.99% 5.60% 4.70%	\$149 \$626 \$126 \$812 \$767 \$0 \$152 \$586 \$824 \$691	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970 \$753,509,900 \$1,904,677,571 \$3,228,715,442 \$1,918,276,966	1.00% 2.43% 1.73% 5.76% 3.92% 0.36% 1.17% 2.95% 5.00% 2.97%	\$120 \$291 \$206 \$688 \$468 \$43 \$139 \$353 \$598 \$355 \$393
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32) Health Services (Function 33) Transportation (Function 34) Food Services (Function 35) Extracurricular (Function 36) General Administration (Function 41,92)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0 \$154,853 \$729,073 \$0 \$872,793 \$988,540	1.36% 3.76% 0.02% 7.47% 2.18% 0.00% 1.14% 5.39% 0.00% 6.45% 7.30%	\$146 \$403 \$2 \$800 \$234 \$0 \$123 \$577 \$0 \$691 \$783	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0 \$192,081 \$740,233 \$1,040,097 \$872,793 \$1,002,671	1.01% 4.26% 0.86% 5.52% 5.22% 0.00% 1.03% 3.99% 5.60% 4.70% 5.40%	\$149 \$626 \$126 \$812 \$767 \$0 \$152 \$586 \$824 \$691 \$794	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970 \$753,509,900 \$1,904,677,571 \$3,228,715,442 \$1,918,276,966 \$2,123,586,250	1.00% 2.43% 1.73% 5.76% 3.92% 0.36% 1.17% 2.95% 5.00% 2.97% 3.29%	\$120 \$291 \$206 \$688 \$468 \$43 \$139 \$353 \$598 \$355 \$393 \$1,177
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32) Health Services (Function 33) Transportation (Function 34) Food Services (Function 35) Extracurricular (Function 36) General Administration (Function 41,92) Facilities Maintenance & Operations (Function 51)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0 \$154,853 \$729,073 \$0 \$872,793 \$988,540 \$1,806,410	1.36% 3.76% 0.02% 7.47% 2.18% 0.00% 1.14% 5.39% 0.00% 6.45% 7.30% 13.35%	\$146 \$403 \$2 \$800 \$234 \$0 \$123 \$577 \$0 \$691 \$783 \$1,430	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0 \$192,081 \$740,233 \$1,040,097 \$872,793 \$1,002,671 \$1,878,078	1.01% 4.26% 0.86% 5.52% 5.22% 0.00% 1.03% 3.99% 5.60% 4.70% 5.40% 10.11%	\$149 \$626 \$126 \$812 \$767 \$0 \$152 \$586 \$824 \$691 \$794 \$1,487	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970 \$753,509,900 \$1,904,677,571 \$3,228,715,442 \$1,918,276,966 \$2,123,586,250 \$6,359,467,682	1.00% 2.43% 1.73% 5.76% 3.92% 0.36% 1.17% 2.95% 5.00% 2.97% 3.29% 9.86%	\$120 \$291 \$206 \$688 \$468 \$43 \$139 \$353 \$598
Instruction (Function 11,95) Instructional Resources & Media Services (Function 12) Curriculum & Staff Development (Function 13) Instructional Leadership (Function 21) School Leadership (Function 23) Guidance Counseling Services (Function 31) Social Work Services (Function 32) Health Services (Function 33) Transportation (Function 34) Food Services (Function 35) Extracurricular (Function 36) General Administration (Function 41,92) Facilities Maintenance & Operations (Function 52)	\$184,401 \$509,524 \$2,993 \$1,010,550 \$295,026 \$0 \$154,853 \$729,073 \$0 \$872,793 \$988,540 \$1,806,410 \$77,081	1.36% 3.76% 0.02% 7.47% 2.18% 0.00% 1.14% 5.39% 0.00% 6.45% 7.30% 13.35% 0.57%	\$146 \$403 \$2 \$800 \$234 \$0 \$123 \$577 \$0 \$691 \$783 \$1,430 \$61	\$188,461 \$790,460 \$159,733 \$1,025,007 \$969,256 \$0 \$192,081 \$740,233 \$1,040,097 \$872,793 \$1,002,671 \$1,878,078 \$79,881	1.01% 4.26% 0.86% 5.52% 5.22% 0.00% 1.03% 3.99% 5.60% 4.70% 5.40% 10.11% 0.43%	\$149 \$626 \$126 \$812 \$767 \$0 \$152 \$586 \$824 \$691 \$794 \$1,487 \$63	\$646,159,944 \$1,570,292,996 \$1,113,087,133 \$3,715,762,954 \$2,527,496,320 \$230,790,970 \$753,509,900 \$1,904,677,571 \$3,228,715,442 \$1,918,276,966 \$2,123,586,250 \$6,359,467,682 \$710,274,203	1.00% 2.43% 1.73% 5.76% 3.92% 0.36% 1.17% 2.95% 5.00% 2.97% 3.29% 9.86% 1.10%	\$120 \$291 \$206 \$688 \$468 \$43 \$139 \$353 \$598 \$355 \$393 \$1,177

			Dis	trict			5	State	
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$13,534,968	100.00%	\$10,717	\$18,574,858	100.00%	\$14,707	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Function				that the common extraction is absolute region (specific that is a specific to the specific traction) and the specific traction is a specific traction and the specific traction and tractio				от С. Б. женико поступен отколно се сточнува на пред се за Доменно поческо се дого.	on Telefonia di Singapanan ng pelebagai ng pinakhumahan ke laka ay bakayah
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$92,327	32.25%	\$73	\$385,230	26.41%	\$305	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$193,924	67.75%	\$154	\$1,073,380	73.59%	\$850	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Function	\$286,251	100.00%	\$227	\$1,458,610	100.00%	\$1,155	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	\$13,821,219	100.00%	\$10,943	\$20,033,468	100.00%	\$15,862	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64 Basic Educational Services (PIC 11)	4xx only) \$5,624,565	41.56%	\$4,453	\$6,653,537	35.82%	\$5,268	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$12,632	0.09%	\$10	\$12,632	0.07%	\$10	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$939,702	6.94%	\$744	\$961,658	5.18%	\$761	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$804,930	F 0F0/	¢c27						
Students With Disabilities (Fies 25,55,45)	\$004,930	5.95%	\$637	\$3,119,716	16.80%	\$2,470	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$911,820	6.74%	\$637	\$3,119,716 \$1,475,579	16.80% 7.94%	\$2,470 \$1,168	\$7,957,924,392 \$6,383,291,216	12.33% 9.89%	
			***************************************						\$1,182
State Compensatory Education (PICs 24,26,28,29,30,34)	\$911,820	6.74%	\$722	\$1,475,579	7.94%	\$1,168	\$6,383,291,216	9.89%	\$1,182 \$135
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35)	\$911,820 \$48,732	6.74% 0.36%	\$722 \$39	\$1,475,579 \$48,732	7.94% 0.26%	\$1,168 \$39	\$6,383,291,216 \$731,950,646	9.89% 1.13%	\$1,182 \$135 \$2
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31)	\$911,820 \$48,732 \$0	6.74% 0.36% 0.00%	\$722 \$39 \$0	\$1,475,579 \$48,732 \$0	7.94% 0.26% 0.00%	\$1,168 \$39 \$0	\$6,383,291,216 \$731,950,646 \$10,905,874	9.89% 1.13% 0.02%	\$1,182 \$135
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32)	\$911,820 \$48,732 \$0 \$0	6.74% 0.36% 0.00% 0.00%	\$722 \$39 \$0 \$0	\$1,475,579 \$48,732 \$0 \$0	7.94% 0.26% 0.00% 0.00%	\$1,168 \$39 \$0 \$0	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562	9.89% 1.13% 0.02% 0.81%	\$1,182 \$135 \$2 \$97
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32) Early Education Allotment (PIC 36)	\$911,820 \$48,732 \$0 \$0 \$220,485	6.74% 0.36% 0.00% 0.00% 1.63%	\$722 \$39 \$0 \$0 \$175	\$1,475,579 \$48,732 \$0 \$0 \$220,485	7.94% 0.26% 0.00% 0.00% 1.19%	\$1,168 \$39 \$0 \$0 \$175	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562 \$1,241,323,456	9.89% 1.13% 0.02% 0.81% 1.92%	\$1,182 \$135 \$2 \$97 \$230
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32) Early Education Allotment (PIC 36) Dyslexia or Related Disorder Services (PIC 37)	\$911,820 \$48,732 \$0 \$0 \$220,485 \$163,342	6.74% 0.36% 0.00% 0.00% 1.63% 1.21%	\$722 \$39 \$0 \$0 \$175 \$129	\$1,475,579 \$48,732 \$0 \$0 \$220,485 \$163,342	7.94% 0.26% 0.00% 0.00% 1.19% 0.88%	\$1,168 \$39 \$0 \$0 \$175 \$129	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562 \$1,241,323,456 \$348,794,218	9.89% 1.13% 0.02% 0.81% 1.92% 0.54%	\$1,182 \$135 \$2 \$97 \$230 \$65
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32) Early Education Allotment (PIC 36) Dyslexia or Related Disorder Services (PIC 37) College, Career, and Military Readiness (CCMR) (PIC 38)	\$911,820 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240	6.74% 0.36% 0.00% 0.00% 1.63% 1.21% 0.72%	\$722 \$39 \$0 \$0 \$175 \$129 \$77	\$1,475,579 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240	7.94% 0.26% 0.00% 0.00% 1.19% 0.88% 0.52%	\$1,168 \$39 \$0 \$0 \$175 \$129 \$77	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562 \$1,241,323,456 \$348,794,218 \$340,365,348	9.89% 1.13% 0.02% 0.81% 1.92% 0.54% 0.53%	\$1,182 \$135 \$2 \$97 \$230 \$65 \$63
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32) Early Education Allotment (PIC 36) Dyslexia or Related Disorder Services (PIC 37) College, Career, and Military Readiness (CCMR) (PIC 38) Athletics/Related Activities (PIC 91)	\$911,820 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023	6.74% 0.36% 0.00% 0.00% 1.63% 1.21% 0.72% 6.07%	\$722 \$39 \$0 \$0 \$175 \$129 \$77 \$651	\$1,475,579 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023	7.94% 0.26% 0.00% 0.00% 1.19% 0.88% 0.52% 4.43%	\$1,168 \$39 \$0 \$0 \$175 \$129 \$77 \$651	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562 \$1,241,323,456 \$348,794,218 \$340,365,348 \$1,264,746,717	9.89% 1.13% 0.02% 0.81% 1.92% 0.54% 0.53% 1.96%	\$1,182 \$135 \$2 \$97 \$230 \$65 \$63 \$234
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32) Early Education Allotment (PIC 36) Dyslexia or Related Disorder Services (PIC 37) College, Career, and Military Readiness (CCMR) (PIC 38) Athletics/Related Activities (PIC 91) Un-Allocated (PIC 99)	\$911,820 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023 \$3,889,497	6.74% 0.36% 0.00% 0.00% 1.63% 1.21% 0.72% 6.07% 28.74%	\$722 \$39 \$0 \$0 \$175 \$129 \$77 \$651 \$3,080	\$1,475,579 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023 \$4,999,914	7.94% 0.26% 0.00% 0.00% 1.19% 0.88% 0.52% 4.43% 26.92%	\$1,168 \$39 \$0 \$0 \$175 \$129 \$77 \$651 \$3,959	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562 \$1,241,323,456 \$348,794,218 \$340,365,348 \$1,264,746,717 \$17,044,154,137	9.89% 1.13% 0.02% 0.81% 1.92% 0.54% 0.53% 1.96% 26.42%	\$1,182 \$135 \$2 \$97 \$230 \$65 \$63 \$234 \$3,155
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32) Early Education Allotment (PIC 36) Dyslexia or Related Disorder Services (PIC 37) College, Career, and Military Readiness (CCMR) (PIC 38) Athletics/Related Activities (PIC 91) Un-Allocated (PIC 99) Total Operating Expenditures by Program Intent Code (PIC)	\$911,820 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023 \$3,889,497	6.74% 0.36% 0.00% 0.00% 1.63% 1.21% 0.72% 6.07% 28.74%	\$722 \$39 \$0 \$0 \$175 \$129 \$77 \$651 \$3,080	\$1,475,579 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023 \$4,999,914	7.94% 0.26% 0.00% 0.00% 1.19% 0.88% 0.52% 4.43% 26.92%	\$1,168 \$39 \$0 \$0 \$175 \$129 \$77 \$651 \$3,959	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562 \$1,241,323,456 \$348,794,218 \$340,365,348 \$1,264,746,717 \$17,044,154,137	9.89% 1.13% 0.02% 0.81% 1.92% 0.54% 0.53% 1.96% 26.42%	\$1,182 \$135 \$2 \$97 \$230 \$65 \$63 \$234 \$3,155 \$11,943
State Compensatory Education (PICs 24,26,28,29,30,34) Bilingual (PICs 25,35) High School Allotment (PIC 31) PreKindergarten (PIC 32) Early Education Allotment (PIC 36) Dyslexia or Related Disorder Services (PIC 37) College, Career, and Military Readiness (CCMR) (PIC 38) Athletics/Related Activities (PIC 91) Un-Allocated (PIC 99) Total Operating Expenditures by Program Intent Code (PIC) Non-Operating Expenditures by PIC Non-Operating Expenditures by PIC (81) Capital Outlay	\$911,820 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023 \$3,889,497 \$13,534,968	6.74% 0.36% 0.00% 0.00% 1.63% 1.21% 0.72% 6.07% 28.74% 100.00%	\$722 \$39 \$0 \$0 \$175 \$129 \$77 \$651 \$3,080 \$10,717	\$1,475,579 \$48,732 \$0 \$0 \$220,485 \$163,342 \$97,240 \$822,023 \$4,999,914 \$18,574,858	7.94% 0.26% 0.00% 0.00% 1.19% 0.88% 0.52% 4.43% 26.92% 100.00%	\$1,168 \$39 \$0 \$0 \$175 \$129 \$77 \$651 \$3,959 \$14,707	\$6,383,291,216 \$731,950,646 \$10,905,874 \$522,860,562 \$1,241,323,456 \$348,794,218 \$340,365,348 \$1,264,746,717 \$17,044,154,137 \$64,517,811,062	9.89% 1.13% 0.02% 0.81% 1.92% 0.54% 0.53% 1.96% 26.42% 100.00%	\$1,182 \$135 \$2 \$97 \$230 \$65 \$63 \$234 \$3,155

			Dist	rict		and the state of t	State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$286,251	100.00%	\$227	\$1,458,610	100.00%	\$1,155	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$13,821,219	100.00%	\$10,943	\$20,033,468	100.00%	\$15,862	\$84,854,165,916	100.00%	\$15,708
Disbursements Total Disbursements									
Operating Expenditures	\$13,534,968	91.81%	\$10,717	\$18,574,858	88.64%	\$14,707	\$64,517,811,062	71.92%	\$11,943
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$921,781	6.25%	\$730	\$921,781	4.40%	\$730	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$92,327	0.63%	\$73	\$385,230	1.84%	\$305	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$193,924	1.32%	\$154	\$1,073,380	5.12%	\$850	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$14,743,000	100.00%	\$11,673	\$20,955,249	100.00%	\$16,592	\$89,711,751,589	100.00%	\$16,607
Tax Rates 2021 - 2022 (current tax year) Tax Rates								parkagani da transaci Sarti (Sarti Sarti Sar	ger bentungstation von der er e
Maintenance & Operations Tax Rate				0.8910			0.9543		
Interest & Sinking Tax Rate			***************************************	0.0000			0.2270		
Total Tax Rate				0.8910			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8410	at Para Anna Anna Anna Anna Anna Anna Anna A		0.8616	A TAN-LOS AND PROPERTY OF THE PARTY OF THE P	
Tier I Tax Rate				0.8410			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0928	Name of the State	
			A companyance and the second s	по и почения поставления достими и почения на почения на почения в почения в почения в почения в почения в в п		and the second s			
Fund Balance** Fund Balance									
	\$10,281	1	\$8	\$10,281		\$8	\$390,605,886		\$78

	District					State			
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	\$900,000		\$713	\$900,000	ingelen in errest for square terretary of most finder terretary error of significant groups	\$713	\$4,412,645,483		\$878
Assigned Fund Balance	\$0	a-aprilasion maccapanys, o trade quient aper capatales en écule	\$0	\$0		\$0	\$4,020,147,608	Marcon Transmistration of Transport State Control of Assessment	\$800
Unassigned Fund Balance	\$4,698,152		\$3,720	\$4,698,152		\$3,720	\$17,164,429,624		\$3,416
Total Fund Balance**	\$5,608,433	and and the finding of the first of the firs	\$4,441	\$9,308,241		\$7,370	\$50,741,325,178		\$10,098
Fund Balance Reconciliation	тин тиничина до от	et au reum menten igs dann om ten stelle de eine verste verste stelle de eine verste verste de eine de eine de	mano il dei gio dia mandri mandri mandri di mandri mangri mangri mangri mangri mangri mangri mangri mangri man	ether teach i northway year an tai te teach teacher in i den teach teacher teacher and teacher teach in Co	n ni		осторного по посторного посторного посторного посторного посторного посторного посторного в посторного в посто	Para Proprieto de la compansión de la comp	AND THE PROPERTY OF THE PARTY O
2020-2021 Total Fund Balance (Previous Year)	\$5,145,540	audininge til finnskjungs, jædnisminiskli pensysjender	\$4,177	\$8,751,722		\$7,104			According to the property of t
2021-2022 Excess (Deficiency) Operating Expenditures	\$0	Modellander (Inc.), James Comellander (Inc.), Albert (Inc.)	\$0	\$0		\$0	\$-7,094,836,097		\$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0	de artisticitati (artisticitati artisticitati (artisticitati artisticitati artisticitati artisticitati artisti	\$0	\$13,356,331,866	municipal management in the second section of the section of the second section of the	\$2,658
2021-2022 Uncommon Items	\$462,893		\$367	\$556,519		\$441		Acad Angular garderna a que en academido Acada e aneveranços	Annual Programme Annual Programme Service Serv
2021-2022 Total Fund Balance	\$5,608,433		\$4,441	\$9,308,241		\$7,370		ade in 1949 Miller of Miller and Art Print of the Angeloneau for 4 mary	And the same of th



Home / Student Testing and Accountability / Accountability / Accreditation Status

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rati

Show 100	✓ entries					Search: Woodville	
CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
229903	WOODVILLE ISD	5	A - Superior Achievement	С	ACCREDITED		
Showing 1	to 1 of 1 entries (filtere	ed from 1,	206 total entries)			Previous	1 Next

Goals

Revised/Approved: September 18, 2023

Goal 1: Woodville ISD will implement The Effective Schools Framework with a primary focus on effective Tier I instruction. Campus and district accountability measures will improve based on increased student performance as compared to state averages and like districts.

Performance Objective 1: District and campus administration will focus on leadership skills to develop strong instructional leaders with clear roles and responsibilities.

Strategy 1 Details		Rev	iews		
Strategy 1: District and campus leaders monitor improvement targeted plans and make modifications to reach progress towards intended outcomes.		Formative			
Strategy's Expected Result/Impact: All goals mastered and progress made toward successful district and campus	Nov	Jan	Mar	June	
outcomes. Staff Responsible for Monitoring: District and campus administrators		40%			
Strategy 2 Details		Rev	iews		
Strategy 2: Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.		Formative		Summative	
Strategy's Expected Result/Impact: Build leadership teams for instructional execution to support teacher actions to identify and fill gaps.	Nov	Jan	Mar	June	
Staff Responsible for Monitoring: District and campus administrators, Instructional Coaches, Assistant Principals, Counselors	25%	55%			
No Progress Accomplished Continue/Modify	X Discon	inue			

Goal 1: Woodville ISD will implement The Effective Schools Framework with a primary focus on effective Tier I instruction. Campus and district accountability measures will improve based on increased student performance as compared to state averages and like districts.

Performance Objective 2: Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators.

Evaluation Data Sources: Retention of quality staff which will have a positive impact on student outcomes.

Strategy 1 Details	Reviews			
Strategy 1: The district will provide mentoring support from the District Instructional Coaches for all new teachers to	Formative			Summative
improve the overall quality and effectiveness of instruction.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensure quality of effective instruction and increase student achievement. Staff Responsible for Monitoring: District Instructional Coaches, District and Campus Administrators.	40%	60%		
No Progress Accomplished Continue/Modify	X Discontinue			

Performance Objective 3: All Woodville ISD students will engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.

HB3 Goal

Evaluation Data Sources: NWEA MOY and EOY Data, District STAAR scores, Lesson Plans, and T-TESS Evaluations.

Strategy 1 Details		Rev	iews	
Strategy 1: Accelerated Instruction (Soar) will be built into the master schedule across the district to provide TEKS based		Summative		
intervention for any student who do not pass STAAR/EOC assessments. Strategy's Expected Result/Impact: Accelerated instruction, targeting TEKS to help close gaps and proficiency in each content area. Staff Responsible for Monitoring: Campus teachers, Instructional Coaches, Campus and District Administrators		Jan	Mar	June
		50%		
Strategy 2 Details		Rev	iews	
Strategy 2: The district will provide an interim data assessment platform, using NWEA Maps as well as frequent campus		Formative		Summative
student performance checks to capture assessment data to assess growth and progress of the learner and measure instructional effectiveness for all students including students in DAEP.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Positive student outcomes and progress. Staff Responsible for Monitoring: Campus and District Administrators		70%		
Results Driven Accountability				
Strategy 3 Details		Rev	iews	
Strategy 3: The district's academic calendar will include days for school based professional development activities that		Formative		Summative
align with the assessment calendar and allow for data-driven reflection. Strategy's Expected Result/Impact: Strengthen Instruction and meet the needs of all learners in the classroom.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: District and Campus Administrators	40%	65%		
No Progress Accomplished Continue/Modify	X Discont	inue		

Goal 2: Woodville ISD will provide a safe and positive learning environment for all students and staff, ensuring access to resources and technology necessary to promote quality instruction and academic achievement.

Performance Objective 1: The district will continue efforts to review and update the Strong Start Plan, ensuring a well maintained, safe and conducive learning environment.

Evaluation Data Sources: Updated Strong Start Plan

Strategy 1 Details	Reviews			
Strategy 1: Strong Start Plan will be reviewed and update by the District Advisory Committee and Student Leadership		Summative		
Group periodically throughout the school year.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Review and update of Strong Start Plan and usage of ESSER funds. Staff Responsible for Monitoring: District Administrators and all stakeholders	40%	55%		
No Progress Continue/Modify	X Discontinue			

Goal 2: Woodville ISD will provide a safe and positive learning environment for all students and staff, ensuring access to resources and technology necessary to promote quality instruction and academic achievement.

Performance Objective 2: District staff and students will share a common understanding of the mission, vision and honor code in practice and can explain how that are present in the daily life of the school.

Evaluation Data Sources: Campus and District Improvement Plans, posted visuals, surveys

Strategy 1 Details	Reviews			
Strategy 1: Student Leadership group will review the district's mission and honor code for staff and students in the district	Formative			Summative
to follow. Strategy's Expected Result/Impact: All stakeholders will honor the district's code of being respectful, responsible,	Nov	Jan	Mar	June
honest and kind to themself and others. Staff Responsible for Monitoring: District and Campus Administrators Student Leadership Group	25%	45%		
No Progress Ontinue/Modify	X Discon	tinue		

Goal 2: Woodville ISD will provide a safe and positive learning environment for all students and staff, ensuring access to resources and technology necessary to promote quality instruction and academic achievement.

Performance Objective 3: District staff and students will continue to receive training on issues directly related to safety, mental health, and physical health.

Evaluation Data Sources: District and Campus Improvement Plans, SHAC meeting agendas and minutes.

Strategy 1 Details		Rev	iews		
Strategy 1: District staff and students will receive training on Title IX including but not limited to dating violence.		Formative		Summative	
Training will provide awareness and proper procedures for reporting. Strategy's Expected Result/Impact: Educate all staff and students of reporting procedure including anonymously	Nov	Jan	Mar	June	
reporting process on district's website.					
Staff Responsible for Monitoring: District and Campus Administrators	40%	65%			
Results Driven Accountability					
Strategy 2 Details	Reviews				
Strategy 2: The District Safety and Security Committee will continuously recommend improvements of increasing safety		Summative			
measures for district facilities.	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Provide recommendations to trustees and administration related to district and campus safety.					
Staff Responsible for Monitoring: District Administration and Safety and Security Committee	45%	75%			
No Progress Accomplished Continue/Modify	X Discon	tinue			

Goal 2: Woodville ISD will provide a safe and positive learning environment for all students and staff, ensuring access to resources and technology necessary to promote quality instruction and academic achievement.

Performance Objective 4: The district will continue to upgrade technology and provide tools and solutions to meet technology demands for instruction as well as safety.

Evaluation Data Sources: District and Campus Inventory

	Formative		
	Summative		
Nov	Jan	Mar	June
35%	65%		
	Rev	iews	
	Summative		
Nov	Jan	Mar	June
	9		
45%	65%		
X Discon	tinue		
	Nov 45%	Rev Formative Nov Jan	Reviews Formative Nov Jan Mar 45% 65%

Goal 3: Woodville ISD will recruit, support and retain quality, caring and ethical educators who encourage, model, and promote lifelong learning. #RelationshipsMatter

Performance Objective 1: The district will recognize teaching excellence and provide opportunities for all teachers to improve.

Strategy 1 Details		Revi	ews			
Strategy 1: Campus Administrators will use the Texas Teacher Evaluation and Support System to help set professional		Formative		Summative		
goals for the district teaching staff.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Teachers will acquire professional development specific to their recognized needs and career goals. Staff Responsible for Monitoring: District Administrators	35%	55%				
Campus Administrators						
Strategy 2 Details	Reviews					
Strategy 2: The district will continue to submit data for the Teacher Incentive Allotment to reward and retain the most		Formative		Summative		
effective teachers by earning designations.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Approved Plan to reward and retain effective teachers. Staff Responsible for Monitoring: District and Campus Administrators	50%	65%				
No Progress Accomplished Continue/Modify	X Discont	tinue				

Performance Objective 2: Woodville ISD will recruit, mentor, assist and train new teachers in order to reduce to loss of potential long term employees for the school district.

Evaluation Data Sources: Mentor and Instructional Coaching Evaluations

Strategy 1 Details		Rev	iews	
Strategy 1: The district will support Alternative Certification teachers through a district pathway for training and financial		Summative		
assistance to in order to recruit and retain quality teachers.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Retain quality teachers which will have a substantial positive impact on student outcomes. Staff Responsible for Monitoring: District and Campus Administrators, Instructional Coaches Title I: 2.4, 2.5, 2.6	30%	75%		
No Progress Continue/Modify	X Discon	tinue		

Goal 4: Woodville ISD will actively seek to involve, and be involved with, all educational stakeholders to ensure the success of our students, our schools and our community.

Performance Objective 1: Stakeholders will engage in creating and continually refining the district and campus' mission, vision and values.

Evaluation Data Sources: District and Campus Advisory Committees

District SHAC Committee

Strategy 1 Details	Reviews					
Strategy 1: The district's SEL Specialist/Parent Liaison will improve community outreach and provide opportunities for		Formative		Summative		
community members to experience and learn about programs and offerings from all campuses.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Increased community involvement on various committees and programs in the district Staff Responsible for Monitoring: District and Campus Administrators, SEL Counselor/Parent Liaison	25%	45%				
Strategy 2 Details	Reviews					
Strategy 2: The district's Student Leadership group will discuss, review and actively participate in district's initiaves to	Formative Sum					
ensure the involvement and success of students, staff and community.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Involvement of a successful Student Leadership Group Staff Responsible for Monitoring: District and Campus Administrators	45%	65%				
No Progress Accomplished Continue/Modify	X Discon	tinue				

Addendums

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 23% to 43% by June 2024.

		Yearly Target Goal	ls the latest the second	
2020	2021	2022	2023	2024
23%	28%	33%	38%	43%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	17%	0%	29%	xx%	хх%	xx%	14%	5%	12%	xx%	14%	24%	21%
2021	24%	10%	34%	хх%	xx%	xx%	22%	12%	20%	xx%	22%	29%	26%
2022	32%	20%	39%	xx%	хх%	xx%	28%	20%	28%	xx%	30%	34%	32%
2023	38%	30%	44%	xx%	хх%	xx%	35%	28%	36%	xx%	38%	39%	38%
2024	43%	40%	48%	xx%	xx%	xx%	42%	36%	43%	xx%	44%	44%	43%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 21% to 41% by June 2024.

		Yearly Target Goal	S	
2020	2021	2022	2023	2024
21%	26%	31%	36%	41%

Closing the Gaps Student Groups Yearly Targets

								o delaty	. J. O				
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	0%	23%	xx%	xx%	xx%	0%	5%	12%	xx%	14%	24%	11%
2021	28%	10%	28%	xx%	хх%	xx%	6%	10%	19%	xx%	20%	29%	18%
2022	31%	15%	31%	xx%	хх%	xx%	14%	15%	25%	xx%	28%	35%	24%
2023	35%	25%	35%	xx%	xx%	xx%	22%	23%	31%	xx%	34%	40%	30%
2024	40%	35%	40%	хх%	xx%	xx%	32%	34%	38%	xx%	40%	45%	36%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 74% to 95% by August 2024.

the last of the la	A STATE OF THE STA	the state of the s	
WHAT A THE STREET WAS DESIGNATED THE	THE RESERVE OF THE PARTY OF THE	Country of the Street of the Party of	
the state of the s	FARREST SELLING TO ME AN AT	to the second second second second	P ALTER
DESCRIPTION OF THE PARTY OF THE	7 Annual Supril B 403 W 41	et Goal	No.
	SHEET SHE OF ST. SHE WAS	THE PERSON NAMED IN COLUMN 2 ASSESSMENT OF REAL PROPERTY.	SPECT BEEN
Control of the Contro	COMMUNICATION CO. IN	man the second s	Short Control
	CHEROSTER MEDICALISM		

			· 公司是在1000年,在1000年,1000年,1000年,1000年,1000年	
2020	2021	2022	2023	2024
74%	80%	85%	90%	95%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	62%	58%	80%	xx%	xx%	xx%	xx%	75%	70%	xx%	хх%	xx%	xx%
2021	68%	66%	85%	хх%	xx%	xx%	xx%	80%	80%	xx%	хх%	xx%	xx%
2022	76%	74%	88%	xx%	xx%	xx%	xx%	85%	85%	xx%	xx%	xx%	xx%
2023	84%	82%	92%	xx%	xx%	хх%	xx%	90%	90%	xx%	xx%	хх%	хх%
2024	93%	91%	97%	xx%	xx%	xx%	xx%	95%	95%	xx%	xx%	хх%	хх%

Goals

Revised/Approved: September 18, 2023

Goal 1: WHS will implement The Effective Schools Framework in the areas listed below. We acknowledge that to have an effective school we must have effective instruction. Students will improve achievement and CCMR readiness.

Performance Objective 1: Raise Average Daily Attendance to 94%.

High Priority

Evaluation Data Sources: PEIMS

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue ongoing monitoring and interventions.

Strategy 1 Details	Reviews			
Strategy 1: We will recognize perfect attendance each nine weeks and for the semester. Students will be recognized on our		Formative		Summative
Facebook Page and in the local paper. We will use PBIS committee to develop award opportunities for perfect attendance students. We will consistently and routinely call parents of all absent students, and notify parents of attendance issues early.	Nov	Jan	Mar	June
These early and consistent interventions will strengthen parent communication and partnership to improve student attendance. Strategy's Expected Result/Impact: Attendance and high achievement of success are correlated.	15%	70%		
Staff Responsible for Monitoring: Principal, AP, and PEIMS Coordinator				
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				
No Progress Accomplished Continue/Modify	X Discont	tinue		

Goal 1: WHS will implement The Effective Schools Framework in the areas listed below. We acknowledge that to have an effective school we must have effective instruction. Students will improve achievement and CCMR readiness.

Performance Objective 2: Strong school leadership and planning

High Priority

Evaluation Data Sources: Data Analysis: Utilize multiple sources of data to determine areas of strength and weakness in curriculum and instruction.

Administer universal screenings at beginning, middle and end of the school year using NWEA Maps.

Utilize PLCs, staff professional development, and Instructional Coaches to support and increase TIER 1 instruction.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct PLC meetings to evaluate and monitor student performance data, then collaboratively adjust		Formative		Summative June
instructional strategies and planning to meet student needs	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student achievement and performance				
Staff Responsible for Monitoring: Principal, AP, instructional coaches	50%	50%		
No Progress Accomplished — Continue/Modify	X Discon	tinue		

Performance Objective 1: Provide a safe and secure learning environment for students and staff.

High Priority

HB3 Goal

Evaluation Data Sources: Continue Capturing Kids' Hearts with both staff and students.

Follow district and state protocols for drills and procedures.

Ascender Discipline referrals, bullying committee minutes

Perimeter and door checks multiple times daily with external door monitors assigned each period / SRO / duty roster

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Continue Capturing Kids' Hearts with both staff and students.		Formative		Summative
Strategy's Expected Result/Impact: Provide a safe learning environment for students and staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal and A.P.	30%	55%		
Strategy 2 Details				
Strategy 2: Follow district protocol for drills and procedures and check perimeter and doors multiple times daily!	Formative			Summative
Strategy's Expected Result/Impact: Hardening of school perimeter.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, A.P. and SRO	35%	35%		
Strategy 3 Details		Revi	iews	
Strategy 3: Follow through with Positive Behavior Incentives for both staff and students.		Formative		Summative
Strategy's Expected Result/Impact: Raising morale and providing a more positive atmosphere.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal and Administrative Assistant	20			
	10%	10%		
No Progress Accomplished Continue/Modify	X Discont	tinue		

Goal 2: WHS will ensure a safe and positive learning environment for all students and staff, ensuring resources necessary for future success.

Performance Objective 2: Reduce discipline referrals by at least 10%. Develop student and parent relationships in order to reduce the need for as many discipline referrals. Continue to implement Capturing Kids' Hearts strategies. De-escalate student behaviors. Keep all students safe and secure through timely and consistent bullying procedures. Use counseling services from SEL counselor for students in need and in crisis.

High Priority

Evaluation Data Sources: Ascender (PEIMS), Bullying Committee Minutes, Counselors

Strategy 1 Details				
Strategy 1: Clear, consistent, and respectful implementation of WISD policies, handbook, and discipline matrix.		Formative		
	Nov	Nov Jan Mar		
	100%	55%		
No Progress Accomplished Continue/Modify	X Discon	tinue		

Performance Objective 1: Increase number of students earning CTE certifications by at least 10%.

High Priority

Evaluation Data Sources: We will track the number of participants by keeping a record of students who earn these certificates..

Strategy 1 Details				
Strategy 1: Provide free dues in order for students to become full members.		Formative		Summative
Strategy's Expected Result/Impact: More students eligible to compete in contest and other activities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal and Teachers				
	15%	45%		
No Progress Accomplished — Continue/Modify	X Discon			

Goal 3: Improve instructional rigor and college / workforce readiness for students at WHS. Prepare students for life after high school.

Performance Objective 2: Use the Fundamental Five district expectation so that all classes improve in preparing students for the workforce and/or college. Critical writing integration, SAT/ACT/TSI prep, and GT opportunities will be improved and enriched.

High Priority

Evaluation Data Sources: TSI and GT bootcamp schedules/Rooms /Facebook parent communications., Eduphoria Strive and/or Forethought data incorporating critical writing into daily lessons as well as SAT/ACT/TSI prep.

Strategy 1 Details		•		
Strategy 1: Provide free dues in order for students to become full members.	Formative			Summative
Strategy's Expected Result/Impact: More students eligible to compete in contest and other activities.	Nov Jan Mar			June
Staff Responsible for Monitoring: Principal and Teachers				
	65%	60%		
No Progress Continue/Modify	X Discontinue			

Performance Objective 1: Provide teachers with continuous instructional support from Coaches and Principals.

High Priority

Evaluation Data Sources: Instructional Coaches

Strategy 1 Details				
Strategy 1: Retain quality, caring and ethical staff of lifelong learners through strategic staffing.	Formative			Summative
Strategy's Expected Result/Impact: Better Tier 1 instruction in the classroom.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, A.P. and Instructional Coaches	55%	65%		
No Progress Accomplished	X Discon	tinue		

Goal 4: WHS will recruit, support and retain quality caring and ethical staff of lifelong learners through strategic staffing.

Performance Objective 2: Identify teachers' strengths and weaknesses to ensure teachers are in a position in which they can have the most powerful and positive impact.

High Priority

Evaluation Data Sources: Walk Through's and PLC's

Strategy 1 Details				
Strategy 1: Consistent walk throughs with timely feedback.		Summative		
Strategy's Expected Result/Impact: Teachers feeling supported resulting in risk taking and better instructional	Nov	Jan	Mar	June
techniques.				
Staff Responsible for Monitoring: Principal, A.P. and instructional coaches.	50%	50%		
	ELECTION .	155.00		
No Progress Accomplished — Continue/Modify	X Discon	tinue		

Performance Objective 3: Lift and maintain a positive staff/campus morale throughout the school year.

Evaluation Data Sources: Develop a sense of belonging and being part of a team by building campus morale through monthly social activities/incentives and team building opportunities. Utilize and implement the Capturing Kids Hearts strategies and processes. Staff surveys and feedback on professional development needs and suggestions for administration.

Strategy 1 Details						
Strategy 1: Be more attentive to personnel's needs.	Formative			tive to personnel's needs.		Summative
Strategy's Expected Result/Impact: A confident staff that is not afraid to make needed changes.	Nov Jan Mar			June		
Staff Responsible for Monitoring: Everyone!	45%	55%				
No Progress Accomplished Continue/Modify	X Discon	tinue				

Goal 1: The Instruction Team acknowledges that to have an effective school we must have effective instruction. Accountability measures will improve based on increased student performance as compared to state averages and like districts.

Performance Objective 2: High-quality instructional materials and assessments

Evaluation Data Sources: Eduphoria and NWEA Maps

Strategy 1 Details		Reviews			
Strategy 1: Teachers will track, monitor and discuss student progress collected through Eduphoria and NWEA Maps during		Formative		Summative	
instructional meetings (PLCs) along with our grade level and subject area meetings.	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Increase student growth					
Staff Responsible for Monitoring: Principal, AP, Counselor, Subject Coordinator, Instructional Coaches	35%	55%			
Title I:		in the second			
2.4, 2.5, 2.6					
- TEA Priorities:					
Improve low-performing schools					
- ESF Levers:					
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments					
Strategy 2 Details		Rev	iews		
Strategy 2: Teachers will use the TEKS Resource System for our curriculum and District assigned resources and will		Formative		Summative	
receive relevant training, samples, modeling, and detailed expectations.	Nov	Jan	Mar	June	
Strategy's Expected Result/Impact: Strong Tier 1 Instruction	1101	1000		+	
Staff Responsible for Monitoring: Principal, AP, Counselor, Subject Coordinator, Instructional Coaches	250	5004			
	35%	60%			
Title I:					
2.4, 2.5, 2.6					
- TEA Priorities:					
Improve low-performing schools					
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments					
Level 1. Strong school Leadership and Flamning, Level 4. Tright-Quanty Instructional Materials and Assessments					
No Progress Accomplished Continue/Modify	X Discon	tinue			

Goal 1: The Instruction Team acknowledges that to have an effective school we must have effective instruction. Accountability measures will improve based on increased student performance as compared to state averages and like districts.

Performance Objective 3: Effective instruction- Grades 6th-8th will improve student achievement through changes in the master schedule, limiting classroom interruption, and full implementation of Fundamental 5 to ensure instructional time is maximized.

Evaluation Data Sources: Master Schedule

- Strategy 1 Details	Reviews			
Strategy 1: Teachers will close students' achievement gaps through strong Tier 1 instruction, SOAR classes, RTI, and		Formative		Summative
Tutorials. Teachers will adhere to the non-negotiable from Fundamental 5 that the district administrator developed. Strategy's Expected Result/Impact: Student growth	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, AP, Counselor, Subject Coordinator, Instructional Coaches	25%	45%		
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Strategy 2 Details		Rev	iews	
Strategy 2: Provide research based interventions and training (PD) to target instruction for students who are identified during the RtI process.	Formative			Summative
Strategy's Expected Result/Impact: Student growth, Close achievement gaps	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student growth, Close achievement gaps				
Title I:	30%	55%		
2.4, 2.5, 2.6	22.0			
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
No Progress Accomplished	X Discont	inue		1

Goal 2: WMS will ensure a safe and positive learning environment for all students and staff, ensuring resources necessary for future success. #WMSWeAreBetterTogether #RelationshipsMatter

Performance Objective 1: WMS will ensure a safe and positive learning environment for all students and staff, ensuring resources necessary for future success.

High Priority

Evaluation Data Sources: Continue Capturing Kids' Hearts with both staff and students.

Perfect attendance, tardy and AB Honor roll incentives.

Follow district protocol for drills and procedures.

Follow through with Positive Behavior Incentives for both staff and students.

Perimeter and door checks multiple times daily!

Character Lessons

Strategy 1 Details	Reviews			
Strategy 1: Continue Capturing Kids' Hearts with both staff and students.		Formative		Summative
Strategy's Expected Result/Impact: Provide a safe learning environment for students and staff.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal and A.P.	35%	55%		
Strategy 2 Details		Rev	iews	
Strategy 2: Follow district protocol for drills and procedures and check perimeter and doors multiple times daily! WMS	Formative			Summative
will conduct monthly drills to ensure the safety of students and staff.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Hardening of school perimeter. Staff Responsible for Monitoring: Principal, A.P. and SRO	45%	75%		
Strategy 3 Details		Rev	iews	
Strategy 3: Follow through with Positive Behavior Incentives for both staff and students.		Formative		Summative
Strategy's Expected Result/Impact: Raising morale and providing a more positive atmosphere.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal and Administrative Assistant	25%	55%		
No Progress Accomplished — Continue/Modify	X Discon	tinue		

Performance Objective 1: Provide teachers with continuous instructional support from Coaches and Principals.

High Priority

Evaluation Data Sources: Instructional Coaches

Strategy 1 Details				
Strategy 1: Retain quality, caring and ethical staff of lifelong learners through strategic staffing.	Formative			Summative
Strategy's Expected Result/Impact: Better Tier 1 instruction in the classroom.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, A.P. and Instructional Coaches	30%	65%		
No Progress Accomplished Continue/Modify	X Discon	tinue		

Goal 3: WMS will recruit, support and retain quality caring and ethical staff of lifelong learners through strategic staffing.

Performance Objective 2: Identify teachers' strengths and weaknesses to ensure teachers are in a position in which they can have the most powerful and positive impact.

High Priority

Evaluation Data Sources: T-TESS, Walk Through's and PLC's

Strategy 1 Details		Rev	iews	
Strategy 1: Consistent walk throughs with timely feedback. Instructional Coaches and Principal will support the teacher		Formative		Summative
using mentoring strategies.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers feeling supported resulting in risk taking and better instructional techniques. Increasing teacher support will build teacher self confidence and allow a mentor to support teachers on a daily/weekly basis. Staff Responsible for Monitoring: Principal, A.P., Curriculum Director, and Instructional Coaches	35%	50%		
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify	X Discon	tinue		

Performance Objective 3: Lift and maintain a positive staff/campus moral throughout the year. Develop a sense of belonging and being part of a team by building campus morale through monthly social activities/incentive and team building opportunities.

High Priority

Evaluation Data Sources: Campus climate surveys Staff retention data at the end of the school year

Strategy 1 Details		Rev	iews	
Strategy 1: Be more attentive to personnel's needs.		Formative		Summative
Strategy's Expected Result/Impact: A confident staff that is not afraid to make needed changes.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: WMS staff	40%	60%		
Strategy 2 Details		Rev	iews	
Strategy 2: Develop a sense of belonging and being part of a team by building campus morale through monthly social	Formative			Summative
activities/incentives and team building opportunities.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers remaining in the district. Staff Responsible for Monitoring: Principal AP	40%	60%		
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		4		
No Progress Accomplished — Continue/Modify	X Discont	tinue		

Goal 4: WMS will continue to develop parent and community relationships.

Performance Objective 1: WMS will continue positive contact with students, parents, and patrons.

Evaluation Data Sources: Surveys, Guardian Advisory Committee

Strategy 1 Details		Reviews		
Strategy 1: Continue to utilize the local newspaper, emails, school Facebook page, school letters, school website, ROOMS,		Formative		Summative
Woodville ISD App, and Thrill Share in order to inform parents and the community of school schedule changes, cancellations, and school activities.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased communication Staff Responsible for Monitoring: Facebook Committee, Principal, AP, Counselor, Secretary	30%	40%		
ESF Levers: Lever 3: Positive School Culture				
Strategy 2 Details		Rev	iews	
Strategy 2: Continue to communicate through parent informational meetings, club installations, academic awards, school		Formative		Summative
board recognition, and UIL events in order to recognize students that have gone above and beyond school, parent, and community expectations.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase positive perception Staff Responsible for Monitoring: Principal, AP, Counselor, Secretary	30%	40%		
Strategy 3 Details		Rev	iews	
Strategy 3: WMS will increase positive communication with parents. Promote positive perception by publicizing the "good		Formative		Summative
things" happening on campus and providing parents notifications of events in advance through Thrillshare, ROOMS, and social media.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase positive perception Staff Responsible for Monitoring: Principal, AP, Counselor, Secretary	25%	40%		
Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture				
No Progress Accomplished	X Discon	tinue		

Performance Objective 2: WMS will develop relationships within the community.

Evaluation Data Sources: Surveys and Feedback

Strategy 1 Details		Rev	iews	
Strategy 1: Parent/Guardian Committee: Develop a parent/guardian committee that meets and communicates regularly.		Formative		Summative
Strategy's Expected Result/Impact: Increased positive interaction	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, AP, Counselor, Secretary	15%	35%		
Strategy 2 Details		Rev	iews	
Strategy 2: WMS Social Media Committee will increase Facebook Traffic through comments and sharing. Woodville ISD		Summative		
Branding - #WMSWeAreBetterTogether & #RelationshipsMatter	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased positive interaction with community Staff Responsible for Monitoring: Principal, AP, Counselor, Secretary Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	20%	40%		
No Progress Continue/Modify	X Discont	tinue		

Goals

Revised/Approved: September 18, 2023

Goal 1: Wheat Elementary and Woodville Intermediate School will ensure that we are providing our students with a solid educational foundation through the use of effective classroom instruction and high-quality instructional materials.

Performance Objective 1: Strong school leadership and planning

Strategy 1 Details	Reviews			
Strategy 1: Teachers, campus administrators, and district instructional coaches will participate in Professional Learning		Formative		Summative
Communities (PLC)	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By sharing best practices, latest staff development strategies, and ideas for alignment of curriculum and campus improvement we will close student learning gaps and improve assessment scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Instructional Coaches	40%	60%		
Title I:				
2.4, 2.6				
- TEA Priorities:				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Level 1. Strong School Leadership and Flamming, Level 3. Effective instruction				

Strategy 2 Details		Rev	iews	
Strategy 2: Instructional Coaches will serve as mentors to teachers who are new to the campus and/or profession. They will		Formative		Summative
model lessons in the classrooms and provide coaching sessions to all teachers who need support.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Instructional Coaches will provide all teachers with feedback and support on a regular basis, which will strengthen the quality of instruction on the campuses and increase student performance. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches	50%	75%		
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify	X Discont	tinue		-

Goal 1: Wheat Elementary and Woodville Intermediate School will ensure that we are providing our students with a solid educational foundation through the use of effective classroom instruction and high-quality instructional materials.

Performance Objective 2: Wheat Elementary and Woodville Intermediate Schools will provide students with a solid educational foundations through the use of high-quality instructional materials and assessments.

Evaluation Data Sources: Eduphoria, district Student Performance Checks, and NWEA

	Reviews			
	Formative		Summative	
Nov	Jan	Mar	June	
60%	70%			
	Rev	iews		
	Formative		Summative	
Nov	Jan	Mar	June	
50%	50%			
	EGES P			
i	1		1	
	60% Nov	Rev. Formative Nov Jan Nov Jan Nov Jan	Formative Nov Jan Mar 60% 70% Reviews Formative Nov Jan Mar	

Strategy 3 Details		Rev	iews	
Strategy 3: Teachers and campus administrators will conduct regularly scheduled data meetings with students where they		Formative		Summative
will review assessment data and track progress.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: This data will drive intervention or enrichment opportunities, which will support student mastery of the standards.	500	5004		
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	60%	60%		
Title I:		4.5		
2.4, 2.6 - TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
No Progress Continue/Modify	X Discon	tinue		

Goal 1: Wheat Elementary and Woodville Intermediate School will ensure that we are providing our students with a solid educational foundation through the use of effective classroom instruction and high-quality instructional materials.

Performance Objective 3: Wheat Elementary and Woodville Intermediate Schools will improve student achievement through the implementation of effective instruction.

Strategy 1 Details		Reviews		
Strategy 1: Teachers will provide rigorous, effective, and engaging tier one and differentiated small group instruction to all		Formative		Summative
students.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Meeting students' needs through providing effective tier one instruction will decrease the amount of students needing academic support. Teachers will differentiate instruction for both struggling learners and students needing enrichment through small group and intervention periods.	20%	40%		
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Instructional Coaches		Ť		
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize technology on a daily basis to supplement instruction.		Formative		Summative
Strategy's Expected Result/Impact: Students will develop skills and knowledge to effectively use technology both in	Nov	Jan	Mar	June
the educational setting and in an ever changing digital world.	1,00	100		
Staff Responsible for Monitoring: Principal, Assistant Principal, Media Specialist, Teachers	40%	60%		
Title I:		1		
2.5				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify	X Discon	tinue	L	

Goal 2: Wheat Elementary and Woodville Intermediate Schools are committed to providing a positive, safe, and inclusive environment for children to learn 2 and grow.

Performance Objective 1: All staff will work diligently to create a positive, safe, and inclusive environment for children to learn and grow.

Evaluation Data Sources: Capturing Kids Hearts monthly guidance lessons PBIS Incentives Monthly Safety Drills

Strategy 1 Details		Reviews				
Strategy 1: Campus counselors will provide character education each six weeks focusing on the Capturing Kids Hearts		Formative		Summative		
character trait of the month.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Implementing Capturing Kids Hearts and providing monthly guidance lessons will help students to learn positive character traits.						
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor	50%	75%				
Title I:						
2.6						
- TEA Priorities:						
Improve low-performing schools						
- ESF Levers: Lever 3: Positive School Culture						
Lever 5: Positive School Culture						
Strategy 2 Details		Revi	OTHE			
		~~~~~	EWS			
Strategy 2: Campus assistant principals will oversee the Positive Behavior Interventions and Supports (PBIS) initiative.		Formative		Summative		
Strategy's Expected Result/Impact: Providing incentives for positive behaviors will aid in creating a positive	7A.T	Jan	Mar	Tuna		
	Nov	Jan	wiar	June		
learning environment for students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor	30%	50%	Wlar	June		
learning environment for students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor			WIAT	June		
learning environment for students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor  Title I:			IVIAI	June		
learning environment for students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor			Iviar	June		
learning environment for students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor  Title I: 2.5, 2.6  - TEA Priorities: Improve low-performing schools			Mar	June		
learning environment for students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor  Title I: 2.5, 2.6  - TEA Priorities: Improve low-performing schools - ESF Levers:			Mar	June		
learning environment for students and staff.  Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor  Title I: 2.5, 2.6  - TEA Priorities: Improve low-performing schools			Mar	June		

Strategy 3 Details		Rev	iews	
Strategy 3: Assistant principals will work closely with the School Resource Officer and in accordance with the Texas		Formative		Summative
School Safety Center to ensure we are operating a safe and secure school.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Monthly safety drills will provide students and staff the opportunity to practice emergency protocol. Daily campus wide monitoring including door sweeps, perimeter checks, etc. will ensure we are operating a safe and secure school.	50%	60%		
Staff Responsible for Monitoring: School Resource Officer, Principal, Assistant Principal, Teachers				
Title I:				
2.6 - TEA Priorities:				
Improve low-performing schools - ESF Levers:				
Lever 3: Positive School Culture				
No Progress Accomplished Continue/Modify	X Discon	tinue	<u> </u>	

Goal 3: Wheat Elementary and Woodville Intermediate School will recruit, support, and retain high quality staff members who are equipped to meet the 174 academic, social, and emotional needs of our students and encourage lifelong learning and future success.

Performance Objective 1: Campus administrators and district instructional coaches will be available to support the staff.

Evaluation Data Sources: District Instructional Coaches

Strategy 1 Details				
Strategy 1: Campus administrators will foster positive, collaborative relationships between staff members.		Summative		
Strategy's Expected Result/Impact: Encouraging and fostering positive relationships between staff members will provide a supportive work environment where every member feels valued and supported.  Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coaches  Title I:  2.5  - TEA Priorities:  Recruit, support, retain teachers and principals, Improve low-performing schools  - ESF Levers:  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Nov 50%	Jan 75%	Mar	June
Strategy 2 Details  Strategy 2: Teacher strengths have been considered when making the adjustments to the campus master schedules.	Reviews Formative Summ			
Strategy's Expected Result/Impact: By placing teachers in subject areas of interest and strength, staff is equipped to meet the academic, social, and emotional needs of students and encourage lifelong learning and future success.  Staff Responsible for Monitoring: Principal, Instructional Coaches, and Teachers  Title I: 2.5, 2.6  - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Nov 55%	Jan 70%	Mar	June
No Progress Accomplished Continue/Modify	X Discon	tinue		

Goal 4: Wheat Elementary and Woodville Intermediate will focus on developing strong, positive community relationships through open communication and outreach programs.

Performance Objective 1: We will continue to utilize digital information systems such as Facebook, Rooms, and the district/campus websites to conduct at least one positive contact with each parent every six weeks.

Evaluation Data Sources: Open lines of communication between staff and parents will increase parent involvement in their student's education.

Strategy 1 Details		Reviews				
Strategy 1: We will continue to utilize digital information systems such as Facebook, Remind, and the district/campus		Summative				
websites to conduct at least one positive contact with each parent every six weeks.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Open lines of communication between staff and parents will increase parent involvement in their student's education.  Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	30%	50%				
Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture						
Strategy 2 Details		Reviews				
Strategy 2: We will form a Parent Involvement Committee that will be comprised of campus administrators, staff, and	Formative Summ					
parents. This committee will plan events such as Grandparents Day, the winter carnival, and grade level music programs throughout the year.	Nov	Jan	Mar	June		
Strategy's Expected Result/Impact: Increased parent involvement will improve the parent and school partnership, which will in turn increase student performance.  Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, Parent Involvement Committee Members	40%	50%				
Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture						

# Report on Violent or Criminal Incidents for 2022-2023

Information compiled from the 2022-2023 TEA DFSCA Evaluation Report

### Woodville Independent School District

Incident/Offense	Elementary (PreK-5 th )	Middle School	High School
Possession, sale, or use of tobacco, alcohol, or other drugs	1	3	13
School-related gang violence	0	0	0
Assaults against students	1	0	1
Assaults against teachers/staff	1	0	0
Vandalism/criminal mischief against school property (>\$200.00)	1	0	0
Vandalism/criminal mischief against student property (>\$200.00)	0	0	0
Vandalism/criminal mischief against teacher/staff property (\$200.00)	0	0	0
Firearms confiscated	0	0	0
Other weapons confiscated		1	0

### School Violence Prevention and Intervention Policies and Procedures

### Woodville ISD operates on a "Zero Tolerance"

As required by TEA, below is a summary of actions taken by WISD:

- Conduct a Summer Targeted Partial Safety Audit
- Conduct an Exterior Door Safety Audit
- Convene the District's Safety and Security Committee to review:
  - o the Multi-hazard Emergency Operations Plan (EOP)
  - o and, as a component of the EOP, the District's Active Threat Plan
- Ensure all campus staff (including substitutes) are trained on their specific district and campus safety procedures
- Schedule all mandatory drills for the school year
- Ensure all threat assessment team members are trained
- Review and, as necessary, update access control procedures

Additional descriptions of school violence prevention and violence intervention policies and procedures that the District is using to protect students are available in the District Improvement Plan and the corresponding Campus Improvement Plans (which are available on the District's website at <a href="https://www.woodvilleeagles.org">www.woodvilleeagles.org</a>.)

### Texas High School Graduates from FY2020 Enrolled in Texas Public or Independent Higher Education in FY 2021

					GPA for 1st Year in Public Higher Education in Texas				
County	District		Total Graduates	<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk
Minimal Anna II an in Air Anna Anna Anna Anna Anna	WOODVILLE	ISD							
	229903001	WOODVILLE H S							
		Four-Year Public University	20	7	1	2	6	4	0
		Two-Year Public Colleges	17	6	1	2	4	4	0
		Independent Colleges & Universities	2						
		Not Trackable	1						
		Not Found	49						
		Total High School Graduates	89						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

			*				
L	L . L	I I			. [ , [	-1 1	