1996-97 Report on
High School Completion Rates

Texas Education Agency • Office of Policy Planning and Research
Division of Research and Evaluation
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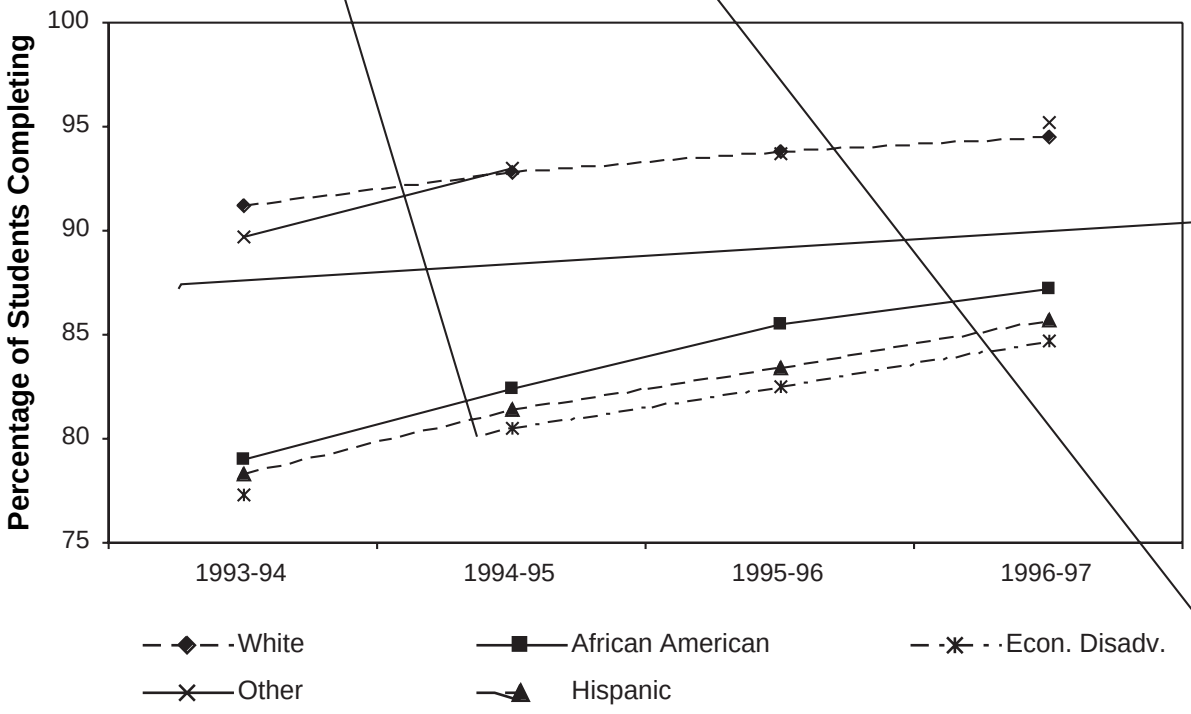
High School Completion Rates by Student Groups, Classes of 1994 through 1997



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Highlights

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- The study investigated four cohorts of students who were expected to graduate in the following years: 1993-94, 1994-95, 1995-96, and 1996-97.

- Starting with first-time ninth graders in the initial year, the study examined student enrollment patterns for each cohort through expected graduation four years later.

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- In the class of 1997, 188,488 out of 224,425 students completed high school, either by graduating or earning a General Educational Development (GED) certificate. Another 15,079 were continuing to attend school in EMC BT /ArtifactD) certfallea

Highlights

- White students were more likely to complete high school than Hispanic or African American students. However, the gap narrowed between 1994 and 1997, with minority students improving their completion rates about twice as fast as White students.

- Economically disadvantaged students had markedly lower completion rates than non-economically disadvantaged students.

- Several key groups of students were more likely to meet the criteria for completion by earning a GED certificate or by remaining enrolled in the fall after their expected graduation:

  - students who were overage for grade in ninth grade, or who were retained in grade at any time during high school;

  - economically disadvantaged students;

  - students identified as being at risk of dropping out; and

  - second-language learners (SLLs, previously called limited English proficient, or LEP students).

1996-97 Report on High School Completion Rates

Executive Summary

This study examined enrollment patterns for four cohorts of students from 1993-94 to 1996-97. The 1996-97 cohort, for example, which began with students who were enrolled in ninth grade for the first time in 1993-94, was followed for four years through expected graduation in 1996-97. The 1993-94 cohort includes first-time ninth-graders in 1990-91 who were expected to graduate in 1993-94.

In 1996-97, a total of 203,567 students (90.7%) from a cohort of 224,425, completed or were still completing high school in the Texas public school system. This represents more than a 5 percentage point increase from the 85.3 percent completion rate for the 1993-94 school year.

Students are considered to be high school completers if they have already graduated, earned a General Educational Development (GED) certificate, or are still enrolled toward completion in the fall after their expected graduation. In 1997, 75.8 percent graduated, 8.2 percent earned GED certificates, and 6.7 percent remained in enrollment in the fall.

Completion rates vary greatly by student characteristics. In the class of 1997, students who were on-grade for their age (i.e., the expected age for their grade level) had a much greater chance of completing high school than students who were either overage for grade when they first entered the cohort (i.e., older than expected for their grade level) or retained sometime during high school. White students were more likely to complete high school than Hispanic or African American students. Economically disadvantaged students had markedly lower completion rates than non-economically disadvantaged students. Students identified as at risk of dropping out had lower completion rates than those not identified as being at risk. Non-mobile students (those who did not change campus or district during high school) were slightly more likely to complete high school than those who did move.

Many of the gaps in completion rates between student groupings narrowed between 1994 and 1997. The percentage point improvement in completion rates for minority students was about twice as large as the improvement for White students. Completion rates for at-risk students increased more than twice as much as those for students not identified as at risk. Likewise, the completion rates for economically disadvantaged students and mobile students improved faster than the rates for their non-economi-

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For some students, earning a GED appears to be an important route to high school completion. Students who began ninth grade overage for grade, students who were retained in grade during high school, second-language learners (SLLs), and students identified as at risk of dropping out all had much higher rates of completion by GED than other student groups. For students who had not completed 12th grade by the time of their expected graduation, additional time in the system also appears to be an important route to completion. Economically disadvantaged students, at-risk students, overage and retained students, and SLLs all had much higher rates of continued enrollment following their expected graduation year, and correspondingly lower rates of on-time graduation, than other student groups.

Larger, urban districts tended to have somewhat lower completion rates than smaller, rural districts, and districts with better overall performance on the Texas Assessment of Academic Skills (TAAS) had higher completion rates than those with weaker TAAS performance. District financial resources and teacher qualifications had little apparent relationship to completion rates. This is most likely a result of the contrast between the longitudinal nature of the completion rate and the point-in-time measurement of district characteristics.

Currently, Texas is the only state where completion rates are reported on a routine basis. The National Center for Educational Statistics (NCES) has begun developing a completion rate reporting process to permit state-to-state comparisons, but not all of the methodological issues have been resolved. A direct comparison of Texas' completion rates with those of other states and/or national statistics will not be possible until other states adopt similar measures or NCES begins tracking completion rates nationally.

1996-97 Report on High School Completion Rates

Introduction

This is the first annual report of completion rates in Texas public schools. It describes completion rates for the cohort of students whose anticipated time of graduation was spring 1997. The report includes:

- statewide completion rates by student characteristics;
- historical completion rates for the previous three graduating cohorts, provided for comparison purposes;
- a summary of completion rates based on district characteristics; and
- a listing of completion rates (overall and for different student groups) for the current cohort and the previous three cohorts, by county and district.

Historical Background

Since 1994, the Academic Excellence Indicator System (AEIS) has been used to determine accountability ratings for Texas public school districts and campuses. Three types of indicators are used in this system: (1) base indicators, (2) additional indicators, and (3) report-only indicators. Base indicators are used to determine district accreditation status and campus performance ratings. Additional indicators are used to determine acknowledgement ratings for districts and campuses. Report-only indicators are not statutorily required for use in accrediting districts, but are required for reporting in AEIS.

The annual dropout rate for students in Grades 7-12 has been used as a base indicator since the inception of the accountability rating system. During that time, there has been interest on the part of educators and the public in finding an alternative measure of school performance. Critics of the annual dropout rate claim that, since the indicator only captures a snapshot of a group of students at one point in time (Calderon, 1996), it does not describe a true picture of the school careers of individuals or groups of students (Arrigona, 1991; Cardenas, Robledo, & Supik, 1986; Ligon, Stewart, & Wilkinson, 1990).

In response to these concerns, the commissioner of education initiated a research study to investigate school completion rates. While replacing dropout rates with completion rates would most likely require a change in statute, a first step toward establishing the comparability of the two measures is to publish completion rates as a report-only indicator. Unlike dropout rates, completion rates are reported only at the district level, not at the campus level (see the discussion of reporting level in the Methods section), in large part because of the variations in grade levels served by public secondary schools in Texas.

Typically, the student groupings studied have followed much the same lines as those used in reports of dropouts: ethnicity, gender, and instructional program (academic vs. career and technology), for example. Because the completion rate is being reported in AEIS and is being considered for future use as a base indicator, this report presents information on completion rates using student and district categories similar to those used in the Annual Report on Public School Dropouts.

It is important to note, however, that the completion rate, at any level of aggregation, is not directly comparable to the dropout rate, for several reasons.

- The completion rate applies to students in Grades 9-12; the dropout rate applies to Grades 7-12.
- The completion rate is tied positively to the public's understanding of the goals of public education.
- In contrast to the annual dropout rate, which measures dropouts as events in a single school year, the completion rate is a longitudinal measure that looks at the final dispositions of members in a cohort over a four-year period.
- Completion rates and dropout rates are affected differently by student mobility, due to the contrast between the longitudinal nature of completion rates and the event-based nature of dropout rates.
- All enrollment figures in the completion rate calculations are based on fall enrollment only. This differs from the method used to calculate the annual dropout rate, in which the denominator is cumulative membership (i.e., all students who were ever reported in attendance in a district at any time during the year).

Data Sources

Public Education Information Management System (PEIMS). PEIMS collects comprehensive and detailed information that reflects public education activity in over 1,000out rate/MCtrict at d drop he). :ollmentis n Systrmation thatseve refl, the out ratermation thatseve2; the c

Transfers. The enrollment status of cohort members is tracked each year of the cohort. Students who can no longer be located in the PEIMS database and have not been reported as dropouts are treated as transfers out of the system, not as dropouts. (Until 1998-99, districts were not required to report departures of anyone other than graduates or dropouts.) Repeat dropouts who are excluded for accountability purposes are also treated as transfers out of the system. Students who transfer out, but later are reported as enrolled, graduated, or having earned a GED certificate are not treated as transfers out of the system. Any gaps in enrollment are noted; otherwise, these students are treated the same as other cohort members for purposes of identifying completion status. Students who move during the four-year period are assigned a final status in the last district in which they are reported.

Dropouts. Students who are reported as dropouts through PEIMS, are not recovered through the dropout recovery process, and have no other completion status are treated as dropouts. Students who are reported as dropouts but later are reported as enrolled, graduated, or having earned a GED certificate are counted on the basis of that last status as completers, not as dropouts.

General Educational Development (GED). Candidates take GED tests at over 200 centers located throughout the state in school districts, colleges and universities, and education service centers. Tests are offered year-round and may be taken in either English or Spanish. When a candidate completes testing, the answer sheets are sent to the University of Texas Scoring Center, where they are graded and transmitted electronically to TEA. Unlike the enrollment, graduation, and dropout statuses, which are reported annually, receipt of a GED certificate is reported as soon as the test is scored as passing. For purposes of identifying completers, students in the 1996-97 cohort were assigned a GED status if their certificate was recorded between January 1994 and February 28, 1998.

Graduates. Students are classified as graduates as of the year in which they are reported through PEIMS as having graduated.

Continuing enrollment. Students are classified as continuing if they are reported through PEIMS as enrolled anywhere in the state in the fall after their anticipated graduation and have not yet graduated or earned a GED certificate. Any students taking more than four years to finish high school (e.g., those ever retained in high school, or dropouts who subsequently reenroll) would fall into this category.
If a student completes high school during the fifth year, he or she would still be considered to have completed in the cohort ending in the fourth year; the student would not be added to the cohort associated with the fifth year.

Methods

Since students are tracked for several years, it is possible for a student to attain more than one status over time. For example, a student may drop out of school and then

reenroll in a later year, possibly in a different district. To resolve multiple statuses, the following rules were applied.

- A student reported as a graduate is assigned a final status of graduate, regardless of any other statuses attained (e.g., a dropout who returns to school and graduates is counted only as a graduate). The student is counted in the district that reported the graduation.

- If a student does not graduate, but does earn a GED certificate, the student is assigned a final status of GED. The student is counted in the last district that recorded him or her in the fall enrollment report.

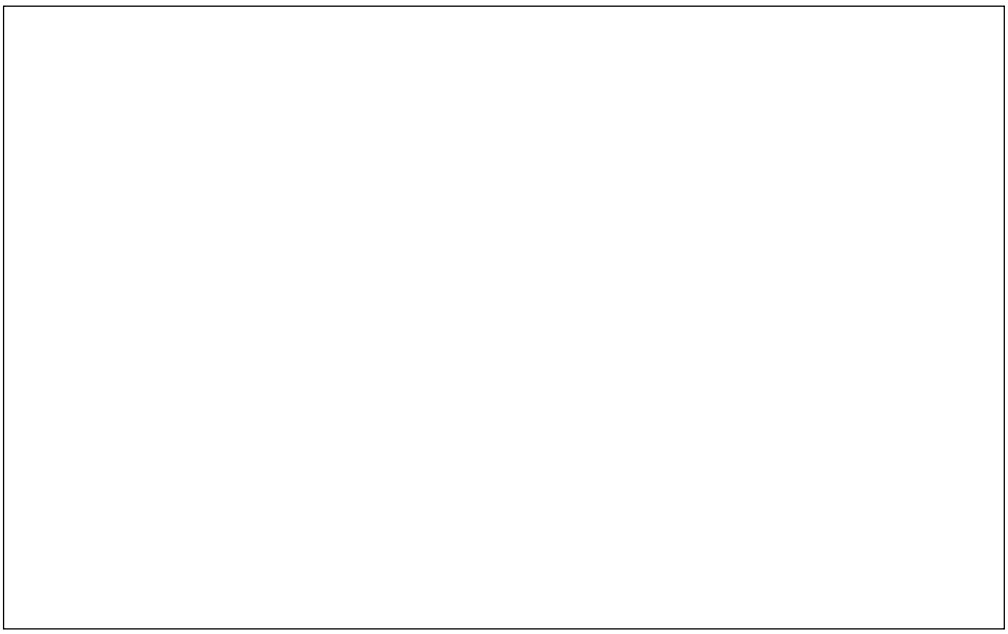
- If a student does not graduate or earn a GED, but is reported as enrolled in the fall after anticipated graduation, then the student is assigned a final status of continuing in the last district that reported the enrollment.

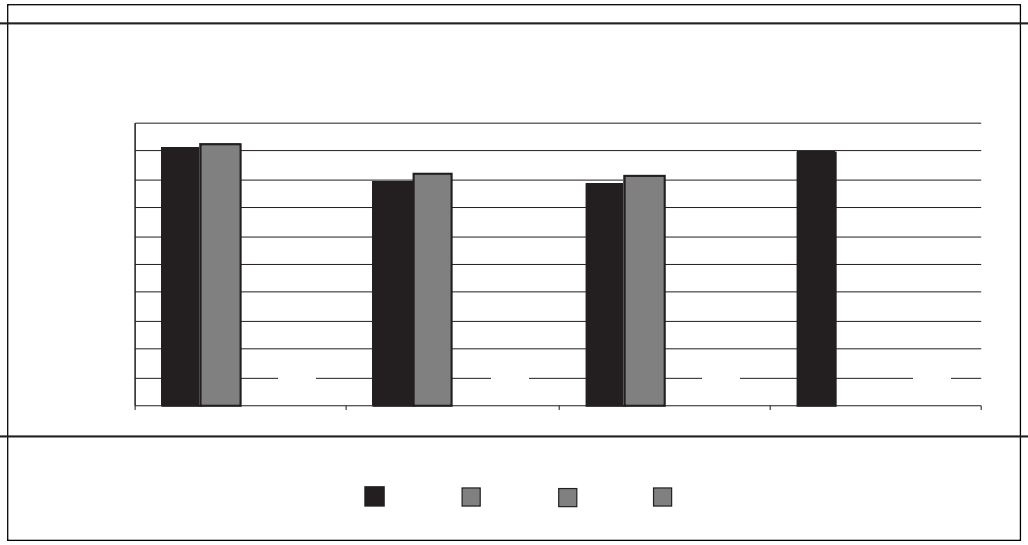
- If a student is reported as a dropout, is not recovered for any reason, is never again reported in enrollment, and does not graduate or earn a GED certificate, then the student is assigned a final status of dropout and is counted in the last district that reported the dropout. If the student drops out, but later is reported as enrolled, graduated, or having earned a GED, the dropout status is replaced with the applicable final status in the appropriate district.

- Students whose last reported status is enrolled, but who are not identified in PEIMS as enrolled past the date of their anticipated graduation, are considered transfers out of the Texas public education system.

For several years, TEA has reported annual dropout rates by student and district characteristics. In these reports, both the dropout rates and the student and district characteristics are reported at the same time. Completion rates, however, represent the cumulative results of students' entire high school careers, while district characteristics are still reported one year at a time. For the sake of simplicity, the summary of completion rates by district characteristics in Appendix B uses the district characteristics for the final year of the 1996-97 cohort. Student characteristics, such as second-language learner (SLL, previously called limited English proficient, or LEP) status or participation in special education, are reported as of the first year of the student's membership in the cohort.

This report is limited to completion rates at the district level, pending the availability of additional data and an evaluation of the comparability of completion and dropout rates as indicators. An investigational study of completion rates (TEA, 1996) estimated that more districts, and more and different campuses, would be assessed on the basis of completion rates than would be assessed on the basis of dropout rates. The new PEIMS leaver record, implemented in fall 1998, is providing more detail on students who leave the Texas public education system. Districts are required to report





E**ª* ***m¡**ª* ***º¡ ***º*** A student is identified as economically disadvantaged if he or she is eligible for free or reduced-price lunch or for other specified forms of public assistance. The percentage of students in the cohort who were economically disadvantaged increased each year from 1994 to 1997. While economically disadvantaged students experienced an improvement of 8 percentage points in their completion rate over the four years, they were still much less likely than non-economically disadvantaged students to be identified as completers in 1997 (see Table 2). In addition, economically disadvantaged students who were identified as completers were more likely to have been continuing students or to have earned a GED than were non-economically disadvantaged completers.

Table 2.
Completion Rates by Student Characteristics, 1994-97

		Total Students	Completion Rate	Graduation Rate	GED Rate	Continuation Rate
Economically Disadvantaged	1994	58,024	77.3	60.3	5.8	11.2
	1995	62,426	80.5	61.4	7.9	11.2
	1996	65,235	82.5	62.0	9.4	11.1
	1997	70,525	84.7	65.1	8.4	11.2
At Risk	1994	48,619	73.6	54.6	8.2	10.8
	1995	58,265	77.2	55.8	10.6	10.8
	1996	82,960	82.8	61.5	11.3	10.0
	1997	107,104	86.9	67.8	9.9	9.2
Second-Language Learners	1994	13,540	64.8	46.7	2.8	15.3
	1995	14,319	68.6	48.8	3.9	15.9
	1996	14,248	72.7	51.9	5.0	15.8
	1997	14,871	77.3	57.6	4.2	15.6
Title I	1994	12,000	76.8	59.6	5.7	11.6
	1995	13,973	78.7	59.0	7.8	11.9
	1996	16,638	83.4	64.6	8.8	10.0
	1997	20,306	86.1	68.5	7.3	10.3
Retained in Grades 9-12	1994	33,038	67.9	23.3	15.6	29.0
	1995	35,641	72.7	25.0	19.9	27.8
	1996	37,100	75.3	26.6	21.8	26.9
	1997	36,844	77.2	29.5	20.4	27.4
Overage at Beginning of Grade 9	1994	66,337	67.3	48.0	9.7	9.6
	1995	64,706	70.9	49.1	12.6	9.2
	1996	64,321	74.8	50.7	14.8	9.2
	1997	61,763	77.2	53.6	14.3	9.3

*RΩ ¡ Ωº ¡ ø ºΩ / Ω øΩStudentsø whΩwere overage for grade (i.e., older than expected for their grade level) constituted about 32 percent of the 1994 cohort, declining to 28 percent of the 1997 cohort. In addition, approximately 16-17 percent of each cohort was retained at least once in high school. Historically, overage students have had much higher dropout rates than students who are on-grade for their age (i.e., the expected age for their grade level) (TEA, 1998b). It is not surprising, then, that overage students in the four cohorts studied had notably lower completion rates. Although the 77 percent completion rate for overage students in the class of 1997 represented an improvement of 10 percentage points over the class

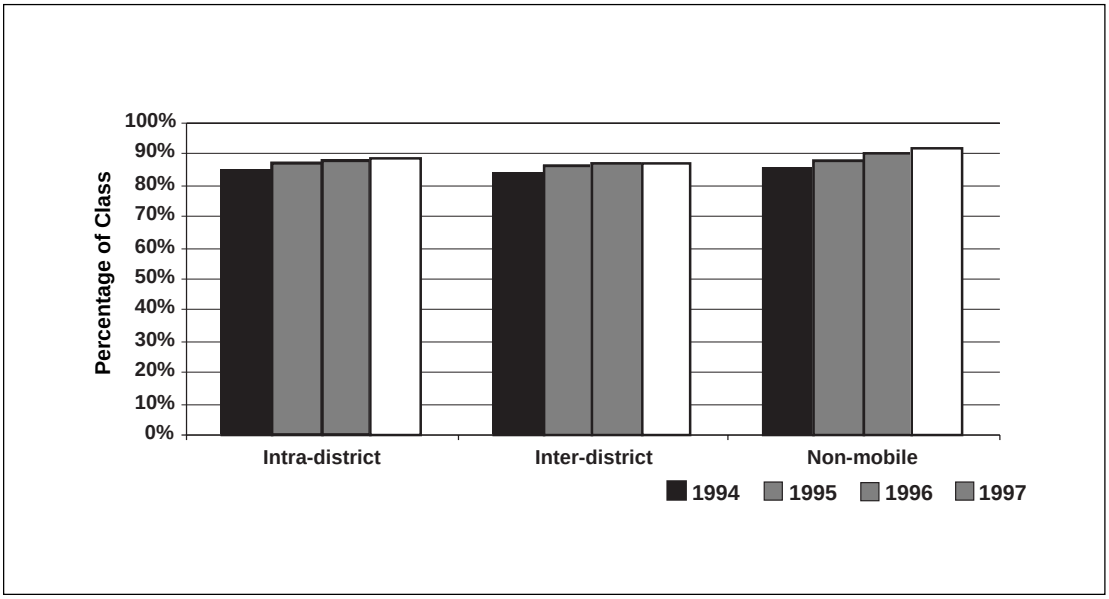

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percentage of Class
Intra-district
Inter-district
Non-mobile
1994
1995
1996
1997

Table 3.
Completion Rates by Type of Service Received, 1994-97

		Total Students	Completion Rate	Graduation Rate	GED Rate	Continuation Rate
Special Education	1994	17,274	77.7	59.8	3.5	14.4
	1995	18,417	79.7	61.1	4.8	13.9
	1996	19,961	81.6	62.4	5.7	13.5
	1997	21,870	83.6	64.7	5.3	13.6
Bilingual/ESL	1994	11,417	63.6	45.6	2.5	15.5
	1995	11,085	66.7	46.8	3.7	16.3
	1996	11,096	71.4	50.3	4.6	16.5
	1997	11,485	75.8	55.6	4.1	16.1
Career and Technology	1994	64,860	80.7	66.2	7.2	7.4
	1995	67,226	84.0	67.9	9.2	7.0
	1996	68,590	86.5	69.1	10.4	7.0
	1997	72,568	88.2	72.1	9.5	6.7

District Characteristics

***W*Ω** **º æ¡** The breakdown of completion rates by various categories of district wealth, tax effort, and operating costs revealed little systematic relationship between wealth and school completion.

S **º Ω** **º Ωm ø** **Δ** There was a slight tendency toward lower completion rates in districts with higher student density and lower student growth is not unexpected, considering the location of many of these districts in urban areas with large populations of at-risk students. For the most part, the completion rates for minority students were not systematically higher or lower in districts with higher or lower concentrations of minority students. Overall completion rates, however, were clearly lowest in those school districts with the highest concentrations of minority or of poor students.

S **º Ω** **ΔΩ æ** Not surprisingly, districts with higher student performance on the TAAS had higher completion rates. In districts where fewer than 67 percent of all students in the district passed all TAAS tests taken, the overall completion rate was 87 percent for the class of 1997. In districts where over 84 percent of all students passed all TAAS tests taken, the overall completion rate was 96 percent. Previous studies have shown that dropouts tend to have lower academic performance than students who remain in school (Gruskin, Campbell, & Paulu, 1987; Hahn, 1987; Natriello, McDill, & Pallas, 1990).

***T*Ω** **ª Ω** **Ω** There appears to be little consistent relationship between completion rates and background, experience, and salaries of teachers in the district. There was a slight tendency toward lower completion rates in districts with higher teacher salaries and higher levels of minority teacher representation. Districts in which fewer than 5 percent of the teachers were minorities had an overall completion rate of 94 percent for the class of 1997, compared with an 86 percent completion rate for districts where 50 percent or more of the teachers were minorities. Further analysis revealed that the districts with higher teacher salaries and larger minority representation among teachers were predominantly large urban and central city districts with larger populations of economically disadvantaged, SLL, and at-risk students, who tend to have lower completion rates.

Conclusions

As expected, the relationships between student and district characteristics and high school completion rates for the class of 1997 appear to be somewhat the inverse of the relationships between those characteristics and dropout rates. The broad categories of students found to have higher dropout rates – the economically disadvantaged, minorities, and mobile students, for example – tended to have lower completion rates. The types of districts with historically higher dropout rates – large, urban, and those with higher instructional costs and higher concentrations of at-risk students – tended to have lower, sometimes markedly lower, completion rates. It is clear that there is still room for further effort to keep students in school.

A look at historical completion rates reveals some positive trends. The types of students and districts with the lowest completion rates in the 1994 cohort showed the greatest improvement over four years. Between the classes of 1994 and 1997, completion rates improved:

- 9 percentage points for the largest districts and for major urban districts, compared to a state average of 6 percentage points;
- 8 percentage points for Hispanic and African American students, compared to 4 percentage points for White students;
- 8 percentage points for economically disadvantaged students, compared to 5 percentage points for non-economically disadvantaged students;
- 13 percentage points for at-risk students, compared to 5 percentage points for students not considered at risk; and
- 7 percentage points for students in the career and technology program, compared to 5 percentage points for other students.

Also worth noting is the finding that for some student groups, especially those historically shown to be at high risk of dropping out, earning a GED certificate can be an important route to high school completion. This is consistent with reported national trends in status completion rates, which indicate that the percentage of young adults 18-24 years of age not currently enrolled in high school or below who completed by GED more than doubled between 1988 and 1996, from 4.2 percent to 9.8 percent (National Center for Educational Statistics [NCES], 1997). The same national report, however, noted that there are questions concerning the relationships of the GED credential to employment, earnings, postsecondary program participation, and other long-term objectives of secondary education.

As of this writing, Texas is the only state where completion rates are computed and reported systematically, and this is the first year of such reporting. Some other states report annual graduation and dropout rates. NCES reports status completion rates and dropout rates, but these are not directly comparable with the cohort completion rate described in this report. NCES has begun developing a cohort completion rate

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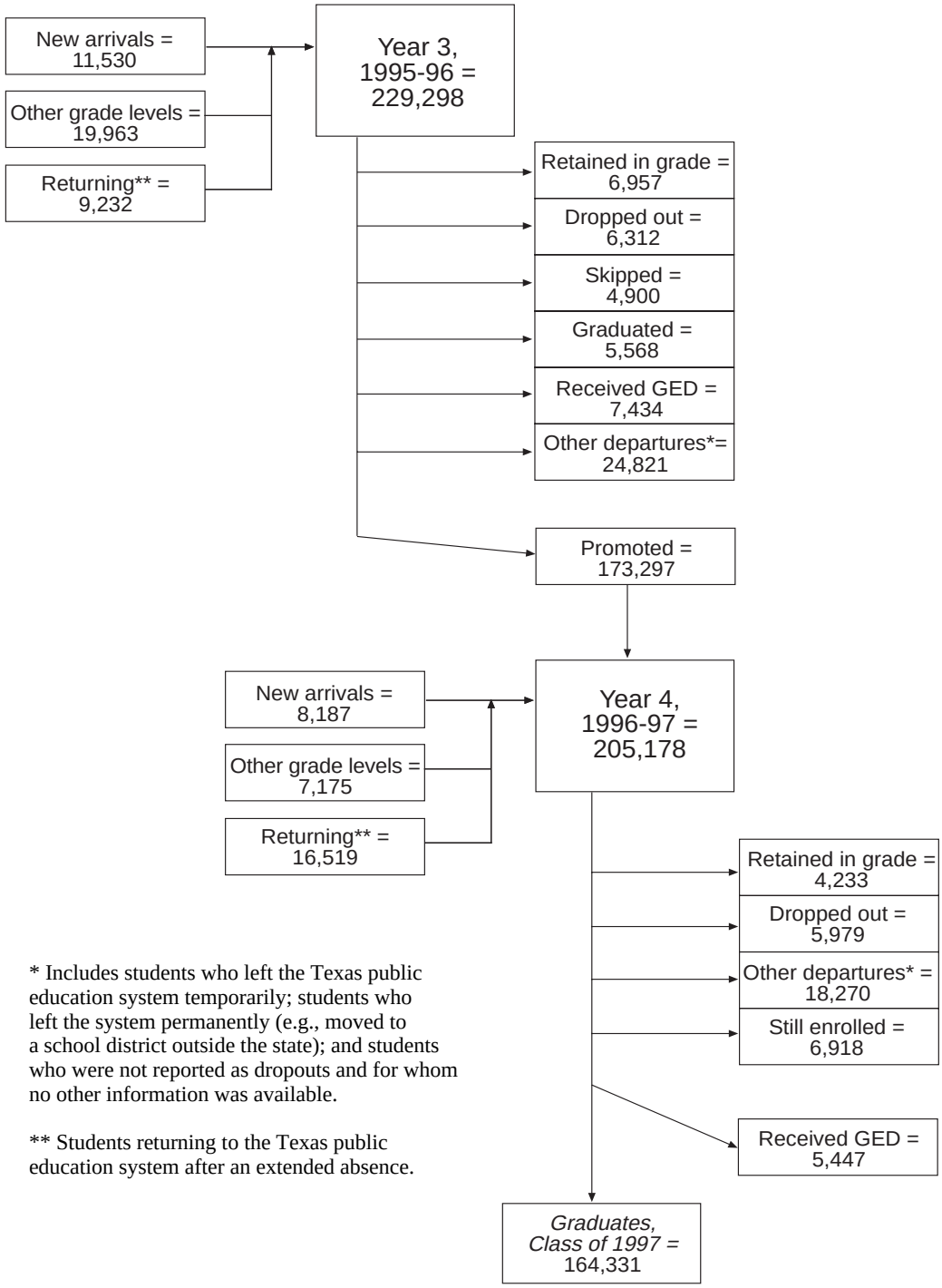
Appendix A
Synopsis of Student Progress Through High School Over a Four-Year Period, 1996-97 Cohort

Appendix A. Synopsis of Student Progress through High School Over a Four-Year Period, 1996-97 Cohort



* Includes students who left the Texas public education system temporarily; students who left the system permanently (e.g., moved to a school district outside the state); and students who were not reported as dropouts and for whom no other information was available.

** Students returning to the Texas public education system after an extended absence.

APPENDIX B•
SUMMARY OF COMPLETION RATES BY DISTRICT CHARACTERISTICS•
COHORTS 1-4: 1993-94 THROUGH 1996-97•

NBR DIST	CATEGORY	1994 OVERALL COMP. RATE	1995 OVERALL COMP. RATE	1996 OVERALL COMP. RATE	1997 OVERALL COMP. RATE	1997 WHITE COMP. RATE	1997 AFR. AM. COMP. RATE	1997 HISPANIC COMP. RATE	1997• ECON. DIS COMP.• RATE•
ENROLLMENT GROUPINGS•									
9	OVER 50,000	78.1	81.2	84.2	86.7	94.1	84.6	82.3	82.9•
24	25,000 TO 49,999	86.2	89.0	90.4	91.5	95.2	88.5	85.1	83.1•
46	10,000 TO 24,999	84.9	87.6	88.8	90.3	94.2	87.0	87.3	85.3•
66	5,000 TO 9,999	87.9	89.1	90.7	92.6	94.8	88.3	88.1	85.6•
82	3,000 TO 4,999	87.5	89.2	90.7	91.5	93.7	91.0	85.8	84.3•
134	1,600 TO 2,999	88.8	90.2	90.7	91.8	94.0	89.0	87.6	85.9•
119	1,000 TO 1,599	89.0	91.7	92.1	92.1	94.0	91.4	86.4	86.2•
206	500 TO 999	91.5	92.7	93.2	93.7	95.7	91.0	87.3	87.7•
285	UNDER 500	93.9	95.0	95.3	94.5	95.3	91.0	92.1	91.3•
DISTRICT TYPE•									
9	MAJOR URBAN	77.4	80.4	83.3	86.1	93.6	84.4	82.9	82.9•
62	MAJOR SUBURBAN	88.9	91.2	92.3	93.0	95.1	90.7	87.5	85.8•
33	OTHER CENTRAL CITY	83.2	86.3	87.9	89.4	94.1	84.7	85.3	82.9•
87	OTHER CC SUBURBAN	87.0	88.5	90.3	91.9	94.4	87.3	89.3	87.2•
78	INDEPENDENT TOWN	86.3	88.1	89.3	91.1	94.3	87.9	84.4	83.1•
123	NON-METRO FAST GROWING	92.0	93.6	93.0	94.0	95.2	95.7	88.6	88.0•
214	NON-METRO STABLE	88.6	90.2	91.0	91.6	94.0	90.8	86.3	85.6•
365	RURAL	92.0	93.3	94.2	93.9	95.4	89.9	90.0	89.8•
0	CHARTERS	-	-	-	-	-	-	-	
WEALTH (MEDIAN=$129,125)•									
99	UNDER $67,909	83.1	85.8	87.2	89.0	94.9	94.0	87.6	87.0•
99	$67,909 TO $81,785	87.0	89.5	90.2	91.8	94.7	91.8	89.2	88.4•
99	$81,786 TO $94,881	83.5	86.0	87.2	89.0	92.8	89.9	83.3	83.3•
102	$94,882 TO $111,893	84.2	86.5	88.2	89.0	92.9	86.0	81.6	82.3•
99	$111,894 TO $129,124	86.2	88.1	89.7	91.2	93.6	88.1	88.0	86.1•
99	$129,125 TO $150,310	87.5	89.9	90.9	91.3	94.0	88.4	86.1	83.8•
100	$150,311 TO $177,188	88.5	89.8	90.9	92.1	94.7	89.5	85.9	83.0•
95	$177,189 TO $229,791	82.5	85.1	87.1	88.7	95.6	82.4	77.6	81.2•
90	$229,792 TO $364,349	84.4	87.3	90.3	92.1	95.3	88.7	86.6	84.7•
83	OVER $364,349	90.0	92.2	92.2	93.4	95.3	89.4	87.0	84.7•
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8•
WEALTH (ST AVG=$173,038)•									
685	UNDER $173,038	86.0	88.2	89.4	90.7	93.9	88.9	86.7	85.2•
280	OVER $173,038	84.3	87.0	89.1	90.7	95.4	85.5	82.5	83.3•
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8•
WEALTH BY EQUAL PUPILS PER GROUP•									
34	UNDER $47,076	83.7	85.1	86.8	88.5	95.9	94.1	87.5	87.1•
71	$47,076 TO < $69,080	82.8	86.7	87.6	89.5	94.1	93.6	87.7	86.9•
88	$69,080 TO < $81,147	89.0	91.6	92.3	93.3	95.1	92.5	91.1	89.2•
97	$81,147 TO < $93,780	86.1	88.3	89.5	90.5	93.1	92.5	86.8	86.6•
89	$93,780 TO < $107,286	82.1	84.7	85.4	88.5	92.9	88.0	82.7	82.9•
53	$107,286 TO < $117,248	84.4	86.8	88.6	89.0	92.9	84.8	81.4	80.9•
30	$117,248 TO < $122,972	85.3	87.1	88.9	90.4	93.6	86.1	87.8	86.3•
56	$122,972 TO < $133,919	87.0	89.1	90.5	91.7	94.5	90.4	87.5	84.9•
46	$133,919 TO < $141,432	86.4	89.3	90.5	90.8	92.9	87.3	86.3	83.5•
23	$141,432 TO < $148,599	88.1	90.1	90.8	91.3	94.1	88.9	85.7	84.0•
33	$148,599 TO < $155,011	87.4	89.4	90.2	91.7	94.5	89.8	82.2	81.0•
55	$155,011 TO < $168,791	89.0	90.1	91.6	92.7	95.0	88.1	88.3	85.0•
56	$168,791 TO < $192,549	89.4	91.2	92.5	93.6	96.1	89.8	85.9	85.6•
32	$192,549 TO < $212,268	89.3	91.0	91.4	91.5	94.6	85.5	84.1	83.4•
14	$212,268 TO < $218,540	72.3	75.1	78.3	81.5	95.2	78.9	72.2	76.7•
29	$218,540 TO < $245,344	89.4	91.7	93.0	93.6	95.4	91.0	88.6	85.6•
9	$245,344 TO < $251,776	77.4	82.8	88.0	90.6	92.8	90.7	87.7	87.3•
45	$251,776 TO < $310,750	88.0	90.0	91.8	93.2	96.1	86.9	88.8	85.4•
25	$310,750 TO < $370,220	85.8	87.5	90.3	92.2	96.3	85.8	81.6	79.9•
80	$370,220 AND OVER	89.8	92.1	92.1	93.2	95.3	89.0	86.9	84.6•
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8•
TOTAL TAX EFFORT (ST AVG=$1.4975)•									
221	UNDER $1.3576	79.0	81.6	84.3	86.1	94.3	81.0	79.5	81.7•
249	$1.3576 TO UNDER $1.4699	84.3	87.4	89.3	90.6	93.9	89.0	86.1	84.9•
249	$1.4699 TO UNDER $1.5720	88.0	89.6	90.6	92.0	94.8	87.7	87.5	85.3•
246	$1.5720 AND OVER	86.7	89.2	90.5	91.7	94.8	89.8	87.0	85.5•
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8•
M&O EFF. TAX EFFORT (ST AVG=$1.3125)•									
242	UNDER $1.1888	86.3	88.7	90.2	91.6	94.4	87.8	87.7	86.2•
240	$1.1888 TO $1.3057	83.8	85.8	87.3	89.2	94.4	83.5	82.8	82.6•
248	$1.3058 TO $1.4303	84.4	87.5	89.5	90.7	94.4	89.2	85.9	85.3•
235	$1.4304 AND OVER	87.9	89.7	90.8	92.0	95.1	88.4	86.6	84.5•
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8•
971	STATE TOTAL	85.4	87.8	89.3	90.7	94.5	87.2	85.7	84.7•

NOTE: A DASH (-) INDICATES THAT A CATEGORY HAD NO DISTRICTS ELIGIBLE FOR COMPLETION RATE CALCULATION.•

APPENDIX B•
SUMMARY OF COMPLETION RATES BY DISTRICT CHARACTERISTICS•
COHORTS 1-4: 1993-94 THROUGH 1996-97•

NBR DIST	CATEGORY	1994 OVERALL COMP. RATE	1995 OVERALL COMP. RATE	1996 OVERALL COMP. RATE	1997 OVERALL COMP. RATE	1997 WHITE COMP. RATE	1997 AFR. AM. COMP. RATE	1997 HISPANIC COMP. RATE	1997• ECON. DIS COMP.• RATE•	.•
HIGHEST PROPERTY VALUE CATEGORY•										
345	RESIDENTIAL	87.2	89.5	90.8	92.0	94.9	89.3	87.5	85.7•	
304	LAND	91.4	92.8	93.1	93.5	95.3	90.1	88.4	88.7•	
111	OIL AND GAS	88.5	91.0	91.8	91.4	95.2	86.0	87.2	86.4•	
205	BUSINESS	80.4	83.0	85.2	87.3	93.2	85.2	81.2	82.0•	
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8•	
SMALL/SPARSE ADJSTMNT (ST AVG=24.0%)•										
138	NO SMALL/SPARSE ADJUSTMENT	83.8	86.5	88.3	90.0	94.7	86.5	85.3	84.1•	
226	UNDER 8.1%	88.2	89.5	90.7	91.7	93.9	89.5	86.7	85.0•	
221	8.1% TO UNDER 26.9%	89.9	91.8	92.3	92.5	94.2	90.9	86.3	86.1•	
216	26.9% TO UNDER 35.8%	92.3	94.2	94.6	93.9	95.3	91.2	89.5	89.7•	
170	35.8% AND OVER	93.0	94.1	94.2	94.5	96.7	92.4	89.4	90.6•	
CEI LEVEL (MEDIAN=1.07)•										
150	UNDER 1.05	91.6	93.2	93.3	93.6	94.1	92.2	88.6	88.8•	
248	1.05 TO UNDER 1.07	89.9	91.3	91.3	92.6	94.1	89.1	86.5	86.0•	
221	1.07 TO UNDER 1.09	88.5	90.4	91.6	92.1	94.9	88.2	84.6	84.0•	
142	1.09 TO 1.11	86.3	88.3	90.2	91.8	95.3	87.4	85.0	84.2•	
210	1.11 AND OVER	84.1	86.7	88.5	90.0	94.4	86.8	85.8	84.6•	
OPERATING COST/PUPIL (ST AVG=$4,717)•										
190	UNDER $4,459	86.8	88.8	90.5	91.7	94.2	88.1	85.9	83.8•	
205	$4,459 TO $4,856	83.2	86.1	88.1	89.6	94.4	86.4	84.8	84.6•	
200	$4,857 TO $5,283	86.9	89.0	90.0	91.6	95.3	87.6	87.2	85.5•	
195	$5,284 TO $6,025	83.9	86.2	87.2	88.6	94.0	88.1	83.7	84.1•	
181	OVER $6,025	92.3	94.0	94.7	93.9	95.8	89.8	90.7	89.8•	
ESC REGION•										
35	I EDINBURG	81.7	85.3	87.0	89.5	96.9	88.2	89.0	87.8•	
35	II CORPUS CHRISTI	88.7	90.2	92.0	90.6	95.6	85.9	87.8	84.5•	
33	III VICTORIA	87.4	89.2	90.2	91.2	96.1	89.9	83.0	84.1•	
52	IV HOUSTON	82.3	85.0	86.9	88.5	94.4	84.6	79.6	81.3•	
29	V BEAUMONT	89.5	89.2	90.4	91.5	93.7	86.3	87.9	83.6•	
53	VI HUNTSVILLE	86.7	89.1	92.0	93.1	95.3	87.2	84.9	84.7•	
93	VII KILGORE	86.6	88.2	89.3	90.7	93.1	86.0	78.7	83.5•	
40	VIII MT PLEASANT	91.0	91.7	90.4	91.7	92.5	89.6	86.6	84.9•	
38	IX WICHITA FALLS	90.8	92.1	93.7	94.1	94.4	91.8	93.1	89.8•	
77	X RICHARDSON	85.2	88.8	91.4	93.0	95.1	91.2	87.1	86.6•	
69	XI FORT WORTH	89.4	90.7	91.5	92.0	93.5	88.4	86.4	83.9•	
71	XII WACO	89.6	91.3	92.0	93.6	95.4	89.9	89.4	87.5•	
53	XIII AUSTIN	85.7	87.8	90.0	92.0	96.1	85.6	83.8	81.9•	
43	XIV ABILENE	90.5	91.8	91.7	92.0	94.9	86.5	83.3	83.6•	
40	XV SAN ANGELO	85.8	89.7	90.2	90.6	94.5	89.9	85.2	85.0•	
58	XVI AMARILLO	86.4	88.7	91.3	90.7	94.5	82.5	81.4	83.1•	
59	XVII LUBBOCK	84.6	87.6	88.5	89.5	95.6	83.3	82.4	81.9•	
32	XVIII MIDLAND	81.9	83.5	84.8	86.8	91.7	83.0	80.7	77.4•	
12	XIX EL PASO	85.4	88.5	89.3	91.3	95.2	91.3	90.4	91.2•	
49	XX SAN ANTONIO	84.9	86.7	87.8	89.3	94.8	88.1	86.1	83.9•	
TAAS: PCT PASSING ALL TESTS TAKEN•										
0	NO STUDENTS TESTED	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0•
186	UNDER 67.4%	78.7	81.7	84.3	86.6	93.0	84.7	84.5	84.3•	
206	67.4% TO UNDER 74.2%	85.7	87.7	89.0	90.4	93.9	89.4	85.9	84.0•	
198	74.3% TO UNDER 79.0%	86.1	88.6	90.4	91.1	93.7	87.5	85.8	84.3•	
200	79.1% TO UNDER 84.4%	90.8	92.7	93.0	93.8	94.9	91.0	88.8	86.6•	
181	84.4% AND OVER	92.8	94.0	95.1	96.0	96.7	92.9	90.9	89.1•	
SAT/ACT: PCT TAKING•										
256	0% TO UNDER 55%	82.9	86.2	88.2	89.7	92.7	89.6	86.6	85.9•	
345	55% TO UNDER 70%	83.9	86.1	87.9	89.3	94.0	84.8	84.4	83.5•	
364	70% AND OVER	90.1	92.0	92.8	94.0	96.1	91.0	87.8	86.3•	
6	NO GRADUATES	80.4	81.1	67.7	85.4	94.9	81.2	81.5	81.5•	
SAT/ACT: PCT AT OR ABOVE CRITERION•										
95	NONE MET CRITERION	88.9	90.4	93.3	92.8	95.1	93.0	89.4	90.0•	
106	UNDER 10%	82.0	84.7	85.9	88.0	93.8	90.8	86.7	86.0•	
274	10% TO UNDER 20%	83.7	86.8	88.9	90.3	93.7	88.9	87.4	86.2•	
382	20% TO UNDER 35%	85.0	87.1	88.7	90.0	94.0	85.3	83.9	83.3•	
106	35% AND OVER	89.4	91.5	92.7	94.0	96.0	89.3	85.2	83.0•	
4	NO GRADUATES	66.7	100.0	0.0	71.4	0.0	0.0	83.3	50.0•	
971	STATE TOTAL	85.4	87.8	89.3	90.7	94.5	87.2	85.7	84.7•	

NOTE: A DASH (-) INDICATES THAT A CATEGORY HAD NO DISTRICTS ELIGIBLE FOR COMPLETION RATE CALCULATION.•

TEXAS EDUCATION AGENCY
1996-97 DISTRICT ANALYZE CATEGORY DESCRIPTIONS

ENROLLMENT
A nine-category grouping based on the total number of students enrolled by district as of the Public Education Information Management System (PEIMS) fall collection date (late October of each year). Enrollment excludes students who are served but not enrolled by districts.

DISTRICT TYPE
Classification of school districts based on factors such as size, growth rates, and proximity to urban areas is listed below. The charter school districts are in a separate category.

M U I The state's largest metropolitan districts serving the Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso areas.

M S l Other districts in and around the major urban areas.

O Ω CΩ Major districts in other large Texas cities.

O Ω CΩ C¡ Other districts in and around the other large, but not major, Texas cities.

I ºΩΔΩ ºΩ T Largest districts in counties with populations of 25,000 to 100,000.

N -MΩ : F G Districts not fitting in any of the preceding categories but exhibiting a five-year growth rate of at least 20 percent with at least 300 students enrolled.

N -MΩ : S Districts not fitting in any of the preceding categories but with an enrollment exceeding the state median.

R . Districts not fitting in any of the preceding categories; districts either with an enrollment between 300 and the state median and a growth rate less than 20 percent, or with an enrollment less than 300.

C Ω Sª The 16 open-enrollment schools chartered by the State Board of Education for operation during 1996-97. Charter schools operate in facilities of commercial or nonprofit entities or districts.

PROPERTY WEALTH

Total taxable property value divided by enrollment, which indicates district ability to raise local funds on a per pupil basis. The property value used is total taxable value for the last completed calendar year (i.e., 1996) as determined by the Comptroller's Property Tax Division (CPTD). Enrollment is for the 1996-97 school year. The first wealth grouping shows 10 cateA2$L8of*su oCond siompyg shows dis rics ea ove and wealtof*su hired isa 20- cateA2yh groupint, ilthyeaich cateA2yh

OTAL TAX EFORT

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wealth gs quiers.

wealth grouping is determined by diviping the last completed calendar year'sst ota levyh CPTs tota taxable property valus. The tota effectfvehrcatd is

SMALL/SPARSE ADJUSTMENT
A five-category grouping of districts based on the small/sparse adjustment amount as a percentage of the total adjusted basic allotment amount. This percentage represents the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts. The fifth category is reserved for districts receiving no small/sparse adjustment.

COST OF EDUCATION INDEX LEVEL
A five-category grouping of districts based on the Cost of Education Index (CEI) level. It reflects geographic variations in costs and prices outside district control. The current index, which has a minimum value of 1.0 and a maximum of 1.2, was implemented in 1991-92.

OPERATING COST PER STUDENT
A five-category grouping of districts based on operating cost per student. Operating costs are the sum of all expenditures budgeted for the operation of the district for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per student amounts are the current school year expenditures divided by enrollment. The source for budgeted expenditures is the fall PEIMS submission.

EDUCATION SERVICE CENTER REGION
The state is divided into 20 geographic regions; districts within each region are served by an education service center.

TAAS: PERCENT PASSING ALL TESTS TAKEN
A six-category grouping of districts based on the percentage of students passing the Texas Assessment of Academic Skills (TAAS). For Grades 3-8 and 10, the total number of students passing all sections taken of the TAAS is expressed as a percentage of the total number of students taking one or more tests. This percentage (a) excludes students taking the test in Spanish and special education students; and (b) includes only those students in the district in October of the school year, which is the percentage used for accountability purposes. The sixth category is reserved for districts not administering the test.

SAT I/ACT: PERCENT TAKING
A four-category grouping based on the percentage of 1995-96 graduates taking the SAT I and/or the ACT Assessment. The fourth category is reserved for districts that had no graduates.

SAT I/ACT: PERCENT SCORING AT OR ABOVE CRITERION
A six-category grouping based on the percentage of 1995-96 examinees who scored at or above the criterion (1110 on the SAT I Total and/or 24 on the ACT Composite) on the SAT I and/or ACT. The number meeting the criterion is divided by the number of examinees. The sixth category is reserved for districts that had no examinees.

STUDENT DENSITY

A five-category grouping based on density, or the number of students enrolled per square mile. District square miles were determined through a joint effort by the State Property Tax Board (SPTB, now the CPTD), the Texas Education Agency (TEA), and the Texas Water Commission (TWC). Maps provided by districts to the SPTB were digitized by TWC to determine acreage. The fifth category is reserved for the six special statutory and 16 charter school districts without available mileage information.

ENROLLMENT CHANGE FROM PRIOR YEAR

Appendix C
Annual District Completion Rates for the Class of 1996-97

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION RATE•
BELL	SALADO ISD	96.5	-	-	90.0	62	64	96.9•
	TEMPLE ISD	100.0	94.1	100.0	97.8	463	469	98.7•
	TROY ISD	97.3	-	-	-	78	80	97.5•
BEXAR		94.5	88.2	85.9	83.7	13,528	15,186	89.1•
	ALAMO HEIGHTS ISD	99.6	90.0	92.0	92.9	308	316	97.5•
	BLESSED SACRAMENT AC	-	-	66.0	62.8	36	54	66.7•
	BUILDING ALTERNATIVE	-	-	-	100.0	19	19	100.0•
	EAST CENTRAL ISD	93.4	97.1	91.3	89.9	460	493	93.3•
	EDGEWOOD ISD	-	94.4	75.2	74.4	579	765	75.7•
	FT SAM HOUSTON ISD	97.8	100.0	100.0	100.0	75	76	98.7•
	HARLANDALE ISD	98.6	-	97.6	98.0	728	746	97.6•
	JUDSON ISD	92.3	87.0	89.3	81.9	774	855	90.5•
	LACKLAND ISD	100.0	-	-	-	24	24	100.0•
	NORTH EAST ISD	94.8	90.1	90.7	85.4	2,912	3,124	93.2•
	NORTHSIDE ISD	95.7	90.4	89.3	85.6	3,650	3,960	92.2•
	RANDOLPH FIELD ISD	100.0	-	-	-	43	43	100.0•
	SAN ANTONIO ISD	81.8	81.6	81.4	80.7	2,632	3,229	81.5•
	SOMERSET ISD	95.5	-	94.9	92.0	77	81	95.1•
	SOUTH SAN ANTONIO IS	87.5	100.0	83.1	82.9	618	740	83.5•
	SOUTHSIDE ISD	91.7	-	83.2	84.8	203	238	85.3•
	SOUTHWEST ISD	94.1	91.3	91.6	89.9	390	423	92.2•
BLANCO		97.5	-	72.7	82.6	88	93	94.6•
	BLANCO ISD	97.7	-	-	85.7	51	54	94.4•
	JOHNSON CITY ISD	97.2	-	-	-	37	39	94.9•
BORDEN		100.0	-	-	-	15	15	100.0•
	BORDEN COUNTY ISD	100.0	-	-	-	15	15	100.0•
BOSQUE		98.3	-	93.1	95.3	207	212	97.6•
	CLIFTON ISD	98.3	-	92.3	94.4	72	74	97.3•
	CRANFILLS GAP ISD	-	-	-	-	-	-	
	IREDELL ISD	100.0	-	-	-	11	11	100.0•
	KOPPERL ISD	100.0	-	-	-	25	25	100.0•
	MERIDIAN ISD	95.5	-	-	-	26	27	96.3•
	MORGAN ISD	100.0	-	-	-	14	14	100.0•
	VALLEY MILLS ISD	97.1	-	-	91.7	39	40	97.5•
	WALNUT SPRINGS ISD	100.0	-	-	-	13	14	92.9•
BOWIE		93.4	89.0	-	87.5	993	1,077	92.2•
	DEKALB ISD	100.0	100.0	-	100.0	75	75	100.0•
	HOOKS ISD	91.7	100.0	-	100.0	87	93	93.5•
	LIBERTY-EYLAU ISD	85.7	92.7	-	84.7	180	204	88.2•
	MAUD ISD	90.0	-	-	80.0	31	34	91.2•
	NEW BOSTON ISD	96.3	91.3	-	89.7	100	105	95.2•
	PLEASANT GROVE ISD	99.2	-	-	100.0	128	129	99.2•
	REDWATER ISD	93.2	-	-	90.0	75	80	93.8•
	SIMMS ISD	94.7	-	-	92.3	36	38	94.7•
	TEXARKANA ISD	92.7	80.8	-	80.2	281	319	88.1•
BRAZORIA		92.8	93.5	86.6	86.4	2,354	2,570	91.6•
	ALVIN ISD	88.9	95.5	83.1	83.2	568	647	87.8•
	ANGLETON ISD	96.4	94.4	85.2	85.2	361	385	93.8•
	BRAZOSPORT ISD	97.3	95.3	89.3	90.6	547	576	95.0•
	COLUMBIA-BRAZORIA IS	84.7	84.4	90.3	82.6	211	247	85.4•
	DANBURY ISD	95.6	-	-	-	47	49	95.9•
	PEARLAND ISD	93.1	90.9	85.6	8Tj 6.9 0 TdTE(CLIFTON ISD)Tj 15.8E9			8535•

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION• RATE•
BROOKS		90.0	-	83.7	77.5	91	108	84.3•
	BROOKS ISD	90.0	-	83.7	77.5	91	108	84.3•
BROWN		89.1	87.0	90.1	81.0	409	458	89.3•
	BANGS ISD	91.5	-	-	90.9	63	69	91.3•
	BLANKET ISD	100.0	-	-	-	15	15	100.0•
	BROOKESMITH ISD	100.0	-	-	-	20	20	100.0•
	BROWNWOOD ISD	83.5	82.4	89.3	70.1	221	260	85.0•
	EARLY ISD	93.0	-	-	90.0	62	66	93.9•
	MAY ISD	-	-	-	-	-	-	
	ZEPHYR ISD	100.0	-	-	-	21	21	100.0•
BURLESON		97.2	74.2	88.6	84.3	193	209	92.3•
	CALDWELL ISD	97.1	-	88.5	95.0	129	137	94.2•
	SNOOK ISD	100.0	72.7	-	76.9	21	24	87.5•
	SOMERVILLE ISD	96.8	72.7	-	77.8	43	48	89.6•
BURNET		93.2	-	78.6	83.5	331	363	91.2•
	BURNET CONS ISD	89.9	-	71.4	79.4	146	166	88.0•
	MARBLE FALLS ISD	96.2	-	82.9	85.7	185	197	93.9•
CALDWELL		98.2	97.2	95.2	94.4	317	327	96.9•
	LOCKHART ISD	97.4	95.8	94.6	92.3	206	214	96.3•
	LULING ISD	100.0	-	95.7	95.7	99	101	98.0•
	PRAIRIE LEA ISD	-	-	-	-	12	12	100.0•
CALHOUN		88.5	-	83.8	73.8	233	266	87.6•
	CALHOUN CO ISD	88.5	-	83.8	73.8	233	266	87.6•
CALLAHAN		94.3	-	90.9	91.8	193	205	94.1•
	BAIRD ISD	96.9	-	-	-	34		

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION RATE•
CHAMBERS	EAST CHAMBERS ISD	98.2	-	-	92.9	68	69	98.6•
CHEROKEE		93.0	88.8	69.4	82.3	497	552	90.0•
	ALTO ISD	97.2	95.2	-	93.9	58	60	96.7•
	JACKSONVILLE ISD	90.6	82.8	62.2	71.6	280	326	85.9•
	NEW SUMMERFIELD ISD	-	-	-	-	17	18	94.4•
	RUSK ISD	96.0	95.7	-	91.1	121	126	96.0•
	WELLS ISD	100.0	-	-	-	21	22	95.5•
CHILDRESS		95.1	-	85.0	87.9	82	88	93.2•
	CHILDRESS ISD	95.1	-	85.0	87.9	82	88	93.2•
CLAY		94.9	-	-	81.5	136	144	94.4•
	BELLEVUE ISD	92.3	-	-	-	12	13	92.3•
	BYERS ISD	100.0	-	-	-	11	11	100.0•
	HENRIETTA ISD	94.4	-	-	63.6	72	77	93.5•
	MIDWAY ISD	-	-	-	-	-	-	
	PETROLIA ISD	94.3	-	-	91.7	34	36	94.4•
COCHRAN		93.8	-	54.1	60.9	86	117	73.5•
	MORTON ISD	100.0	-	88.2	88.9	33	35	94.3•
	WHITEFACE CONS ISD	91.4	-	40.9	51.0	53	82	64.6•
COKE		100.0	-	-	100.0	55	55	100.0•
	BRONTE ISD	100.0	-	-	100.0	30	30	100.0•
	ROBERT LEE ISD	100.0	-	-	-	25	25	100.0•
COLEMAN		95.1	-	87.0	90.5	124	132	93.9•
	COLEMAN ISD	95.2	-	88.2	90.0	80	85	94.1•
	NOVICE ISD	-	-	-	-	-	-	
	PANTHER CREEK CONS I	100.0	-	-	-	16	16	100.0•
	SANTA ANNA ISD	87.5	-	-	80.0	20	23	87.0•
COLLIN		96.6	91.5	85.8	86.5	3,949	4,125	95.7•
	ALLEN ISD	96.0	91.7	90.5	95.0	475	496	95.8•
	ANNA ISD	91.8	-	-	70.0	48	53	90.6•
	BLUE RIDGE ISD	87.5	-	-	-	22	26	84.6•
	CELINA ISD	94.2	-	-	-	56	60	93.3•
	COMMUNITY ISD	98.0	-	-	93.8	55	57	96.5•
	FARMERSVILLE ISD	98.2	-	-	93.8	65	68	95.6•
	FRISCO ISD	94.6	-	78.9	69.2	129	139	92.8•
	MCKINNEY ISD	99.0	91.5	97.8	98.1	393	401	98.0•
	PLANO ISD	97.6	91.4	82.6	0	0	0	0 88.2 Td [(-)-4025(100.0)]TJ 13.8 0 To51.258l450(4,125)-3450(95.7•)]TJ -1

APPENDIX C•

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION• RATE•
HIDALGO	EDCOUCH-ELSA ISD	-	-	87.9	85.2	256	291	88.0•
	EDINBURG CISD	98.4	-	93.4	92.0	989	1,055	93.7•
	HIDALGO ISD	-	-	88.5	88.9	138	156	88.5•
	LA JOYA ISD	-	-	84.9	85.0	626	736	85.1•
	LA VILLA ISD	-	-	86.4	84.6	38	44	86.4•
	MCALLEN ISD	96.9	-	87.5	83.8	1,279	1,439	88.9•
	MERCEDES ISD	-	-	89.6	89.0	251	281	89.3•
	MISSION CONS ISD	100.0	-	86.0	84.3	637	734	86.8•
	ONE STOP MULTISERVIC	-	-	100.0	100.0	20	20	100.0•
	PHARR-SAN JUAN-ALAMO	85.2	-	87.8	86.9	1,127	1,285	87.7•
	PROGRESO ISD	-	-	87.4	86.8	97	111	87.4•
	SHARYLAND ISD	96.8	-	93.2	92.5	228	242	94.2•
	VALLEY VIEW ISD	-	-	94.1	93.9	95	101	94.1•
	WESLACO ISD	100.0	-	91.3	90.5	663	724	91.6•
HILL		96.6	87.5	93.3	92.1	346	363	95.3•
	ABBOTT ISD	93.8	-	-	-	17	18	94.4•
	AQUILLA ISD	90.0	-	-	-	11	12	91.7•
	BLUM ISD	92.6	-	-	81.8	28	30	93.3•
	BYNUM ISD	100.0	-	-	-	16	17	94.1•
	COVINGTON ISD	90.0	-	-	-	18	20	90.0•
	HILLSBORO ISD	97.1	71.4	86.7	80.6	91	99	91.9•
	HUBBARD ISD	93.5	100.0	-	100.0	42	44	95.5•
	ITASCA ISD	100.0	-	-	100.0	30	30	100.0•
	PENELOPE ISD	-	-	-	-	-	-	
	WHITNEY ISD	100.0	-	-	100.0	84	84	100.0•
HOCKLEY		95.5	-	87.2	86.6	351	381	92.1•
	ANTON ISD	90.0	-	-	83.3	18	20	90.0•
	LEVELLAND ISD	95.8	-	88.7	87.9	226	243	93.0•
	ROPES ISD	90.5	-	70.6	72.7	33	41	80.5•
	SMYER ISD	93.8	-	-	-	22	23	95.7•
	SUNDOWN ISD	100.0	-	92.9	94.1	36	37	97.3•
	WHITHARRAL ISD	100.0	-	-	-	16	17	94.1•
HOOD		92.6	-	85.0	79.7	383	418	91.6•
	GRANBURY ISD	91.7	-	83.3	76.3	338	373	90.6•
	LIPAN ISD	100.0	-	-	-	16	16	100.0•
	TOLAR ISD	100.0	-	-	-	29	29	100.0•
HOPKINS		90.4	91.8	73.3	83.0	372	413	90.1•
	COMO-PICKTON CISD	95.5	-	-	88.2	48	50	96.0•
	CUMBY ISD	87.5	-	-	-	15	17	88.2•
	MILLER GROVE ISD	94.7	-	-	-	18	19	94.7•
	NORTH HOPKINS ISD	89.7	-	-	91.7	29	33	87.9•
	SALTILLO ISD	100.0	-	-	-	16	16	100.0•
	SULPHUR BLUFF ISD	95.7	-	-	-	24	25	96.0•
	SULPHUR SPRINGS ISD	87.8	93.5	-	75.9	222	253	87.7•
HOUSTON		96.6	91.0	-	89.0	269	285	94.4•
	CROCKETT ISD	90.2	88.1	-	84.0	102	115	88.7•
	GRAPELAND ISD	98.1	94.4	-	88.2	70	72	97.2•
	KENNARD ISD	100.0	92.9	-	94.4	34	35	97.1•
	LATEXO ISD	100.0	-	-	-	26	26	100.0•
	LOVELADY ISD	100.0	-	-	-	37	37	100.0•
HOWARD		93.9	100.0	88.7	88.2	356	384	92.7•
	BIG SPRING ISD	94.5	100.0	88.2	88.7	253	273	92.7•
	COAHOMA ISD	95.0	-	100.0	93.8	68	71	95.8•
	FORSAN ISD	89.2	-	-	-	35	40	87.5•
HUDSPETH		92.9	-	90.0	92.0	40	44	90.9•
	DELL CITY ISD	-	-	100.0	100.0	16	16	100.0•
	FT HANCOCK ISD	-	-	82.4	83.3	19	23	82.6•
	SIERRA BLANCA ISD	-	-	-	-	-	-	
HUNT		95.3	78.6	83.0	82.5	808	876	92.2•
	BLAND ISD	100.0	-	-	100.0	38	38	100.0•
	BOLES ISD	96.3	-	-	-	28	29	96.6•
	CADDO MILLS ISD	96.2	-	-	-	54	57	94.7•
	CAMPBELL ISD	94.4	-	-	-	19	20	95.0•
	CELESTE ISD	100.0	-	-	-	28	28	100.0•

NOTE: A DASH (-) INDICATES THAT FEWER THAN 10 STUDENTS IN STUDENT GROUP ENROLLED IN GRADES 9-12.• GRAPELAND DC -0.026]/-12.•

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION• RATE•
HUNT	COMMERCE ISD	93.3	89.5	-	87.5	89	96	92.7•
	GREENVILLE ISD	97.9	74.7	74.1	74.3	324	359	90.3•
	LONE OAK ISD	90.7	-	-	100.0	45	49	91.8•
	QUINLAN ISD	90.4	-	-	84.6	151	168	89.9•
	WOLFE CITY ISD	100.0	-	-	-	32	32	100.0•
HUTCHINSON		93.6	91.7	85.4	78.8	403	435	92.6•
	BORGER ISD	92.7	90.9	86.1	73.8	245	267	91.8•
	PLEMONS-STINNETT-PHI	100.0	-	-	-	62	62	100.0•
	SANFORD ISD	91.8	-	-	80.0	96	106	90.6•
IRION		86.7	-	100.0	90.0	23	25	92.0•
	IRION CO ISD	86.7	-	100.0	90.0	23	25	92.0•
JACK		91.7	-	-	83.7	120	131	91.6•
	BRYSON ISD	100.0	-	-	-	18	18	100.0•
	JACKSBORO ISD	92.1	-	-	78.6	79	86	91.9•
	PERRIN-WHITT CONS IS	85.2	-	-	-	23	27	85.2•
JACKSON		97.5	100.0	84.9	88.9	215	227	94.7•
	EDNA ISD	97.3	100.0	85.0	90.9	99	104	95.2•
	GANADO ISD	100.0	-	80.8	84.6	53	58	91.4•
	INDUSTRIAL ISD	96.6	-	-	93.3	63	65	96.9•
JASPER		95.8	94.3	90.0	88.0	448	470	95.3•
	BROOKELAND ISD	93.8	-	-	-	18	19	94.7•
	BUNA ISD	92.1	-	-	63.2	97	105	92.4•
	EVADALE ISD	93.3	-	-	-	28	30	93.3•
	JASPER ISD	99.1	92.8	-	90.8	213	222	95.9•
	KIRBYVILLE ISD	97.2	100.0	-	100.0	92	94	97.9•
JEFF DAVIS		100.0	-	-	-	28	28	100.0•
	FT DAVIS ISD	100.0	-	-	-	25	25	100.0•
	VALENTINE ISD	-	-	-	-	-	-	
JEFFERSON		93.8	83.9	85.6	80.2	2,331	2,612	89.2•
	BEAUMONT ISD	91.8	83.3	84.3	78.7	939	1,092	86.0•
	HAMSHIRE-FANNETT ISD	96.3	-	-	93.3	138	144	95.8•
	NEDERLAND ISD	93.6	-	89.5	78.3	338	362	93.4•
	NEDERLAND ISD	93.6						

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION• RATE•
KARNES	KARNES CITY ISD	100.0	-	93.8	93.5	51	53	96.2•
	KENEDY ISD	100.0	-	84.7	82.5	83	94	88.3•
	RUNGE ISD	-	-	-	90.0	13	14	92.9•
KAUFMAN		94.9	93.5	95.8	86.7	877	925	94.8•
	CRANDALL ISD	95.9	-	-	76.9	101	106	95.3•
	FORNEY ISD	94.4	-	-	80.0	133	142	93.7•
	KAUFMAN ISD	97.5	100.0	100.0	94.4	151	154	98.1•
	KEMP ISD	84.0	-	-	73.3	74	86	86.0•
	MABANK ISD	94.3	-	-	81.6	155	164	94.5•
	SCURRY-ROSSER ISD	95.5	-	-	87.5	54	57	94.7•
	TERRELL ISD	99.2	94.6	90.0	93.6	209	216	96.8•
KENDALL		96.6	-	84.0	77.5	270	286	94.4•
	BOERNE ISD	96.1	-	84.4	75.0	226	239	94.6•
	COMFORT ISD	100.0	-	83.3	81.3	44	47	93.6•
KENT		100.0	-	-	-	15	15	100.0•
	JAYTON-GIRARD ISD	100.0	-	-	-	15	15	100.0•
KERR		92.3	91.7	81.8	81.1	382	425	89.9•
	CENTER POINT ISD	90.9	-	-	87.5	26	28	92.9•
	INGRAM ISD	83.8	-	-	73.1	69	82	84.1•
	KERRVILLE ISD	95.4	91.7	80.0	82.5	287	315	91.1•
KIMBLE		90.0	-	90.0	85.7	45	50	90.0•
	JUNCTION ISD	90.0	-	90.0	85.7	45	50	90.0•
KING		-	-	-	-	-	-	
	GUTHRIE CSD	-	-	-	-	-	-	
KINNEY		100.0	-	89.3	93.1	38	41	92.7•
	BRACKETT ISD	100.0	-	89.3	93.1	38	41	92.7•
KLEBERG		98.2	100.0	90.8	86.7	359	385	93.2•
	KINGSVILLE ISD	97.9	100.0	92.1	88.5	318	338	94.1•
	RIVIERA ISD	100.0	-	80.6	75.0	40	46	87.0•
	SANTA GERTRUDIS ISD	-	-	-	-	-	-	
KNOX		97.4	-	94.7	93.5	61	64	95.3•
	BENJAMIN ISD	-	-	-	-	-	-	
	GOREE ISD	-	-	-	-	-	-	
	KNOX CITY-OÕBRIEN IS	95.0	-	100.0	94.1	31	33	93.9•
	MUNDAY ISD	100.0	-	-	90.9	21	22	95.5•
LA SALLE		100.0	-	96.5	97.8	71	73	97.3•
	COTULLA ISD	100.0	-	96.5	97.8	71	73	97.3•
LAMAR		93.3	89.6	-	80.4	494	533	92.7•
	CHISUM ISD	97.5	-	-	100.0	48	49	98.0•
	NORTH LAMAR ISD	98.4	-	-	91.7	193	196	98.5•
	PARIS ISD	84.7	86.8	-	73.3	180	210	85.7•
	PRAIRILAND ISD	93.8	-	-	80.0	63	67	94.0•
	ROXTON ISD	90.0	-	-	-	10	11	90.9•
LAMB		96.2	100.0	86.2	88.9	241	261	92.3•
	AMHERST ISD	90.0	-	-	-	16	17	94.1•
	LITTLEFIELD ISD	94.7	100.0	83.7	84.6	107	118	90.7•
	OLTON ISD	95.2	-	83.8	86.1	52	59	88.1•
	SPADE ISD	-	-	-	-	10	10	100.0•
	SPRINGLAKE-EARTH ISD	100.0	-	92.9	92.3	28	29	96.6•
	SUDAN ISD	100.0	-	-	100.0	28	28	100.0•
LAMPASAS		97.3	-	100.0	96.1	216	221	97.7•
	LAMPASAS ISD	96.9	-	100.0	95.7	190	195	97.4•
	LOMETA ISD	100.0	-	-	-	26	26	100.0•
LAVACA		96.9	87.5	90.0	92.5	149	156	95.5•
	HALLETTSVILLE ISD	97.5	-	-	95.7	89	91	97.8•
	MOULTON ISD	96.0	-	-	92.3	27	29	93.1•
	SHINER ISD	96.2	-	-	88.2	33	36	91.7•

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION• RATE•
LEE		97.6	94.1	89.2	91.1	210	220	95.5•
	DIME BOX ISD	-	-	-	-	10	10	100.0•
	GIDDINGS ISD			210	220 --10	10	100.0•	

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ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION• RATE•
MAVERICK		100.0	-	88.5	86.9	626	706	88.7•
	EAGLE PASS ISD	100.0	-	88.5	86.9	626	706	88.7•
MCCULLOCH		94.5	-	75.0	87.5	92	102	90.2•
	BRADY ISD	92.2	-	76.2	78.9	68	77	88.3•
	LOHN ISD	-	-	-	-	-	-	
	ROCHELLE ISD	100.0	-	-	100.0	19	19	100.0•
MCLENNAN		95.5	84.4	82.6	82.4	2,011	2,203	91.3•
	AXTELL ISD	100.0	-	-	-	44	44	100.0•
	BOSQUEVILLE ISD	84.4	-	-	72.7	29	35	82.9•
	BRUCEVILLE-EDDY ISD	100.0	-	-	-	45	45	100.0•
	CHINA SPRING ISD	95.1	-	-	90.0	83	87	95.4•
	CONNALLY ISD	94.7	96.8	70.6	80.0	152	164	92.7•
	CRAWFORD ISD	100.0	-	-	-	31	32	96.9•
	LA VEGA ISD	82.1	90.2	66.7	77.6	114	138	82.6•
	LORENA ISD	97.2	-	-	-	73	76	96.1•
	MART ISD	100.0	-	-	100.0	42	42	100.0•
	MCGREGOR ISD	83.3	76.9	80.0	66.7	63	77	81.8•
	MIDWAY ISD	100.0	100.0	100.0	100.0	371	372	99.7•
	MOODY ISD	88.9	-	-	70.0	43	50	86.0•
	RIESEL ISD	97.1	-	-	-	38	39	97.4•
	ROBINSON ISD	98.5	90.0	90.0	100.0	153	157	97.5•
	WACO ISD	95.6	81.2	81.1	81.6	622	729	85.3•
	WEST ISD	93.5	-	-	91.3	108	116	93.1•
MCMULLEN		-	-	-	-	10	10	100.0•
	MCMULLEN COUNTY ISD	-	-	-	-	10	10	100.0•
MEDINA		98.2	-	84.5	81.8	484	530	91.3•
	DÕHANIS ISD	100.0	-	90.0	90.9	23	24	95.8•
	DEVINE ISD	100.0	-	78.4	71.4	106	117	90.6•
	HONDO ISD	96.8	-	84.6	82.0	126	140	90.0•
	MEDINA VALLEY ISD	99.0	-	91.0	91.1	160	167	95.8•
	NATALIA ISD	93.1	-	80.8	78.3	69	82	84.1•
MENARD		-	-	100.0	100.0	24	24	100.0•
	MENARD ISD	-	-	100.0	100.0	24	24	100.0•
MIDLAND		91.2	82.3	73.3	70.4	1,278	1,489	85.8•
	GREENWOOD ISD	96.1	-	90.9	92.3	83	87	95.4•
	MIDLAND ISD	90.8	82.3	72.8	69.8	1,195	1,402	85.2•
MILAM		96.9	91.3	82.8	83.9	280	300	93.3•
	BUCKHOLTS ISD	-	-	-	-	-	-	
	CAMERON ISD	93.9	89.5	74.1	77.8	100	113	88.5•
	MILANO ISD	100.0	-	-	-	26	26	100.0•
	ROCKDALE ISD	97.6	94.1	91.3	83.9	121	126	96.0•
	THORNDALE ISD	100.0	-	-	-	26	28	92.9•
MILLS		93.8	-	-	90.0	67	71	94.4•
	GOLDTHWAITE ISD	93.8	-	-	-	49	52	94.2•
	MULLIN ISD	-	-	-	-	-	-	
	PRIDDY ISD	-	-	-	-	-	-	
	STAR ISD	-	-	-	-	-	-	
MITCHELL		94.3	-	84.6	77.8	113	128	88.3•
	COLORADO ISD	93.3	-	83.3	74.2	89	101	88.1•
	LORAINE ISD	-	-	85.7	80.0	16	19	84.2•
	WESTBROOK ISD	-	-	-	-	-	-	
MONTAGUE		93.6	-	100.0	88.1	234	249	94.0•
	BOWIE ISD	92.7	-	-	88.9	131	141	92.9•
	FORESTBURG ISD	93.3	-	-	-	14	15	93.3•
	GOLD BURG ISD	100.0	-	-	-	13	13	100.0•
	NOCONA ISD	100.0	-	-	100.0	43	43	100.0•
	PRAIRIE VALLEY ISD	100.0	-	-	-	12	12	100.0•
	SAINT JO ISD	82.6	-	-	63.6	21	25	84.0•
MONTGOMERY		94.9	84.3	84.6	84.6	2,776	2,969	93.5•
	CONROE ISD	95.6	86.4	81.3	82.9	1,728	1,844	93.7•
	MAGNOLIA ISD	93.0	-	95.2	87.2	253	272	93.0•

NOTE: A DASH (-) INDICATES THAT FEWER THAN 10 STUDENTS IN STUDENT GROUP ENROLLED IN GRADES 9-12.•

APPENDIX C•
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97•

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97• COMPLETION• RATE•
VICTORIA		95.4	87.5	79.6	77.3	872	989	88.2•
	BLOOMINGTON ISD	91.7	-	79.2	70.3	55	67	82.1•
	VICTORIA ISD	95.5	87.1	79.6	78.4	817	922	88.6•
WALKER		96.2	86.9	78.0	82.5	452	491	92.1•
	HUNTSVILLE ISD	96.4	86.1	77.6	82.3	406	442	91.9•
	NEW WAVERLY ISD	94.1	92.9	-	84.6	46	49	93.9•
WALLER		92.9	90.9	74.6	81.8	360	403	89.3•
	HEMPSTEAD ISD	95.5	85.7	85.7	80.6	78	86	90.7•
	ROYAL ISD	79.3	90.6	58.8	73.8	62	78	79.5•
	WALLER ISD	94.7	93.0	75.9	87.5	220	239	92.1•
WARD		93.2	-	85.0	83.3	156	174	89.7•
	GRANDFALLS-ROYALTY I	-	-	-	-	9	10	90.0•
	MONAHANS-WICKETT-PYO	92.9	-	85.5	83.7	147	164	89.6•
WASHINGTON		98.0	84.9	87.5	86.2	341	363	93.9•
	BRENHAM ISD	97.9	86.6	85.7	88.7	318	338	94.1•
	BURTON ISD	100.0	-	-	-	23	25	92.0•
WEBB		95.8	-	89.5	88.5	2,278	2,539	89.7•
	LAREDO ISD	100.0	-	88.5	88.6	1,240	1,398	88.7•
	UNITED ISD	94.0	-	90.5	87.8	1,001	1,104	90.7•
	WEBB CONS ISD	-	-	100.0	100.0	37	37	100.0•
WHARTON		98.7	89.0	87.7	87.4	535	571	93.7•
	BOLING ISD	100.0	100.0	100.0	100.0	70	70	100.0•
	EAST BERNARD ISD	100.0	-	-	92.3	71	72	98.6•
	EL CAMPO ISD	97.4	88.9	81.3	81.4	197	217	90.8•
	LOUISE ISD	100.0	-	100.0	92.3	31	32	96.9•
	WHARTON ISD	98.4	86.4	91.1	87.2	166	180	92.2•
WHEELER		92.1	-	-	85.0	66	72	91.7•
	ALLISON ISD	-	-	-	-	-	-	
	FORT ELLIOTT CONS IS	-	-	-	-	-	-	
	KELTON ISD	-	-	-	-	-	-	
	SHAMROCK ISD	88.9	-	-	90.9	29	32	90.6•
	WHEELER ISD	100.0	-	-	-	25	25	100.0•
WICHITA		94.8	91.3	93.5	91.2	1,408	1,493	94.3•
	BURKBURNETT ISD	90.0	92.3	92.3	79.5	227	251	90.4•
	ELECTRA ISD	94.3	-	-	-	39	42	92.9•
	IOWA PARK CONS ISD	94.8	-	-	92.0	150	158	94.9•
	WICHITA FALLS ISD	96.2	91.4	93.5	92.7	992	1,042	95.2•
WILBARGER		95.2	100.0	97.3	91.5	191	199	96.0•
	HARROLD ISD	-	-	-	-	-	-	
	NORTHSIDE ISD	93.3	-	-	-	18	19	94.7•
	VERNON ISD	96.0	100.0	100.0	96.2	167	172	97.1•
WILLACY		100.0	-	86.0	87.4	312	360	86.7•
	LYFORD CISD	-	-	86.8	87.6	114	130	87.7•
	RAYMONDVILLE ISD	100.0	-	84.3	85.9	178	210	84.8•
	SAN PERLITA ISD	-	-	100.0	100.0	20	20	100.0•
WILLIAMSON		96.8	94.2	91.3	88.5	2,698	2,809	96.0•
	FLORENCE ISD	93.2	-	72.7	76.9	49	55	89.1•
	GEORGETOWN ISD	97.7	85.7	89.7	91.4	421	438	96.1•
	GRANGER ISD	100.0	-	-	-	24	25	96.0•
	HUTTO ISD	100.0	-	-	-	46	47	97.9•
	JARRELL ISD	92.0	-	-	-	29	31	93.5•
	LEANDER ISD	94.1	100.0	93.2	85.9	453	480	94.4•
	LIBERTY HILL ISD	91.5	-	-	91.7	71	77	92.2•
	ROUND ROCK ISD	98.1	94.7	94.6	90.3	1,410	1,444	97.6•
	TAYLOR ISD	93.7	92.9	86.4	86.7	172	189	91.0•
	THRALL ISD	100.0	-	-	-	23	23	100.0•
WILSON		96.3	-	77.9	75.0	405	448	90.4•
	FLORESVILLE ISD	96.4	-	78.2	74.4	193	221	87.3•
	LA VERNIA ISD	95.4	-	-	81.3	114	119	95.8•
	POTH ISD	97.6	-	56.3	60.0	49	57	86.0•

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ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
WILSON	STOCKDALE ISD	97.6	-	90.0	90.9	49	51	96.1
WINKLER		100.0	-	100.0	100.0	111	111	100.0
	KERMIT ISD	100.0	-	100.0	100.0	89	89	100.0
	WINK-LOVING ISD	100.0	-	-	-	22	22	100.0
WISE								
	ALVORD ISD							
	BOYD ISD							
	BRIDGEPORT ISD							
	CHICO ISD							
	DECATUR ISD							
	PARADISE ISD							
	[illegible] ISD							

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