2020-21 Texas Academic Performance Report (TAPR)

District Name: FORT WORTH ISD

Campus Name: WOODWAY EL

Campus Number: 220905216

2021 Accountability Rating: Not Rated: Declared State of Disaster
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# Texas Education Agency
## 2020-21 STAAR Performance (TAPR)
### WOODWAY EL (220905216) - FORT WORTH ISD - TARRANT COUNTY

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

<table>
<thead>
<tr>
<th>Grade 3 Reading</th>
<th>School Year</th>
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<th>Special Ed (Former)</th>
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<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
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<th>Special Ed (Former)</th>
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<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
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### Texas Education Agency

**2020-21 STAAR Performance (TAPR)**

**WOODWAY EL (220905216) - FORT WORTH ISD - TARRANT COUNTY**

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

<table>
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<th>School Year</th>
<th>State</th>
<th>District</th>
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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | Continuously Enrolled | Non-Continuously Enrolled | Econ Disc...
Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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<th>Non-Continuously Enrolled</th>
<th>Eco Disadv</th>
<th>EB / EL (Current &amp; Monitored)</th>
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### STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

#### 3rd Graders

| Reading and Mathematics | 2021 | 24% | 13% | 11% | 0% | 16% | * | - | - | - | * | 8% | * | 8% | 25% | 8% | 15% |
| | 2019 | 35% | 24% | 14% | 6% | 22% | * | - | - | - | * | 17% | - | 18% | 0% | 14% | 23% |
| Reading and Mathematics Including EOC | 2021 | 24% | 13% | 11% | 0% | 16% | * | - | - | - | * | 8% | * | 8% | 25% | 8% | 15% |
| | 2019 | 35% | 24% | 14% | 6% | 22% | * | - | - | - | * | 17% | - | 18% | 0% | 14% | 23% |
| Reading Including EOC | 2021 | 38% | 26% | 22% | 14% | 26% | * | - | - | - | * | 17% | * | 17% | 21% | 42% | 20% | 30% |
| | 2019 | 45% | 34% | 20% | 13% | 29% | * | - | - | - | * | 17% | - | 25% | 0% | 19% | 31% |
| Math Including EOC | 2021 | 31% | 17% | 13% | 0% | 18% | * | - | - | - | * | 8% | * | 10% | 25% | 10% | 19% |
| | 2019 | 49% | 34% | 25% | 16% | 29% | * | - | - | - | * | 17% | - | 25% | 27% | 25% | 34% |

#### 4th Graders

| Reading and Mathematics | 2021 | 26% | 15% | 6% | 4% | 5% | - | - | * | - | - | * | 0% | * | 9% | 0% | 7% | 4% |
| | 2019 | 35% | 24% | 28% | 29% | 32% | * | - | - | - | * | 0% | * | 31% | 23% | 27% | 21% |
| Reading and Mathematics Including EOC | 2021 | 26% | 15% | 6% | 4% | 5% | - | - | * | - | - | * | 0% | * | 9% | 0% | 7% | 4% |
| | 2019 | 35% | 24% | 28% | 29% | 32% | * | - | - | - | * | 0% | * | 31% | 23% | 27% | 21% |
| Reading Including EOC | 2021 | 36% | 25% | 14% | 7% | 16% | - | - | - | - | - | * | 0% | * | 18% | 5% | 13% | 12% |
| | 2019 | 44% | 34% | 36% | 41% | 36% | * | - | - | - | * | 0% | * | 37% | 35% | 36% | 27% |
| Math Including EOC | 2021 | 36% | 21% | 12% | 7% | 9% | - | - | * | - | - | * | 0% | * | 14% | 5% | 12% | 4% |
| | 2019 | 48% | 34% | 38% | 38% | 40% | * | - | - | - | * | 0% | * | 44% | 23% | 37% | 33% |

#### 5th Graders

<p>| Reading and Mathematics | 2021 | 34% | 21% | 15% | 0% | 22% | 40% | - | - | - | - | - | 22% | * | 12% | 21% | 14% | 18% |
| | 2019 | 44% | 32% | 29% | 18% | 35% | 40% | - | - | - | * | - | 31% | * | 29% | 29% | 28% | 31% |
| Reading and Mathematics Including EOC | 2021 | 34% | 21% | 15% | 0% | 22% | 40% | - | - | - | - | - | 22% | * | 12% | 21% | 14% | 18% |
| | 2019 | 44% | 32% | 29% | 18% | 35% | 40% | - | - | - | * | - | 31% | * | 29% | 29% | 28% | 31% |
| Reading Including EOC | 2021 | 46% | 35% | 26% | 4% | 35% | 80% | - | - | - | - | - | 20% | * | 24% | 32% | 25% | 39% |
| | 2019 | 54% | 44% | 34% | 21% | 43% | 40% | - | - | - | * | - | 31% | * | 33% | 38% | 34% | 41% |</p>
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* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
| School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------|-------|----------|--------|------------------|----------|-------|----------------|------|-----------------|------------------|------------------|-------------------|-------------------|--------------------------|--------------------------|
| **Grade 4 ELA/Reading** | 2019 | 61 | 57 | 60 | 65 | 55 | * | - | * | * | 17 | * | 59 | 63 | 58 | 54 |
| | 2018 | 63 | 64 | 54 | 60 | 48 | 80 | - | * | - | * | 86 | * | 48 | 75 | 52 | 44 |
| **Grade 4 Mathematics** | 2019 | 65 | 63 | 68 | 83 | 63 | * | - | * | - | * | 50 | * | 66 | 73 | 69 | 63 |
| | 2018 | 65 | 65 | 72 | 67 | 70 | 80 | - | * | - | * | 88 | * | 72 | 69 | 72 | 71 |
| **Grade 5 ELA/Reading** | 2019 | 81 | 82 | 82 | 72 | 87 | 80 | - | * | - | * | 71 | * | 88 | 64 | 85 | 88 |
| | 2018 | 80 | 82 | 89 | 88 | 91 | * | - | - | - | - | - | - | - | - | - | - |
| **Grade 5 Mathematics** | 2019 | 83 | 81 | 81 | 80 | 79 | 100 | - | * | - | * | 89 | * | 81 | 81 | 79 | 85 |
| | 2018 | 81 | 82 | 75 | 75 | 77 | * | - | - | - | - | - | - | - | - | - | - |
| **All Grades Both Subjects** | 2019 | 69 | 63 | 73 | 74 | 72 | 79 | - | * | - | * | 78 | 66 | * | 74 | 70 | 73 | 73 |
| | 2018 | 69 | 67 | 73 | 74 | 72 | 75 | - | * | - | - | 81 | 82 | 67 | 72 | 78 | 73 | 71 |
| **All Grades ELA/Reading** | 2019 | 68 | 64 | 71 | 68 | 72 | 71 | - | * | - | - | 80 | 55 | * | 74 | 63 | 72 | 72 |
| | 2018 | 69 | 68 | 73 | 76 | 71 | 83 | - | * | - | - | 78 | 87 | * | 70 | 85 | 72 | 65 |
| **All Grades Mathematics** | 2019 | 70 | 63 | 75 | 81 | 71 | 86 | - | * | - | * | 78 | * | 74 | 78 | 74 | 74 |
| | 2018 | 70 | 66 | 73 | 72 | 74 | 67 | - | * | - | - | 83 | 78 | * | 74 | 71 | 74 | 76 |

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
### 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TPAR)
**WOODWAY EL (220905216) - FORT WORTH ISD - TARRANT COUNTY**

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

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<th>BE-Dual One-Way</th>
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<th>Total ESL</th>
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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>Total Bilingual Education</th>
<th>BE-Trans Early Exit</th>
<th>BE-Trans Late Exit</th>
<th>BE-Dual Two-Way</th>
<th>BE-Dual One-Way</th>
<th>ALP Bilingual (Exception)</th>
<th>Total ESL</th>
<th>ESL Content-Based</th>
<th>ESL Pull-Out</th>
<th>ALP ESL (Waiver)</th>
<th>EB/EL with Parental Denial</th>
<th>Never EB/EL</th>
<th>Total EB/EL (Current)</th>
<th>Monitored &amp; Former EB/EL</th>
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</tbody>
</table>

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.
Texas Education Agency  
2020-21 STAAR Participation (TAPR)  
WOODWAY EL (220905216) - FORT WORTH ISD - TARRANT COUNTY

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

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<th>All Tests</th>
<th>2021 STAAR Participation (All Grades)</th>
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<td>Hispanic</td>
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<td>Non-Continuously Enrolled</td>
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<td>EB / EL (Current &amp; Monitored)</td>
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<td>83%</td>
</tr>
<tr>
<td>Not Included in Accountability: Mobile</td>
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</tr>
<tr>
<td>Not Included in Accountability: Other Exclusions</td>
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</tr>
<tr>
<td>Not Tested</td>
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<tr>
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<td>Other</td>
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<td>Other</td>
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</table>

### Science

#### Assessment Participant

| Not Tested | 87% | 92% | 95% | 96% | 97% | 83% | - | - | * | 100% | * | 94% | 95% | 94% | 100% |
| Included in Accountability | 84% | 88% | 93% | 93% | 97% | 83% | - | - | * | 100% | * | 94% | 90% | 93% | 100% |
| Not Included in Accountability: Mobile | 3% | 4% | 1% | 4% | 0% | 0% | - | - | * | 0% | * | 0% | 5% | 1% | 0% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 8% | 5% | 4% | 3% | 17% | - | - | * | 0% | * | 6% | 5% | 6% | 0% |
| Absent | 2% | 1% | 0% | 0% | 0% | 0% | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 7% | 5% | 4% | 3% | 17% | - | - | * | 0% | * | 6% | 5% | 6% | 0% |

### 2019 STAAR Participation (All Grades)

#### All Tests

| Not Tested | 99% | 99% | 100% | 100% | 100% | 100% | - | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 93% | 93% | 89% | 95% | 100% | - | - | 100% | - | 100% | 93% | 100% | 96% | 86% | 93% | 96% |
| Not Included in Accountability: Mobile | 4% | 4% | 7% | 11% | 5% | 0% | - | 0% | - | 0% | 7% | 0% | 4% | 14% | 7% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 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% | 0% |
| Other | 0% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

#### Reading

| Not Tested | 99% | 100% | 100% | 100% | 100% | 100% | - | - | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 92% | 93% | 89% | 95% | 100% | - | - | 100% | 93% | 100% | * | 96% | 86% | 93% | 96% |
| Not Included in Accountability: Mobile | 4% | 4% | 7% | 11% | 5% | 0% | - | * | - | 0% | 7% | 0% | 4% | 14% | 7% | 4% |
| Not Included in Accountability: Other Exclusions | 2% | 3% | 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 | 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% |

#### Mathematics

| Not Tested | 100% | 100% | 100% | 100% | 100% | 100% | - | - | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 93% | 93% | 89% | 95% | 100% | - | - | 100% | 93% | 100% | * | 96% | 86% | 93% | 96% |
Texas Education Agency  
2020-21 STAAR Participation (TAPR)  
WOODWAY EL (220905216) - FORT WORTH ISD - TARRANT COUNTY

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

|                | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|----------------|-------|----------|--------|------------------|----------|------|----------------|-------|------------------|-------------------|---------------------|---------------------|----------------------|----------------------------|----------------------|
| Not Included in Accountability: Mobile | 4%    | 5%       | 7%     | 11%              | 5%       | 0%   | -              | *     | -                | 0%                | 7%                  | *                   | 4%                   | 14%                   | 7%                   | 4%                     |
| Not Included in Accountability: Other Exclusions | 1%    | 2%       | 0%     | 0%               | 0%       | 0%   | -              | *     | -                | 0%                | 0%                  | *                   | 0%                   | 0%                   | 0%                     |
| Not Tested | 0%    | 0%       | 0%     | 0%               | 0%       | 0%   | -              | *     | -                | 0%                | 0%                  | *                   | 0%                   | 0%                   | 0%                     |
| Absent | 0%    | 0%       | 0%     | 0%               | 0%       | 0%   | -              | *     | -                | 0%                | 0%                  | *                   | 0%                   | 0%                   | 0%                     |
| Other | 0%    | 0%       | 0%     | 0%               | 0%       | 0%   | -              | *     | -                | 0%                | 0%                  | *                   | 0%                   | 0%                   | 0%                     |

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* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
### Attendance Rate

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<th>Campus</th>
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<th>White</th>
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<th>Asian</th>
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<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>EB/EL</th>
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<tr>
<td>2019-20</td>
<td>98.3%</td>
<td>97.7%</td>
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<td>97.1%</td>
<td>97.8%</td>
<td>96.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96.4%</td>
<td>96.2%</td>
<td>97.3%</td>
</tr>
<tr>
<td>2018-19</td>
<td>95.4%</td>
<td>95.1%</td>
<td>94.8%</td>
<td>94.0%</td>
<td>95.6%</td>
<td>92.7%</td>
<td>-</td>
<td>99.4%</td>
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<td>94.6%</td>
<td>94.7%</td>
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### Chronic Absenteeism

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<tbody>
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<td>6.7%</td>
<td>7.3%</td>
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<td>7.4%</td>
<td>5.2%</td>
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<tr>
<td>2018-19</td>
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<td>17.1%</td>
<td>11.0%</td>
<td>18.2%</td>
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### Annual Dropout Rate (Gr 7-8)

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<tbody>
<tr>
<td>2019-20</td>
<td>0.5%</td>
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<tr>
<td>2018-19</td>
<td>0.4%</td>
<td>1.5%</td>
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### Annual Dropout Rate (Gr 9-12)

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<tbody>
<tr>
<td>2019-20</td>
<td>1.6%</td>
<td>3.0%</td>
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<tr>
<td>2018-19</td>
<td>1.9%</td>
<td>3.0%</td>
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### 4-Year Longitudinal Rate (Gr 9-12)

#### Class of 2020

- Graduated: 90.3% 87.7%
- Received TxCHSE: 0.4% 0.3%
- Continued HS: 3.9% 2.1%
- Dropped Out: 5.4% 9.9%
- Graduates and TxCHSE: 90.7% 88.0%
- Graduates, TxCHSE, and Continuers: 94.6% 90.1%

#### Class of 2019

- Graduated: 90.0% 87.6%
- Received TxCHSE: 0.5% 0.3%
- Continued HS: 3.7% 2.5%
- Dropped Out: 5.9% 9.6%
- Graduates and TxCHSE: 90.4% 87.9%
- Graduates, TxCHSE, and Continuers: 94.1% 90.4%

### 5-Year Extended Longitudinal Rate (Gr 9-12)

#### Class of 2019

- Graduated: 92.0% 89.6%
- Received TxCHSE: 0.5% 0.4%
- Continued HS: 1.3% 0.2%
- Dropped Out: 6.1% 9.8%
- Graduates and TxCHSE: 92.6% 90.0%
## 2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
### WOODWAY EL (220905216) - FORT WORTH ISD - TARRANT COUNTY

<table>
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<th>Hispanic</th>
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<th>Special Ed</th>
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<th>EB/EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates, TxCHSE, and Continuers</td>
<td>93.9%</td>
<td>90.2%</td>
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</tr>
</tbody>
</table>
### Class of 2018
| Graduated             | 92.2%  | 89.0%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Received TxCHSE       | 0.6%   | 0.6%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Continued HS          | 1.1%   | 0.9%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Dropped Out           | 6.1%   | 9.4%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Graduates and TxCHSE  | 92.8%  | 89.6%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Graduates, TxCHSE, and Continuers | 93.9%  | 90.6%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
### 6-Year Extended Longitudinal Rate (Gr 9-12)
### Class of 2018
| Graduated             | 92.6%  | 89.9%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Received TxCHSE       | 0.7%   | 0.7%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Continued HS          | 0.6%   | 0.1%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Dropped Out           | 6.1%   | 9.4%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Graduates and TxCHSE  | 93.3%  | 90.6%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Graduates, TxCHSE, and Continuers | 93.9%  | 90.6%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
### Class of 2017
| Graduated             | 92.4%  | 89.0%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Received TxCHSE       | 0.7%   | 0.5%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Continued HS          | 0.6%   | 0.4%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Dropped Out           | 6.3%   | 10.1%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Graduates and TxCHSE  | 93.2%  | 89.5%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Graduates, TxCHSE, and Continuers | 93.7%  | 89.9%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
### 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)
| Class of 2020         | 90.3%  | 85.4%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Class of 2019         | 90.0%  | 86.2%    | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
### RHSP/DAP Graduates (Longitudinal Rate)
| Class of 2020         | 83.0%  | -        | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Class of 2019         | 73.3%  | *        | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
### FHSP-E Graduates (Longitudinal Rate)
| Class of 2020         | 4.3%   | 4.4%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
| Class of 2019         | 4.2%   | 5.3%     | -      | -                 | -        | -     | -               | -     | -               | -                 | -          | -           | -     |
### FHSP-DLA Graduates (Longitudinal Rate)
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<th>Two or More Races</th>
<th>Special Ed</th>
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<td>FHSP-E Graduates (Annual Rate)</td>
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### Graduates (2019-20 Annual Graduates)

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<th>Campus Count</th>
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There is no data for this campus.
There is no data for this campus.
There is no data for this campus.
## Membership

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<tr>
<td></td>
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</tr>
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### Students by Grade:

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<tr>
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<tr>
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<td>11.3%</td>
<td>57</td>
<td>11.3%</td>
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<td>0</td>
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<tr>
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<td>Grade 10</td>
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<tr>
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<tr>
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### Ethnic Distribution:

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<th>District Percent</th>
<th>State Count</th>
<th>State Percent</th>
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<td>5.0%</td>
<td>25</td>
<td>5.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Pacific Islander</td>
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<tr>
<td>Two or More Races</td>
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<td>18</td>
<td>3.6%</td>
<td>18</td>
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### Sex:

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<th>Gender</th>
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<th>District Count</th>
<th>District Percent</th>
<th>State Count</th>
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<tr>
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<td>51.3%</td>
<td>259</td>
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### Economically Disadvantaged

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<th>District Count</th>
<th>District Percent</th>
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<td>468</td>
<td>92.7%</td>
<td>468</td>
<td>92.7%</td>
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<td>7.3%</td>
<td>37</td>
<td>7.3%</td>
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<tr>
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<td>4.4%</td>
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<tr>
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<td>161</td>
<td>31.9%</td>
<td>161</td>
<td>31.9%</td>
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TEA | School Programs | Assessment and Reporting | Performance Reporting

Page 21 of 26
## Membership and Enrollment

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<th>State</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
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<td>Students w/ Dyslexia</td>
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<td>0.0%</td>
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<td>Homeless</td>
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<td>1.4%</td>
<td>1.1%</td>
<td>11</td>
<td>2.2%</td>
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<td>2.0%</td>
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<td>1.0%</td>
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<tr>
<td>Migrant</td>
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<td>0.0%</td>
<td>0.3%</td>
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</tr>
<tr>
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<td>96.9%</td>
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<td>2.7%</td>
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<td>1.0%</td>
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## Students by Instructional Program:

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<th>Campus</th>
<th>District</th>
<th>State</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
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<td>34.8%</td>
<td>158</td>
<td>31.3%</td>
<td>34.8%</td>
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<td>28</td>
<td>5.5%</td>
<td>12.8%</td>
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<td>14.0%</td>
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<td>Special Education</td>
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<td>10.4%</td>
<td>57</td>
<td>11.3%</td>
<td>10.4%</td>
<td>57</td>
<td>11.3%</td>
<td>10.4%</td>
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## Students with Disabilities by Type of Primary Disability:

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<tr>
<td>By Type of Primary Disability</td>
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<td>Students with Intellectual Disabilities</td>
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<td>Students with Autism</td>
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<td>Students with Behavioral Disabilities</td>
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<td>Students with Non-Categorical Early Childhood</td>
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## Mobility (2019-20):

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<td>By Ethnicity:</td>
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<td></td>
</tr>
<tr>
<td>African American</td>
<td>39</td>
<td>8.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30</td>
<td>6.4%</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>Count and Percent of Special Ed Students who are Mobile</td>
<td>10</td>
<td>14.3%</td>
</tr>
<tr>
<td>Count and Percent of EB Students/EL who are Mobile</td>
<td>22</td>
<td>15.1%</td>
</tr>
<tr>
<td>Count and Percent of Econ Dis Students who are Mobile</td>
<td>69</td>
<td>16.0%</td>
</tr>
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</table>

## Student Attrition (2019-20):

<table>
<thead>
<tr>
<th>Attrition</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Attrition</td>
<td>164</td>
<td>31.7%</td>
</tr>
</tbody>
</table>

TEA | School Programs | Assessment and Reporting | Performance Reporting
### Retention Rates by Grade:

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0.0%</td>
<td>0.5%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>1.6%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>5.6%</td>
<td>0.7%</td>
<td>1.9%</td>
<td>26.7%</td>
<td>1.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0.0%</td>
<td>0.4%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>0.2%</td>
<td>-</td>
<td>-</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td>0.2%</td>
<td>-</td>
<td>-</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td>0.2%</td>
<td>-</td>
<td>-</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>-</td>
<td>4.4%</td>
<td>4.7%</td>
<td>-</td>
<td>5.5%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

### Class Size Averages by Grade and Subject

#### Elementary:

<table>
<thead>
<tr>
<th>Class Size Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>19.5</td>
<td>16.6</td>
<td>17.7</td>
</tr>
<tr>
<td>Grade 1</td>
<td>16.2</td>
<td>16.8</td>
<td>18.0</td>
</tr>
<tr>
<td>Grade 2</td>
<td>17.3</td>
<td>16.5</td>
<td>18.0</td>
</tr>
<tr>
<td>Grade 3</td>
<td>20.5</td>
<td>16.4</td>
<td>18.2</td>
</tr>
<tr>
<td>Grade 4</td>
<td>18.0</td>
<td>16.9</td>
<td>18.3</td>
</tr>
<tr>
<td>Grade 5</td>
<td>17.2</td>
<td>18.5</td>
<td>19.8</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>15.2</td>
<td>19.4</td>
</tr>
</tbody>
</table>

#### Secondary:

<table>
<thead>
<tr>
<th>Class Size Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>-</td>
<td>13.0</td>
<td>15.7</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>-</td>
<td>13.3</td>
<td>17.8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>13.0</td>
<td>16.9</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>14.2</td>
<td>17.9</td>
</tr>
<tr>
<td>Social Studies</td>
<td>-</td>
<td>15.9</td>
<td>18.3</td>
</tr>
</tbody>
</table>
## Staff Information

<table>
<thead>
<tr>
<th>Staff Information</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>48.9</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Professional Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>34.3</td>
<td>70.0%</td>
<td>51.6%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>4.9</td>
<td>10.0%</td>
<td>15.6%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>2.0</td>
<td>4.1%</td>
<td>3.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Educational Aides:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians and Counselors (Headcount):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Librarians</td>
<td>1.0</td>
<td>n/a</td>
<td>119.0</td>
<td>4,290.0</td>
</tr>
<tr>
<td>Part-time Librarians</td>
<td>0.0</td>
<td>n/a</td>
<td>4.0</td>
<td>582.0</td>
</tr>
<tr>
<td>Full-time Counselors</td>
<td>1.0</td>
<td>n/a</td>
<td>213.0</td>
<td>13,211.0</td>
</tr>
<tr>
<td>Part-time Counselors</td>
<td>0.0</td>
<td>n/a</td>
<td>14.0</td>
<td>1,126.0</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>30.9</td>
<td>63.2%</td>
<td>60.3%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Teachers by Ethnicity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>9.3</td>
<td>27.1%</td>
<td>22.2%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.0</td>
<td>26.3%</td>
<td>24.4%</td>
<td>28.4%</td>
</tr>
<tr>
<td>White</td>
<td>16.0</td>
<td>46.7%</td>
<td>50.7%</td>
<td>56.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Teachers by Sex:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>3.0</td>
<td>8.8%</td>
<td>27.8%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Females</td>
<td>31.3</td>
<td>91.2%</td>
<td>72.2%</td>
<td>76.2%</td>
</tr>
<tr>
<td>Teachers by Highest Degree Held:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Degree</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.8%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>24.0</td>
<td>70.0%</td>
<td>69.1%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Masters</td>
<td>10.3</td>
<td>30.0%</td>
<td>29.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.1%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Teachers by Years of Experience:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>0.0</td>
<td>0.0%</td>
<td>6.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>10.0</td>
<td>29.2%</td>
<td>28.5%</td>
<td>27.8%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>10.0</td>
<td>29.2%</td>
<td>19.1%</td>
<td>20.3%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>11.0</td>
<td>32.1%</td>
<td>30.1%</td>
<td>29.1%</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>3.3</td>
<td>9.6%</td>
<td>12.3%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Staff Information</td>
<td>Count/Average</td>
<td>Percent</td>
<td>District</td>
<td>State</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>---------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.7%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Number of Students per Teacher</td>
<td>14.7</td>
<td>n/a</td>
<td>14.0</td>
<td>14.5</td>
</tr>
</tbody>
</table>

**Experience of Campus Leadership:**

<table>
<thead>
<tr>
<th>Experience of Campus Leadership</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years Experience of Principals</td>
<td>7.0</td>
<td>7.1</td>
<td>6.4</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>7.0</td>
<td>6.8</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>9.0</td>
<td>6.4</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>9.0</td>
<td>6.2</td>
<td>4.8</td>
</tr>
</tbody>
</table>

| Average Years Experience of Teachers: | 9.9 | 11.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.3 | 8.4 | 7.2 |

**Average Teacher Salary by Years of Experience (regular duties only):**

- **Beginning Teachers**: - $55,984 $50,849
- **1-5 Years Experience**: $57,344 $57,585 $53,288
- **6-10 Years Experience**: $59,845 $59,747 $56,282
- **11-20 Years Experience**: $62,928 $64,109 $59,900
- **21-30 Years Experience**: $66,611 $69,440 $64,637
- **Over 30 Years Experience**: - $87,678 $69,974

**Average Actual Salaries (regular duties only):**

- **Teachers**: $60,751 $62,422 $57,641
- **Professional Support**: $67,093 $73,440 $68,030
- **Campus Administration (School Leadership)**: $84,487 $88,106 $83,424

**Instructional Staff Percent:**

- n/a 66.8% 64.6%

**Contracted Instructional Staff (not incl. above):**

- 0.0 0.0 5,731.4

**Program Information**

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>3.8</td>
<td>11.0%</td>
<td>15.6%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>4.5%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>4.0</td>
<td>11.7%</td>
<td>6.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Gifted and Talented Education</td>
<td>0.3</td>
<td>0.8%</td>
<td>0.2%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>23.2</td>
<td>67.8%</td>
<td>56.0%</td>
<td>71.0%</td>
</tr>
</tbody>
</table>
Texas Education Agency  
2020-21 Staff Information (TAPR)  
WOODWAY EL (220905216) - FORT WORTH ISD - TARRANT COUNTY

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>3.0</td>
<td>8.8%</td>
<td>9.1%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>0.0%</td>
<td>8.1%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

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

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