

Texas Education Agency  
**2024 Federal Report Card**  
MUMFORD ISD (198906) - ROBERTSON COUNTY

**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	75%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	48%	47%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	82%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	62%	64%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-	-	-	-
	Male	70%	72%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	75%	78%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-
Mathematics	All Students	68%	71%	98%	*	95%	100%	-	-	-	*	97%	100%	*	100%	93%	94%	100%	-	-	-	-
	CWD	46%	46%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	78%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	61%	62%	93%	-	93%	-	-	-	-	-	92%	*	*	100%	93%	*	100%	-	-	-	-
	Male	70%	73%	94%	*	86%	100%	-	-	-	*	92%	100%	*	100%	*	94%	-	-	-	-	-
	Female	66%	70%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-
Grade 4																						
Reading	All Students	79%	81%	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	CWD	55%	54%	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD	85%	88%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	68%	69%	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	100%	*	-	-	-	-
	Male	77%	79%	100%	*	100%	100%	-	-	-	-	100%	*	*	100%	100%	100%	-	-	-	-	-
	Female	81%	83%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	67%	71%	89%	*	90%	88%	-	-	-	-	92%	85%	67%	94%	90%	95%	84%	-	-	-	-
	CWD	42%	44%	67%	-	*	*	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	73%	78%	94%	*	94%	93%	-	-	-	-	95%	91%	-	94%	86%	100%	88%	-	-	-	-
	EL	62%	64%	90%	-	89%	*	-	-	-	-	90%	-	*	86%	90%	100%	*	-	-	-	-
	Male	69%	73%	95%	*	91%	100%	-	-	-	-	93%	*	*	100%	100%	95%	-	-	-	-	-
	Female	65%	70%	84%	*	89%	78%	-	-	-	-	90%	78%	*	88%	*	-	84%	-	-	-	-
Grade 5																						
Reading	All Students	78%	78%	98%	*	100%	100%	-	-	-	-	97%	100%	*	97%	100%	95%	100%	-	-	-	-
	CWD	48%	45%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	84%	85%	97%	*	100%	100%	-	-	-	-	97%	100%	-	97%	100%	94%	100%	-	-	-	-
	EL	70%	68%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	75%	76%	95%	*	100%	100%	-	-	-	-	94%	*	*	94%	100%	95%	-	-	-	-	-
	Female	80%	80%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	75%	76%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	52%	52%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	82%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	70%	69%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	75%	76%	100%	*	100%	100%	-	-	-	-	100%	*	*	100%	100%	100%	-	-	-	-	-
	Female	75%	77%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-

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		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	61%	98%	*	100%	100%	-	-	-	-	97%	100%	*	97%	100%	95%	100%	-	-	-	-
	CWD	34%	35%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	61%	67%	97%	*	100%	100%	-	-	-	-	97%	100%	-	97%	100%	94%	100%	-	-	-	-
	EL	43%	44%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	59%	63%	95%	*	100%	100%	-	-	-	-	94%	*	*	94%	100%	95%	-	-	-	-	-
	Female	54%	59%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Grade 6																						
Reading	All Students	75%	76%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	43%	42%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	81%	83%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	61%	59%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	71%	72%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	79%	80%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	70%	73%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	44%	44%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	75%	78%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	60%	59%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	70%	73%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	70%	73%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Grade 7																						
Reading	All Students	72%	72%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	CWD	39%	35%	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD	78%	78%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	57%	52%	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	67%	66%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	78%	77%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	54%	51%	92%	80%	93%	94%	-	-	-	-	88%	100%	60%	97%	100%	87%	95%	-	-	-	-
	CWD	31%	28%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	58%	56%	97%	*	92%	100%	-	-	-	-	95%	100%	-	97%	100%	100%	95%	-	-	-	-
	EL	42%	37%	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	55%	52%	87%	*	100%	86%	-	-	-	-	78%	100%	*	100%	*	87%	-	-	-	-	-
	Female	53%	50%	95%	*	90%	100%	-	-	-	-	94%	100%	*	95%	*	-	95%	-	-	-	-
Grade 8																						
Reading	All Students	79%	79%	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	48%	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	84%	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	64%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	74%	73%	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	-	100%	-	-	-	-	-
	Female	84%	85%	100%	-	100%	100%	*	-	-	-	100%	100%	-	100%	*	-	100%	-	-	-	-

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Mathematics	All Students	70%	73%	94%	*	92%	100%	-	-	-	-	93%	*	-	94%	-	88%	100%	-	-	-	-
	CWD	45%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	78%	94%	*	92%	100%	-	-	-	-	93%	*	-	94%	-	88%	100%	-	-	-	-
	EL	62%	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	71%	88%	*	80%	*	-	-	-	-	83%	*	-	88%	-	88%	-	-	-	-	-
	Female	71%	75%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	-	100%	-	-	-	-
Science	All Students	68%	70%	88%	*	78%	100%	*	-	-	-	83%	100%	-	88%	*	92%	86%	-	-	-	-
	CWD	39%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	72%	75%	88%	*	78%	100%	*	-	-	-	83%	100%	-	88%	*	92%	86%	-	-	-	-
	EL	51%	48%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	70%	71%	92%	*	83%	100%	-	-	-	-	89%	*	-	92%	-	92%	-	-	-	-	-
	Female	66%	69%	86%	-	75%	100%	*	-	-	-	80%	100%	-	86%	*	-	86%	-	-	-	-
End of Course																						
English I	All Students	67%	70%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	35%	36%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	73%	75%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	47%	46%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	62%	65%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	74%	77%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
English II	All Students	74%	75%	95%	*	93%	100%	-	-	-	*	93%	100%	*	97%	86%	95%	94%	-	-	-	-
	CWD	39%	38%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	80%	97%	*	93%	100%	-	-	-	*	96%	100%	-	97%	83%	95%	100%	-	-	-	-
	EL	52%	50%	86%	-	83%	*	-	-	-	-	86%	-	*	83%	86%	*	*	-	-	-	-
	Male	69%	70%	95%	*	86%	100%	-	-	-	*	93%	100%	*	95%	*	95%	-	-	-	-	-
	Female	79%	82%	94%	*	100%	100%	-	-	-	-	92%	*	*	100%	*	-	94%	-	-	-	-
Algebra I	All Students	79%	80%	97%	*	100%	100%	*	-	-	*	96%	100%	*	100%	100%	100%	96%	-	-	-	-
	CWD	54%	52%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	83%	84%	100%	-	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	72%	69%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	100%	-	-	-	-
	Male	77%	77%	100%	-	100%	100%	-	-	-	-	100%	*	-	100%	*	100%	-	-	-	-	-
	Female	81%	83%	96%	*	100%	100%	*	-	-	*	94%	100%	*	100%	100%	-	96%	-	-	-	-
Biology	All Students	90%	92%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	75%	76%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	92%	94%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	84%	83%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	89%	90%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	91%	93%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above Grade 3																						



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Reading	All Students	47%	50%	95%	*	95%	100%	-	-	-	*	93%	100%	*	97%	93%	89%	100%	-	-	-	-
	CWD	25%	23%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	52%	57%	97%	*	100%	100%	-	-	-	*	96%	100%	-	97%	100%	93%	100%	-	-	-	-
	EL	34%	36%	93%	-	93%	-	-	-	-	-	92%	*	*	100%	93%	*	100%	-	-	-	-
	Male	44%	47%	89%	*	86%	100%	-	-	-	*	85%	100%	*	93%	*	89%	-	-	-	-	-
	Female	50%	52%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-
Mathematics	All Students	41%	43%	69%	*	67%	69%	-	-	-	*	63%	83%	*	71%	57%	72%	67%	-	-	-	-
	CWD	24%	23%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	44%	48%	71%	*	67%	73%	-	-	-	*	65%	83%	-	71%	62%	73%	70%	-	-	-	-
	EL	32%	31%	57%	-	57%	-	-	-	-	-	50%	*	*	62%	57%	*	70%	-	-	-	-
	Male	44%	46%	72%	*	57%	88%	-	-	-	*	62%	100%	*	73%	*	72%	-	-	-	-	-
	Female	37%	40%	67%	*	71%	50%	-	-	-	-	65%	71%	*	70%	70%	-	67%	-	-	-	-
Grade 4																						
Reading	All Students	50%	52%	73%	*	65%	87%	-	-	-	-	64%	92%	20%	81%	50%	74%	72%	-	-	-	-
	CWD	24%	23%	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	56%	59%	81%	*	81%	86%	-	-	-	-	76%	91%	-	81%	71%	93%	71%	-	-	-	-
	EL	39%	38%	50%	-	56%	*	-	-	-	-	50%	-	*	71%	50%	57%	*	-	-	-	-
	Male	47%	49%	74%	*	55%	100%	-	-	-	-	67%	*	*	93%	57%	74%	-	-	-	-	-
	Female	53%	56%	72%	*	78%	75%	-	-	-	-	60%	88%	*	71%	*	-	72%	-	-	-	-
Mathematics	All Students	44%	50%	74%	*	65%	81%	-	-	-	-	72%	77%	50%	78%	80%	89%	58%	-	-	-	-
	CWD	24%	26%	50%	-	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-
	CWOD	49%	56%	78%	*	63%	93%	-	-	-	-	71%	91%	-	78%	71%	93%	65%	-	-	-	-
	EL	38%	40%	80%	-	78%	*	-	-	-	-	80%	-	*	71%	80%	100%	*	-	-	-	-
	Male	47%	53%	89%	*	82%	100%	-	-	-	-	87%	*	*	93%	100%	89%	-	-	-	-	-
	Female	41%	48%	58%	*	44%	67%	-	-	-	-	50%	67%	*	65%	*	-	58%	-	-	-	-
Grade 5																						
Reading	All Students	53%	54%	93%	*	95%	94%	-	-	-	-	93%	90%	*	92%	100%	89%	95%	-	-	-	-
	CWD	25%	23%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	59%	60%	92%	*	95%	93%	-	-	-	-	93%	89%	-	92%	100%	89%	95%	-	-	-	-
	EL	41%	37%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	51%	52%	89%	*	90%	100%	-	-	-	-	88%	*	*	89%	100%	89%	-	-	-	-	-
	Female	56%	55%	95%	-	100%	90%	-	-	-	-	100%	88%	*	95%	*	-	95%	-	-	-	-
Mathematics	All Students	49%	50%	85%	*	90%	88%	-	-	-	-	83%	90%	*	87%	90%	79%	90%	-	-	-	-
	CWD	26%	24%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	54%	56%	87%	*	90%	93%	-	-	-	-	83%	100%	-	87%	89%	78%	95%	-	-	-	-
	EL	41%	38%	90%	-	90%	-	-	-	-	-	88%	*	*	89%	90%	100%	*	-	-	-	-
	Male	50%	52%	79%	*	90%	83%	-	-	-	-	76%	*	*	78%	100%	79%	-	-	-	-	-
	Female	47%	48%	90%	-	91%	90%	-	-	-	-	92%	88%	*	95%	*	-	90%	-	-	-	-

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Science	All Students	27%	31%	63%	*	43%	88%	-	-	-	-	53%	90%	*	63%	50%	68%	57%	-	-	-	-
	CWD	16%	16%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	29%	34%	63%	*	45%	87%	-	-	-	-	55%	89%	-	63%	56%	72%	55%	-	-	-	-
	EL	15%	15%	50%	-	50%	-	-	-	-	-	38%	*	*	56%	50%	67%	*	-	-	-	-
	Male	30%	34%	68%	*	60%	83%	-	-	-	-	65%	*	*	72%	67%	68%	-	-	-	-	-
	Female	23%	28%	57%	-	27%	90%	-	-	-	-	38%	88%	*	55%	*	-	57%	-	-	-	-
Grade 6																						
Reading	All Students	55%	56%	95%	*	95%	94%	-	-	-	*	96%	93%	*	100%	100%	89%	100%	-	-	-	-
	CWD	24%	24%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	61%	62%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	38%	34%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	51%	52%	89%	-	92%	80%	-	-	-	-	92%	80%	*	100%	*	89%	-	-	-	-	-
	Female	59%	60%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	38%	43%	70%	*	63%	78%	-	-	-	*	65%	79%	*	70%	100%	72%	68%	-	-	-	-
	CWD	19%	19%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	42%	47%	70%	*	65%	76%	-	-	-	*	67%	77%	-	70%	100%	75%	67%	-	-	-	-
	EL	27%	26%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	40%	45%	72%	-	62%	100%	-	-	-	-	62%	100%	*	75%	*	72%	-	-	-	-	-
	Female	36%	41%	68%	*	67%	69%	-	-	-	*	69%	67%	*	67%	*	-	68%	-	-	-	-
Grade 7																						
Reading	All Students	53%	53%	92%	100%	87%	94%	-	-	-	-	88%	100%	60%	97%	71%	87%	95%	-	-	-	-
	CWD	21%	19%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	58%	58%	97%	*	92%	100%	-	-	-	-	95%	100%	-	97%	83%	91%	100%	-	-	-	-
	EL	34%	30%	71%	-	67%	*	-	-	-	-	71%	-	*	83%	71%	*	*	-	-	-	-
	Male	47%	47%	87%	*	80%	86%	-	-	-	-	78%	100%	*	91%	*	87%	-	-	-	-	-
	Female	59%	59%	95%	*	90%	100%	-	-	-	-	94%	100%	*	100%	*	-	95%	-	-	-	-
Mathematics	All Students	33%	29%	81%	60%	73%	94%	-	-	-	-	72%	100%	40%	88%	71%	80%	82%	-	-	-	-
	CWD	17%	15%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	36%	32%	88%	*	77%	100%	-	-	-	-	81%	100%	-	88%	83%	91%	86%	-	-	-	-
	EL	22%	17%	71%	-	67%	*	-	-	-	-	71%	-	*	83%	71%	*	*	-	-	-	-
	Male	35%	31%	80%	*	80%	86%	-	-	-	-	67%	100%	*	91%	*	80%	-	-	-	-	-
	Female	31%	27%	82%	*	70%	100%	-	-	-	-	75%	100%	*	86%	*	-	82%	-	-	-	-
Grade 8																						
Reading	All Students	55%	55%	94%	*	89%	100%	*	-	-	-	92%	100%	-	94%	*	100%	91%	-	-	-	-
	CWD	23%	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	60%	94%	*	89%	100%	*	-	-	-	92%	100%	-	94%	*	100%	91%	-	-	-	-
	EL	35%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	49%	49%	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	-	100%	-	-	-	-	-
	Female	60%	61%	91%	-	83%	100%	*	-	-	-	87%	100%	-	91%	*	-	91%	-	-	-	-

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Mathematics	All Students	41%	46%	83%	*	92%	80%	-	-	-	-	79%	*	-	83%	-	75%	90%	-	-	-	-
	CWD	21%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	49%	83%	*	92%	80%	-	-	-	-	79%	*	-	83%	-	75%	90%	-	-	-	-
	EL	30%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	45%	75%	*	80%	*	-	-	-	-	67%	*	-	75%	-	75%	-	-	-	-	-
	Female	41%	46%	90%	-	100%	*	-	-	-	-	88%	*	-	90%	-	-	90%	-	-	-	-
Science	All Students	42%	45%	50%	*	28%	79%	*	-	-	-	33%	90%	-	50%	*	33%	59%	-	-	-	-
	CWD	20%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	48%	50%	*	28%	79%	*	-	-	-	33%	90%	-	50%	*	33%	59%	-	-	-	-
	EL	24%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	47%	33%	*	0%	80%	-	-	-	-	22%	*	-	33%	-	33%	-	-	-	-	-
	Female	40%	43%	59%	-	42%	78%	*	-	-	-	40%	100%	-	59%	*	-	59%	-	-	-	-
End of Course																						
English I	All Students	50%	53%	98%	*	93%	100%	-	-	-	*	96%	100%	*	97%	100%	100%	96%	-	-	-	-
	CWD	19%	20%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	55%	57%	97%	*	92%	100%	-	-	-	*	95%	100%	-	97%	100%	100%	95%	-	-	-	-
	EL	27%	24%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	43%	46%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	57%	61%	96%	*	89%	100%	-	-	-	*	92%	100%	*	95%	*	-	96%	-	-	-	-
English II	All Students	57%	59%	92%	*	87%	100%	-	-	-	*	89%	100%	*	94%	86%	91%	94%	-	-	-	-
	CWD	23%	22%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	63%	94%	*	86%	100%	-	-	-	*	92%	100%	-	94%	83%	89%	100%	-	-	-	-
	EL	30%	27%	86%	-	83%	*	-	-	-	-	86%	-	*	83%	86%	*	*	-	-	-	-
	Male	51%	52%	91%	*	71%	100%	-	-	-	*	87%	100%	*	89%	*	91%	-	-	-	-	-
	Female	63%	66%	94%	*	100%	100%	-	-	-	-	92%	*	*	100%	*	-	94%	-	-	-	-
Algebra I	All Students	41%	42%	76%	*	71%	89%	*	-	-	*	68%	92%	*	83%	57%	92%	69%	-	-	-	-
	CWD	17%	17%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	45%	46%	83%	-	80%	89%	*	-	-	*	77%	92%	-	83%	67%	92%	78%	-	-	-	-
	EL	29%	23%	57%	-	57%	-	-	-	-	-	57%	-	*	67%	57%	*	40%	-	-	-	-
	Male	39%	40%	92%	-	100%	83%	-	-	-	-	89%	*	-	92%	*	92%	-	-	-	-	-
	Female	43%	45%	69%	*	55%	92%	*	-	-	*	56%	90%	*	78%	40%	-	69%	-	-	-	-
Biology	All Students	54%	59%	83%	*	67%	96%	-	-	-	*	76%	94%	*	89%	57%	100%	72%	-	-	-	-
	CWD	26%	29%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	58%	63%	89%	*	77%	96%	-	-	-	*	86%	94%	-	89%	67%	100%	82%	-	-	-	-
	EL	33%	31%	57%	-	57%	-	-	-	-	-	57%	-	*	67%	57%	*	*	-	-	-	-
	Male	54%	58%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	54%	60%	72%	*	44%	92%	-	-	-	*	57%	91%	*	82%	*	-	72%	-	-	-	-
STAAR Percent at Masters Grade Level Grade 3																						

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Reading	All Students	20%	22%	57%	*	57%	56%	-	-	-	*	50%	75%	*	58%	50%	61%	54%	-	-	-	-
	CWD	6%	6%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	23%	26%	58%	*	56%	60%	-	-	-	*	50%	75%	-	58%	54%	60%	57%	-	-	-	-
	EL	13%	13%	50%	-	50%	-	-	-	-	-	42%	*	*	54%	50%	*	60%	-	-	-	-
	Male	18%	20%	61%	*	57%	63%	-	-	-	*	54%	80%	*	60%	*	61%	-	-	-	-	-
	Female	22%	24%	54%	*	57%	50%	-	-	-	-	47%	71%	*	57%	60%	-	54%	-	-	-	-
Mathematics	All Students	15%	16%	26%	*	10%	38%	-	-	-	*	20%	42%	*	29%	7%	44%	13%	-	-	-	-
	CWD	7%	6%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	17%	18%	29%	*	11%	40%	-	-	-	*	23%	42%	-	29%	8%	53%	13%	-	-	-	-
	EL	10%	8%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	7%	*	10%	-	-	-	-
	Male	17%	19%	44%	*	14%	63%	-	-	-	*	38%	60%	*	53%	*	44%	-	-	-	-	-
	Female	12%	12%	13%	*	7%	13%	-	-	-	-	6%	29%	*	13%	10%	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	22%	23%	27%	*	15%	47%	-	-	-	-	16%	50%	0%	31%	10%	32%	22%	-	-	-	-
	CWD	6%	5%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	27%	31%	*	19%	50%	-	-	-	-	19%	55%	-	31%	14%	40%	24%	-	-	-	-
	EL	14%	13%	10%	-	11%	*	-	-	-	-	10%	-	*	14%	10%	14%	*	-	-	-	-
	Male	20%	21%	32%	*	18%	57%	-	-	-	-	20%	*	*	40%	14%	32%	-	-	-	-	-
	Female	24%	25%	22%	*	11%	38%	-	-	-	-	10%	38%	*	24%	*	-	22%	-	-	-	-
Mathematics	All Students	20%	24%	29%	*	10%	56%	-	-	-	-	12%	62%	0%	34%	20%	37%	21%	-	-	-	-
	CWD	7%	7%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	23%	28%	34%	*	13%	64%	-	-	-	-	14%	73%	-	34%	29%	47%	24%	-	-	-	-
	EL	15%	16%	20%	-	22%	*	-	-	-	-	20%	-	*	29%	20%	29%	*	-	-	-	-
	Male	22%	26%	37%	*	18%	71%	-	-	-	-	20%	*	*	47%	29%	37%	-	-	-	-	-
	Female	17%	22%	21%	*	0%	44%	-	-	-	-	0%	44%	*	24%	*	-	21%	-	-	-	-
Grade 5																						
Reading	All Students	28%	27%	50%	*	48%	56%	-	-	-	-	47%	60%	*	53%	30%	47%	52%	-	-	-	-
	CWD	8%	6%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	32%	32%	53%	*	50%	60%	-	-	-	-	48%	67%	-	53%	33%	50%	55%	-	-	-	-
	EL	17%	14%	30%	-	30%	-	-	-	-	-	13%	*	*	33%	30%	33%	*	-	-	-	-
	Male	25%	25%	47%	*	50%	50%	-	-	-	-	41%	*	*	50%	33%	47%	-	-	-	-	-
	Female	30%	29%	52%	-	45%	60%	-	-	-	-	54%	50%	*	55%	*	-	52%	-	-	-	-
Mathematics	All Students	19%	20%	43%	*	38%	50%	-	-	-	-	37%	60%	*	45%	30%	37%	48%	-	-	-	-
	CWD	7%	6%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	21%	23%	45%	*	40%	53%	-	-	-	-	38%	67%	-	45%	33%	39%	50%	-	-	-	-
	EL	12%	11%	30%	-	30%	-	-	-	-	-	25%	*	*	33%	30%	17%	*	-	-	-	-
	Male	21%	22%	37%	*	30%	50%	-	-	-	-	35%	*	*	39%	17%	37%	-	-	-	-	-
	Female	17%	18%	48%	-	45%	50%	-	-	-	-	38%	63%	*	50%	*	-	48%	-	-	-	-

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Science	All Students	11%	13%	35%	*	24%	50%	-	-	-	-	30%	50%	*	37%	20%	37%	33%	-	-	-	-
	CWD	5%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	12%	15%	37%	*	25%	53%	-	-	-	-	31%	56%	-	37%	22%	39%	35%	-	-	-	-
	EL	5%	4%	20%	-	20%	-	-	-	-	-	13%	*	*	22%	20%	17%	*	-	-	-	-
	Male	13%	15%	37%	*	30%	50%	-	-	-	-	35%	*	*	39%	17%	37%	-	-	-	-	-
	Female	9%	11%	33%	-	18%	50%	-	-	-	-	23%	50%	*	35%	*	-	33%	-	-	-	-
Grade 6																						
Reading	All Students	25%	26%	65%	*	58%	67%	-	-	-	*	69%	57%	*	70%	50%	44%	82%	-	-	-	-
	CWD	6%	6%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	28%	30%	70%	*	65%	71%	-	-	-	*	75%	62%	-	70%	60%	50%	86%	-	-	-	-
	EL	12%	10%	50%	-	50%	-	-	-	-	-	50%	-	*	60%	50%	*	*	-	-	-	-
	Male	21%	23%	44%	-	46%	40%	-	-	-	-	46%	40%	*	50%	*	44%	-	-	-	-	-
	Female	28%	30%	82%	*	83%	77%	-	-	-	*	92%	67%	*	86%	*	-	82%	-	-	-	-
Mathematics	All Students	13%	18%	28%	*	11%	44%	-	-	-	*	27%	29%	*	30%	33%	11%	41%	-	-	-	-
	CWD	5%	5%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	15%	21%	30%	*	12%	47%	-	-	-	*	29%	31%	-	30%	40%	13%	43%	-	-	-	-
	EL	7%	8%	33%	-	33%	-	-	-	-	-	33%	-	*	40%	33%	*	*	-	-	-	-
	Male	14%	20%	11%	-	8%	20%	-	-	-	-	15%	0%	*	13%	*	11%	-	-	-	-	-
	Female	12%	17%	41%	*	17%	54%	-	-	-	*	38%	44%	*	43%	*	-	41%	-	-	-	-
Grade 7																						
Reading	All Students	28%	28%	57%	60%	47%	65%	-	-	-	-	52%	67%	20%	63%	43%	47%	64%	-	-	-	-
	CWD	6%	5%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	31%	32%	63%	*	54%	67%	-	-	-	-	62%	64%	-	63%	50%	55%	67%	-	-	-	-
	EL	13%	10%	43%	-	50%	*	-	-	-	-	43%	-	*	50%	43%	*	*	-	-	-	-
	Male	23%	23%	47%	*	40%	43%	-	-	-	-	33%	67%	*	55%	*	47%	-	-	-	-	-
	Female	33%	33%	64%	*	50%	80%	-	-	-	-	63%	67%	*	67%	*	-	64%	-	-	-	-
Mathematics	All Students	11%	7%	41%	40%	33%	47%	-	-	-	-	36%	50%	0%	47%	14%	40%	41%	-	-	-	-
	CWD	5%	4%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	12%	7%	47%	*	38%	53%	-	-	-	-	43%	55%	-	47%	17%	55%	43%	-	-	-	-
	EL	5%	2%	14%	-	17%	*	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-
	Male	12%	8%	40%	*	40%	29%	-	-	-	-	33%	50%	*	55%	*	40%	-	-	-	-	-
	Female	9%	6%	41%	*	30%	60%	-	-	-	-	38%	50%	*	43%	*	-	41%	-	-	-	-
Grade 8																						
Reading	All Students	28%	29%	71%	*	61%	86%	*	-	-	-	58%	100%	-	71%	*	58%	77%	-	-	-	-
	CWD	7%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	32%	71%	*	61%	86%	*	-	-	-	58%	100%	-	71%	*	58%	77%	-	-	-	-
	EL	12%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	25%	25%	58%	*	33%	100%	-	-	-	-	44%	*	-	58%	-	58%	-	-	-	-	-
	Female	32%	33%	77%	-	75%	78%	*	-	-	-	67%	100%	-	77%	*	-	77%	-	-	-	-

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Mathematics	All Students	15%	19%	22%	*	25%	20%	-	-	-	-	14%	*	-	22%	-	38%	10%	-	-	-	-
	CWD	6%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	21%	22%	*	25%	20%	-	-	-	-	14%	*	-	22%	-	38%	10%	-	-	-	-
	EL	8%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	16%	20%	38%	*	40%	*	-	-	-	-	17%	*	-	38%	-	38%	-	-	-	-	-
	Female	14%	18%	10%	-	14%	*	-	-	-	-	13%	*	-	10%	-	-	10%	-	-	-	-
Science	All Students	16%	18%	15%	*	6%	21%	*	-	-	-	4%	40%	-	15%	*	8%	18%	-	-	-	-
	CWD	5%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	18%	19%	15%	*	6%	21%	*	-	-	-	4%	40%	-	15%	*	8%	18%	-	-	-	-
	EL	6%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	18%	19%	8%	*	0%	20%	-	-	-	-	0%	*	-	8%	-	8%	-	-	-	-	-
	Female	15%	16%	18%	-	8%	22%	*	-	-	-	7%	43%	-	18%	*	-	18%	-	-	-	-
End of Course																						
English I	All Students	15%	16%	48%	*	27%	65%	-	-	-	*	33%	69%	*	50%	14%	44%	50%	-	-	-	-
	CWD	4%	4%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	17%	18%	50%	*	31%	65%	-	-	-	*	36%	69%	-	50%	17%	44%	55%	-	-	-	-
	EL	4%	2%	14%	-	14%	-	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-
	Male	11%	12%	44%	-	17%	60%	-	-	-	-	45%	40%	-	44%	*	44%	-	-	-	-	-
	Female	19%	21%	50%	*	33%	69%	-	-	-	*	23%	82%	*	55%	*	-	50%	-	-	-	-
English II	All Students	8%	8%	46%	*	40%	50%	-	-	-	*	32%	82%	*	49%	14%	45%	47%	-	-	-	-
	CWD	3%	3%	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	9%	9%	49%	*	43%	53%	-	-	-	*	33%	82%	-	49%	17%	47%	50%	-	-	-	-
	EL	1%	1%	14%	-	17%	*	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-
	Male	7%	7%	45%	*	29%	50%	-	-	-	*	27%	86%	*	47%	*	45%	-	-	-	-	-
	Female	10%	10%	47%	*	50%	50%	-	-	-	-	38%	*	*	50%	*	-	47%	-	-	-	-
Algebra I	All Students	23%	24%	50%	*	35%	67%	*	-	-	*	40%	69%	*	54%	43%	42%	54%	-	-	-	-
	CWD	7%	7%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	25%	26%	54%	-	40%	67%	*	-	-	*	45%	69%	-	54%	50%	42%	61%	-	-	-	-
	EL	13%	10%	43%	-	43%	-	-	-	-	-	43%	-	*	50%	43%	*	40%	-	-	-	-
	Male	22%	23%	42%	-	17%	67%	-	-	-	-	33%	*	-	42%	*	42%	-	-	-	-	-
	Female	23%	25%	54%	*	45%	67%	*	-	-	*	44%	70%	*	61%	40%	-	54%	-	-	-	-
Biology	All Students	18%	19%	41%	*	20%	61%	-	-	-	*	28%	63%	*	45%	29%	56%	32%	-	-	-	-
	CWD	5%	6%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	19%	21%	45%	*	23%	61%	-	-	-	*	32%	63%	-	45%	33%	56%	36%	-	-	-	-
	EL	5%	4%	29%	-	29%	-	-	-	-	-	29%	-	*	33%	29%	*	*	-	-	-	-
	Male	18%	19%	56%	-	33%	70%	-	-	-	-	45%	80%	-	56%	*	56%	-	-	-	-	-
	Female	17%	19%	32%	*	11%	54%	-	-	-	*	14%	55%	*	36%	*	-	32%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						

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All Subjects	All Students	73%	74%	97%	89%	97%	99%	*	-	-	100%	97%	99%	87%	98%	98%	97%	98%	-	-	-	-
	CWD	46%	45%	87%	50%	94%	87%	-	-	-	-	86%	90%	87%	-	95%	88%	86%	-	-	-	-
	CWOD	77%	80%	98%	95%	97%	100%	*	-	-	100%	98%	100%	-	98%	98%	98%	98%	-	-	-	-
	EL	61%	59%	98%	-	98%	100%	-	-	-	-	98%	100%	95%	98%	98%	97%	99%	-	-	-	-
	Male	71%	72%	97%	88%	97%	99%	-	-	-	*	96%	100%	88%	98%	97%	97%	-	-	-	-	-
	Female	74%	76%	98%	90%	97%	99%	*	-	-	100%	97%	99%	86%	98%	99%	-	98%	-	-	-	-
Reading	All Students	74%	76%	99%	90%	99%	100%	*	-	-	*	99%	100%	96%	99%	98%	99%	99%	-	-	-	-
	CWD	44%	43%	96%	*	100%	100%	-	-	-	-	95%	*	96%	-	100%	100%	88%	-	-	-	-
	CWOD	80%	81%	99%	94%	99%	100%	*	-	-	*	99%	100%	-	99%	98%	98%	100%	-	-	-	-
	EL	59%	58%	98%	-	98%	*	-	-	-	-	98%	*	100%	98%	98%	97%	100%	-	-	-	-
	Male	70%	71%	99%	92%	98%	100%	-	-	-	*	98%	100%	100%	98%	97%	99%	-	-	-	-	-
	Female	78%	80%	99%	89%	100%	100%	*	-	-	*	99%	100%	88%	100%	100%	-	99%	-	-	-	-
Mathematics	All Students	70%	72%	96%	89%	96%	97%	*	-	-	*	96%	98%	74%	98%	96%	96%	97%	-	-	-	-
	CWD	45%	45%	74%	*	86%	71%	-	-	-	-	72%	80%	74%	-	88%	71%	78%	-	-	-	-
	CWOD	75%	78%	98%	100%	97%	99%	*	-	-	*	98%	99%	-	98%	98%	98%	98%	-	-	-	-
	EL	62%	61%	96%	-	96%	*	-	-	-	-	96%	*	88%	98%	96%	96%	97%	-	-	-	-
	Male	71%	72%	96%	90%	95%	98%	-	-	-	*	94%	97%	71%	98%	96%	96%	-	-	-	-	-
	Female	70%	73%	97%	89%	97%	97%	*	-	-	*	97%	96%	78%	98%	97%	-	97%	-	-	-	-
Science	All Students	73%	75%	96%	83%	93%	100%	*	-	-	*	94%	100%	100%	95%	100%	96%	96%	-	-	-	-
	CWD	49%	49%	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD	77%	80%	95%	80%	92%	100%	*	-	-	*	93%	100%	-	95%	100%	96%	95%	-	-	-	-
	EL	61%	60%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-	-	-	-
	Male	74%	76%	96%	*	95%	100%	-	-	-	-	95%	100%	*	96%	100%	96%	-	-	-	-	-
	Female	72%	75%	96%	*	91%	100%	*	-	-	*	93%	100%	*	95%	100%	-	96%	-	-	-	-
SAT/ACT All Subjects	All Students	88%	92%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	61%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	92%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	64%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	89%	93%	100%	-	100%	*	-	-	-	-	*	*	-	100%	-	100%	-	-	-	-	-
	Female	87%	90%	100%	*	*	*	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	49%	81%	70%	76%	89%	*	-	-	75%	77%	92%	49%	84%	77%	82%	81%	-	-	-	-
	CWD	22%	22%	49%	33%	50%	53%	-	-	-	-	47%	60%	49%	-	47%	56%	38%	-	-	-	-
	CWOD	51%	54%	84%	75%	79%	91%	*	-	-	75%	80%	93%	-	84%	82%	86%	83%	-	-	-	-
	EL	31%	29%	77%	-	77%	80%	-	-	-	-	75%	100%	47%	82%	77%	82%	73%	-	-	-	-
	Male	45%	48%	82%	65%	77%	92%	-	-	-	*	78%	96%	56%	86%	82%	82%	-	-	-	-	-
	Female	48%	51%	81%	75%	75%	88%	*	-	-	60%	76%	89%	38%	83%	73%	-	81%	-	-	-	-

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Reading	All Students	52%	54%	92%	81%	88%	96%	*	-	-	*	89%	97%	60%	94%	85%	89%	94%	-	-	-	-
	CWD	23%	22%	60%	*	53%	71%	-	-	-	-	57%	*	60%	-	44%	53%	75%	-	-	-	-
	CWOD	58%	60%	94%	83%	92%	98%	*	-	-	*	93%	98%	-	94%	92%	94%	94%	-	-	-	-
	EL	34%	31%	85%	-	86%	*	-	-	-	-	84%	*	44%	92%	85%	80%	91%	-	-	-	-
	Male	48%	49%	89%	83%	83%	97%	-	-	-	*	86%	97%	53%	94%	80%	89%	-	-	-	-	-
	Female	57%	59%	94%	78%	92%	96%	*	-	-	*	92%	97%	75%	94%	91%	-	94%	-	-	-	-
Mathematics	All Students	42%	45%	76%	63%	75%	81%	*	-	-	*	72%	86%	43%	79%	75%	79%	74%	-	-	-	-
	CWD	22%	21%	43%	*	57%	29%	-	-	-	-	44%	40%	43%	-	63%	64%	11%	-	-	-	-
	CWOD	46%	49%	79%	71%	77%	85%	*	-	-	*	75%	89%	-	79%	77%	81%	78%	-	-	-	-
	EL	31%	29%	75%	-	74%	*	-	-	-	-	73%	*	63%	77%	75%	85%	66%	-	-	-	-
	Male	43%	46%	79%	50%	79%	86%	-	-	-	*	73%	94%	64%	81%	85%	79%	-	-	-	-	-
	Female	40%	43%	74%	78%	71%	78%	*	-	-	*	71%	80%	11%	78%	66%	-	74%	-	-	-	-
Science	All Students	42%	46%	66%	50%	44%	89%	*	-	-	*	54%	92%	20%	68%	56%	70%	63%	-	-	-	-
	CWD	21%	21%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD	45%	50%	68%	60%	47%	88%	*	-	-	*	57%	91%	-	68%	63%	72%	66%	-	-	-	-
	EL	24%	23%	56%	-	56%	-	-	-	-	-	50%	*	*	63%	56%	78%	33%	-	-	-	-
	Male	44%	47%	70%	*	55%	90%	-	-	-	-	65%	90%	*	72%	78%	70%	-	-	-	-	-
	Female	40%	44%	63%	*	38%	88%	*	-	-	*	45%	92%	*	66%	33%	-	63%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	68%	77%	*	100%	40%	-	-	-	-	83%	71%	-	77%	*	71%	83%	-	-	-	-
	CWD	35%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	68%	77%	*	100%	40%	-	-	-	-	83%	71%	-	77%	*	71%	83%	-	-	-	-
	EL	19%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	64%	75%	71%	-	100%	*	-	-	-	-	*	*	-	71%	-	71%	-	-	-	-	-
	Female	55%	62%	83%	*	*	*	-	-	-	-	*	*	-	83%	*	-	83%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	20%	42%	35%	31%	54%	*	-	-	50%	34%	58%	8%	44%	27%	40%	43%	-	-	-	-
	CWD	6%	5%	8%	17%	6%	7%	-	-	-	-	7%	10%	8%	-	0%	13%	0%	-	-	-	-
	CWOD	21%	22%	44%	38%	33%	56%	*	-	-	50%	37%	60%	-	44%	31%	43%	46%	-	-	-	-
	EL	9%	8%	27%	-	28%	0%	-	-	-	-	24%	60%	0%	31%	27%	23%	30%	-	-	-	-
	Male	18%	19%	40%	38%	28%	53%	-	-	-	*	33%	60%	13%	43%	23%	40%	-	-	-	-	-
	Female	19%	20%	43%	30%	33%	54%	*	-	-	20%	35%	56%	0%	46%	30%	-	43%	-	-	-	-
Reading	All Students	21%	22%	52%	43%	44%	61%	*	-	-	*	45%	69%	16%	56%	32%	47%	57%	-	-	-	-
	CWD	6%	5%	16%	*	13%	14%	-	-	-	-	14%	*	16%	-	0%	24%	0%	-	-	-	-
	CWOD	24%	25%	56%	44%	48%	64%	*	-	-	*	48%	71%	-	56%	38%	50%	60%	-	-	-	-
	EL	10%	8%	32%	-	34%	*	-	-	-	-	28%	*	0%	38%	32%	23%	41%	-	-	-	-
	Male	18%	19%	47%	42%	37%	57%	-	-	-	*	38%	70%	24%	50%	23%	47%	-	-	-	-	-
	Female	24%	25%	57%	44%	51%	65%	*	-	-	*	51%	68%	0%	60%	41%	-	57%	-	-	-	-



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Mathematics	All Students	17%	19%	33%	32%	21%	48%	*	-	-	*	27%	47%	0%	37%	22%	33%	34%	-	-	-	-
	CWD	6%	6%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	21%	37%	35%	24%	51%	*	-	-	*	30%	50%	-	37%	26%	37%	36%	-	-	-	-
	EL	10%	9%	22%	-	23%	*	-	-	-	-	22%	*	0%	26%	22%	19%	24%	-	-	-	-
	Male	18%	20%	33%	40%	19%	49%	-	-	-	*	27%	47%	0%	37%	19%	33%	-	-	-	-	-
	Female	15%	17%	34%	22%	23%	47%	*	-	-	*	27%	46%	0%	36%	24%	-	34%	-	-	-	-
Science	All Students	15%	17%	31%	17%	17%	47%	*	-	-	*	22%	53%	0%	33%	22%	36%	28%	-	-	-	-
	CWD	5%	5%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	17%	19%	33%	20%	18%	48%	*	-	-	*	23%	54%	-	33%	25%	37%	30%	-	-	-	-
	EL	5%	4%	22%	-	22%	-	-	-	-	-	19%	*	*	25%	22%	33%	11%	-	-	-	-
	Male	16%	18%	36%	*	23%	52%	-	-	-	-	30%	60%	*	37%	33%	36%	-	-	-	-	-
	Female	14%	15%	28%	*	13%	44%	*	-	-	*	14%	50%	*	30%	11%	-	28%	-	-	-	-
SAT/ACT All Subjects	All Students	12%	15%	8%	*	0%	20%	-	-	-	-	17%	0%	-	8%	*	0%	17%	-	-	-	-
	CWD	7%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	15%	8%	*	0%	20%	-	-	-	-	17%	0%	-	8%	*	0%	17%	-	-	-	-
	EL	1%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	15%	19%	0%	-	0%	*	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	-
	Female	9%	12%	17%	*	*	*	-	-	-	-	*	*	-	17%	*	-	17%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	84	82	88	79	*	-	-	*	84	89	83
CWD	89	*	88	104	-	-	-	-	87	89	75
CWOD	83	86	88	78	*	-	-	*	84	-	85
EL ◇	83	-	86	*	-	-	-	-	82	75	83
Male	83	90	86	77	-	-	-	*	84	91	80
Female	84	71	90	81	*	-	-	*	84	86	86

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	76	65	73	83	*	-	-	*	72	57	81
CWD	57	*	61	58	-	-	-	-	56	57	64
CWOD	78	71	75	85	*	-	-	*	74	-	84
EL ◇	81	-	80	*	-	-	-	-	80	64	81
Male	74	69	75	76	-	-	-	-	72	70	86
Female	78	60	72	86	*	-	-	*	73	36	74

- Indicates there are no students in the group.

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

### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	*	*	-	-
CWD	*	-	*	*	-	-	-	-	*	*	-	-	-
CWOD	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	-	*	-	-
EL ◇	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	*	-	-	-
Female	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%	-	*	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
107	46	43%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	73	65	68	81	*	-	-	75	69	48	67
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	85%	*	89%	91%	-	*	-	-	82%	*	*

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

### Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	Y	Y	Y	Y					Y	Y	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y	Y	Y	Y					Y	Y	Y
<b>Mathematics</b>											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	Y	Y	Y	Y					Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y	N	Y	Y					Y	N	Y
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y	Y					Y		
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y	Y					Y		
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		Y	Y					Y		

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

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	99%	100%	99%	99%	*	*	-	100%	99%	98%	100%	99%	100%	98%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	99%	*	*	-	100%	99%	98%	-	99%	100%	98%	99%	-
	EL	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	100%	98%	98%	-	*	-	*	98%	98%	100%	98%	100%	98%	-	-
	Female	99%	100%	100%	99%	*	-	-	100%	100%	99%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	97%	100%	98%	97%	*	*	-	*	98%	96%	100%	97%	100%	95%	99%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	97%	100%	98%	96%	*	*	-	*	98%	95%	-	97%	100%	94%	99%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	95%	100%	95%	96%	-	*	-	*	96%	94%	100%	94%	100%	95%	-	-
	Female	99%	100%	100%	97%	*	-	-	*	100%	96%	100%	99%	100%	-	99%	-
<b>Science</b>	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	62%	*	70%	56%	-	*	-	-	60%	64%	-	62%	*	54%	75%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	62%	*	70%	56%	-	*	-	-	60%	64%	-	62%	*	54%	75%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	54%	-	63%	*	-	*	-	-	43%	67%	-	54%	-	54%	-	-
	Female	75%	*	*	60%	-	-	-	-	*	60%	-	75%	*	-	75%	-
<b>Non-Participation Rate</b>																	

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		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	1%	0%	1%	1%	*	*	-	0%	1%	2%	0%	1%	0%	2%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	1%	*	*	-	0%	1%	2%	-	1%	0%	2%	1%	-
	EL	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	0%	2%	2%	-	*	-	*	2%	2%	0%	2%	0%	2%	-	-
	Female	1%	0%	0%	1%	*	-	-	0%	0%	1%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	3%	0%	2%	3%	*	*	-	*	2%	4%	0%	3%	0%	5%	1%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	3%	0%	2%	4%	*	*	-	*	2%	5%	-	3%	0%	6%	1%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	5%	0%	5%	4%	-	*	-	*	4%	6%	0%	6%	0%	5%	-	-
	Female	1%	0%	0%	3%	*	-	-	*	0%	4%	0%	1%	0%	-	1%	-
Science	All Students	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	38%	*	30%	44%	-	*	-	-	40%	36%	-	38%	*	46%	25%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	38%	*	30%	44%	-	*	-	-	40%	36%	-	38%	*	46%	25%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	46%	-	37%	*	-	*	-	-	57%	33%	-	46%	-	46%	-	-
	Female	25%	*	*	40%	-	-	-	-	*	40%	-	25%	*	-	25%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Campus Level of School Quality, Climate, and Safety

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Campus Level of Preschool Programs and Accelerated Coursework

**Part (ix): Teacher Quality Data**

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	12.0%				
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.8	14.5%				

- Indicates there are no data available in the group.

**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

*To be updated by June 30th, 2025.*

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$215	\$153	\$62	\$215			
Food services		\$854				\$854		\$854
Instruction		\$5,768	\$4,057	\$218	\$4,275	\$1,493		\$1,493
Support services, general administration		\$221		\$221	\$221			
Support services, instructional staff		\$52	\$51		\$51	\$1		\$1
Support services, operation and maintenance of plant		\$1,160	\$1,130	\$1	\$1,130	\$30		\$30
Support services, pupils		\$381	\$94		\$94	\$287		\$287
Support services, school administration		\$509	\$499	\$10	\$509			
Support services, student transportation		\$134	\$134		\$134			

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Total	600	\$9,295	\$6,117	\$512	\$6,629	\$2,666		\$2,666

#### Campus Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

Due to rounding, numbers may not add up precisely to the totals.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	Region 06 Number of ALT2	Region 06 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	230	1%	-	-
Mathematics	6,620	2%	230	1%	-	-
<b>Grade 4</b>						
Reading	6,491	2%	252	2%	-	-
Mathematics	6,491	2%	252	2%	-	-
<b>Grade 5</b>						
Reading	6,033	1%	228	1%	-	-
Mathematics	6,033	2%	229	1%	-	-
Science	6,033	2%	228	1%	-	-
<b>Grade 6</b>						
Reading	5,586	1%	230	1%	-	-
Mathematics	5,586	1%	230	1%	-	-
<b>Grade 7</b>						
Reading	5,233	1%	203	1%	-	-
Mathematics	5,227	2%	201	2%	-	-
<b>Grade 8</b>						
Reading	4,985	1%	221	1%	-	-
Mathematics	4,985	1%	221	1%	-	-
Science	4,984	1%	220	1%	-	-
<b>End of Course</b>						
English I	5,119	1%	217	1%	-	-
English II	4,683	1%	186	1%	*	3%
Algebra I	5,112	1%	217	1%	-	-
Biology	5,027	1%	224	1%	-	-



	State Number of ALT2	State Rate of ALT2	Region 06 Number of ALT2	Region 06 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>All Grades</b>						
All Subjects	100,862	1%	4,020	1%	*	0%
Reading	44,764	1%	1,768	1%	*	0%
Mathematics	40,054	1%	1,580	1%	-	-
Science	16,044	1%	672	1%	-	-

- Indicates there are no students in the group.

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

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	51%	*	53%	50%	-	-	-	-	52%	-	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6%	0%	7%	4%	*	*	-	0%	7%	6%	10%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this district.**

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this district.**

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#) [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 7																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	100%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	CWD	39%	100%	100%	*	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD	78%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	57%	100%	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	67%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	78%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	54%	92%	92%	80%	93%	94%	-	-	-	-	88%	100%	60%	97%	100%	87%	95%	-	-	-	-
	CWD	31%	60%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	58%	97%	97%	*	92%	100%	-	-	-	-	95%	100%	-	97%	100%	100%	95%	-	-	-	-
	EL	42%	100%	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	55%	87%	87%	*	100%	86%	-	-	-	-	78%	100%	*	100%	*	87%	-	-	-	-	-
	Female	53%	95%	95%	*	90%	100%	-	-	-	-	94%	100%	*	95%	*	-	95%	-	-	-	-
Grade 8																						
Reading	All Students	79%	100%	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	48%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	100%	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	74%	100%	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	-	100%	-	-	-	-	-
	Female	84%	100%	100%	-	100%	100%	*	-	-	-	100%	100%	-	100%	*	-	100%	-	-	-	-
Mathematics	All Students	70%	94%	94%	*	92%	100%	-	-	-	-	93%	*	-	94%	-	88%	100%	-	-	-	-
	CWD	45%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	94%	94%	*	92%	100%	-	-	-	-	93%	*	-	94%	-	88%	100%	-	-	-	-
	EL	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	88%	88%	*	80%	*	-	-	-	-	83%	*	-	88%	-	88%	-	-	-	-	-
	Female	71%	100%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	-	-	100%	-	-	-	-
Science	All Students	68%	88%	88%	*	78%	100%	*	-	-	-	83%	100%	-	88%	*	92%	86%	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	72%	88%	88%	*	78%	100%	*	-	-	-	83%	100%	-	88%	*	92%	86%	-	-	-	-
	EL	51%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	70%	92%	92%	*	83%	100%	-	-	-	-	89%	*	-	92%	-	92%	-	-	-	-	-
	Female	66%	86%	86%	-	75%	100%	*	-	-	-	80%	100%	-	86%	*	-	86%	-	-	-	-
End of Course																						
English I	All Students	67%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	35%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	73%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	47%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	62%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	74%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-

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English II	All Students	74%	95%	95%	*	93%	100%	-	-	-	*	93%	100%	*	97%	86%	95%	94%	-	-	-	-
	CWD	39%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	97%	97%	*	93%	100%	-	-	-	*	96%	100%	-	97%	83%	95%	100%	-	-	-	-
	EL	52%	86%	86%	-	83%	*	-	-	-	-	86%	-	*	83%	86%	*	*	-	-	-	-
	Male	69%	95%	95%	*	86%	100%	-	-	-	*	93%	100%	*	95%	*	95%	-	-	-	-	-
	Female	79%	94%	94%	*	100%	100%	-	-	-	-	92%	*	*	100%	*	-	94%	-	-	-	-
Algebra I	All Students	79%	97%	97%	*	100%	100%	*	-	-	*	96%	100%	*	100%	100%	100%	96%	-	-	-	-
	CWD	54%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	83%	100%	100%	-	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	72%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	100%	-	-	-	-
	Male	77%	100%	100%	-	100%	100%	-	-	-	-	100%	*	-	100%	*	100%	-	-	-	-	-
	Female	81%	96%	96%	*	100%	100%	*	-	-	*	94%	100%	*	100%	100%	-	96%	-	-	-	-
Biology	All Students	90%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	75%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	92%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	84%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	89%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	91%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	53%	92%	92%	100%	87%	94%	-	-	-	-	88%	100%	60%	97%	71%	87%	95%	-	-	-	-
	CWD	21%	60%	60%	*	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	-	-	-
	CWOD	58%	97%	97%	*	92%	100%	-	-	-	-	95%	100%	-	97%	83%	91%	100%	-	-	-	-
	EL	34%	71%	71%	-	67%	*	-	-	-	-	71%	-	*	83%	71%	*	*	-	-	-	-
	Male	47%	87%	87%	*	80%	86%	-	-	-	-	78%	100%	*	91%	*	87%	-	-	-	-	-
	Female	59%	95%	95%	*	90%	100%	-	-	-	-	94%	100%	*	100%	*	-	95%	-	-	-	-
Mathematics	All Students	33%	81%	81%	60%	73%	94%	-	-	-	-	72%	100%	40%	88%	71%	80%	82%	-	-	-	-
	CWD	17%	40%	40%	*	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	36%	88%	88%	*	77%	100%	-	-	-	-	81%	100%	-	88%	83%	91%	86%	-	-	-	-
	EL	22%	71%	71%	-	67%	*	-	-	-	-	71%	-	*	83%	71%	*	*	-	-	-	-
	Male	35%	80%	80%	*	80%	86%	-	-	-	-	67%	100%	*	91%	*	80%	-	-	-	-	-
	Female	31%	82%	82%	*	70%	100%	-	-	-	-	75%	100%	*	86%	*	-	82%	-	-	-	-
Grade 8																						
Reading	All Students	55%	94%	94%	*	89%	100%	*	-	-	-	92%	100%	-	94%	*	100%	91%	-	-	-	-
	CWD	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	94%	94%	*	89%	100%	*	-	-	-	92%	100%	-	94%	*	100%	91%	-	-	-	-
	EL	35%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	49%	100%	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	-	100%	-	-	-	-	-
	Female	60%	91%	91%	-	83%	100%	*	-	-	-	87%	100%	-	91%	*	-	91%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	83%	83%	*	92%	80%	-	-	-	-	79%	*	-	83%	-	75%	90%	-	-	-	-
	CWD	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	83%	83%	*	92%	80%	-	-	-	-	79%	*	-	83%	-	75%	90%	-	-	-	-
	EL	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	75%	75%	*	80%	*	-	-	-	-	67%	*	-	75%	-	75%	-	-	-	-	-
	Female	41%	90%	90%	-	100%	*	-	-	-	-	88%	*	-	90%	-	-	90%	-	-	-	-
Science	All Students	42%	50%	50%	*	28%	79%	*	-	-	-	33%	90%	-	50%	*	33%	59%	-	-	-	-
	CWD	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	50%	50%	*	28%	79%	*	-	-	-	33%	90%	-	50%	*	33%	59%	-	-	-	-
	EL	24%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	33%	33%	*	0%	80%	-	-	-	-	22%	*	-	33%	-	33%	-	-	-	-	-
	Female	40%	59%	59%	-	42%	78%	*	-	-	-	40%	100%	-	59%	*	-	59%	-	-	-	-
End of Course																						
English I	All Students	50%	98%	98%	*	93%	100%	-	-	-	*	96%	100%	*	97%	100%	100%	96%	-	-	-	-
	CWD	19%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	55%	97%	97%	*	92%	100%	-	-	-	*	95%	100%	-	97%	100%	100%	95%	-	-	-	-
	EL	27%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-
	Male	43%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	57%	96%	96%	*	89%	100%	-	-	-	*	92%	100%	*	95%	*	-	96%	-	-	-	-
English II	All Students	57%	92%	92%	*	87%	100%	-	-	-	*	89%	100%	*	94%	86%	91%	94%	-	-	-	-
	CWD	23%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	61%	94%	94%	*	86%	100%	-	-	-	*	92%	100%	-	94%	83%	89%	100%	-	-	-	-
	EL	30%	86%	86%	-	83%	*	-	-	-	-	86%	-	*	83%	86%	*	*	-	-	-	-
	Male	51%	91%	91%	*	71%	100%	-	-	-	*	87%	100%	*	89%	*	91%	-	-	-	-	-
	Female	63%	94%	94%	*	100%	100%	-	-	-	-	92%	*	*	100%	*	-	94%	-	-	-	-
Algebra I	All Students	41%	76%	76%	*	71%	89%	*	-	-	*	68%	92%	*	83%	57%	92%	69%	-	-	-	-
	CWD	17%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	45%	83%	83%	-	80%	89%	*	-	-	*	77%	92%	-	83%	67%	92%	78%	-	-	-	-
	EL	29%	57%	57%	-	57%	-	-	-	-	-	57%	-	*	67%	57%	*	40%	-	-	-	-
	Male	39%	92%	92%	-	100%	83%	-	-	-	-	89%	*	-	92%	*	92%	-	-	-	-	-
	Female	43%	69%	69%	*	55%	92%	*	-	-	*	56%	90%	*	78%	40%	-	69%	-	-	-	-
Biology	All Students	54%	83%	83%	*	67%	96%	-	-	-	*	76%	94%	*	89%	57%	100%	72%	-	-	-	-
	CWD	26%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	58%	89%	89%	*	77%	96%	-	-	-	*	86%	94%	-	89%	67%	100%	82%	-	-	-	-
	EL	33%	57%	57%	-	57%	-	-	-	-	-	57%	-	*	67%	57%	*	*	-	-	-	-
	Male	54%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-	-	-	-
	Female	54%	72%	72%	*	44%	92%	-	-	-	*	57%	91%	*	82%	*	-	72%	-	-	-	-
STAAR Percent at Masters Grade Level Grade 7																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	28%	57%	57%	60%	47%	65%	-	-	-	-	52%	67%	20%	63%	43%	47%	64%	-	-	-	-	
	CWD	6%	20%	20%	*	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-	
	CWOD	31%	63%	63%	*	54%	67%	-	-	-	-	62%	64%	-	63%	50%	55%	67%	-	-	-	-	
	EL	13%	43%	43%	-	50%	*	-	-	-	-	43%	-	*	50%	43%	*	*	-	-	-	-	
	Male	23%	47%	47%	*	40%	43%	-	-	-	-	33%	67%	*	55%	*	47%	-	-	-	-	-	
	Female	33%	64%	64%	*	50%	80%	-	-	-	-	63%	67%	*	67%	*	-	64%	-	-	-	-	-
Mathematics	All Students	11%	41%	41%	40%	33%	47%	-	-	-	-	36%	50%	0%	47%	14%	40%	41%	-	-	-	-	
	CWD	5%	0%	0%	*	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-	-
	CWOD	12%	47%	47%	*	38%	53%	-	-	-	-	43%	55%	-	47%	17%	55%	43%	-	-	-	-	-
	EL	5%	14%	14%	-	17%	*	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-	-
	Male	12%	40%	40%	*	40%	29%	-	-	-	-	33%	50%	*	55%	*	40%	-	-	-	-	-	-
	Female	9%	41%	41%	*	30%	60%	-	-	-	-	38%	50%	*	43%	*	-	41%	-	-	-	-	-
Grade 8																							
Reading	All Students	28%	71%	71%	*	61%	86%	*	-	-	-	58%	100%	-	71%	*	58%	77%	-	-	-	-	
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	31%	71%	71%	*	61%	86%	*	-	-	-	58%	100%	-	71%	*	58%	77%	-	-	-	-	-
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	25%	58%	58%	*	33%	100%	-	-	-	-	44%	*	-	58%	-	58%	-	-	-	-	-	-
	Female	32%	77%	77%	-	75%	78%	*	-	-	-	67%	100%	-	77%	*	-	77%	-	-	-	-	-
Mathematics	All Students	15%	22%	22%	*	25%	20%	-	-	-	-	14%	*	-	22%	-	38%	10%	-	-	-	-	-
	CWD	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	22%	22%	*	25%	20%	-	-	-	-	14%	*	-	22%	-	38%	10%	-	-	-	-	-
	EL	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	16%	38%	38%	*	40%	*	-	-	-	-	17%	*	-	38%	-	38%	-	-	-	-	-	-
	Female	14%	10%	10%	-	14%	*	-	-	-	-	13%	*	-	10%	-	-	10%	-	-	-	-	-
Science	All Students	16%	15%	15%	*	6%	21%	*	-	-	-	4%	40%	-	15%	*	8%	18%	-	-	-	-	-
	CWD	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	18%	15%	15%	*	6%	21%	*	-	-	-	4%	40%	-	15%	*	8%	18%	-	-	-	-	-
	EL	6%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	18%	8%	8%	*	0%	20%	-	-	-	-	0%	*	-	8%	-	8%	-	-	-	-	-	-
	Female	15%	18%	18%	-	8%	22%	*	-	-	-	7%	43%	-	18%	*	-	18%	-	-	-	-	-
End of Course																							
English I	All Students	15%	48%	48%	*	27%	65%	-	-	-	*	33%	69%	*	50%	14%	44%	50%	-	-	-	-	-
	CWD	4%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	-
	CWOD	17%	50%	50%	*	31%	65%	-	-	-	*	36%	69%	-	50%	17%	44%	55%	-	-	-	-	-
	EL	4%	14%	14%	-	14%	-	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-	-
	Male	11%	44%	44%	-	17%	60%	-	-	-	-	45%	40%	-	44%	*	44%	-	-	-	-	-	-
	Female	19%	50%	50%	*	33%	69%	-	-	-	*	23%	82%	*	55%	*	-	50%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	46%	46%	*	40%	50%	-	-	-	*	32%	82%	*	49%	14%	45%	47%	-	-	-	-
	CWD	3%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	9%	49%	49%	*	43%	53%	-	-	-	*	33%	82%	-	49%	17%	47%	50%	-	-	-	-
	EL	1%	14%	14%	-	17%	*	-	-	-	-	14%	-	*	17%	14%	*	*	-	-	-	-
	Male	7%	45%	45%	*	29%	50%	-	-	-	*	27%	86%	*	47%	*	45%	-	-	-	-	-
	Female	10%	47%	47%	*	50%	50%	-	-	-	-	38%	*	*	50%	*	-	47%	-	-	-	-
Algebra I	All Students	23%	50%	50%	*	35%	67%	*	-	-	*	40%	69%	*	54%	43%	42%	54%	-	-	-	-
	CWD	7%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	25%	54%	54%	-	40%	67%	*	-	-	*	45%	69%	-	54%	50%	42%	61%	-	-	-	-
	EL	13%	43%	43%	-	43%	-	-	-	-	-	43%	-	*	50%	43%	*	40%	-	-	-	-
	Male	22%	42%	42%	-	17%	67%	-	-	-	-	33%	*	-	42%	*	42%	-	-	-	-	-
	Female	23%	54%	54%	*	45%	67%	*	-	-	*	44%	70%	*	61%	40%	-	54%	-	-	-	-
Biology	All Students	18%	41%	41%	*	20%	61%	-	-	-	*	28%	63%	*	45%	29%	56%	32%	-	-	-	-
	CWD	5%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	19%	45%	45%	*	23%	61%	-	-	-	*	32%	63%	-	45%	33%	56%	36%	-	-	-	-
	EL	5%	29%	29%	-	29%	-	-	-	-	-	29%	-	*	33%	29%	*	*	-	-	-	-
	Male	18%	56%	56%	-	33%	70%	-	-	-	-	45%	80%	-	56%	*	56%	-	-	-	-	-
	Female	17%	32%	32%	*	11%	54%	-	-	-	*	14%	55%	*	36%	*	-	32%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	97%	97%	86%	95%	99%	*	-	-	*	95%	100%	82%	98%	98%	96%	97%	-	-	-	-
	CWD	46%	87%	82%	50%	100%	80%	-	-	-	-	80%	*	82%	-	100%	82%	82%	-	-	-	-
	CWOD	77%	98%	98%	100%	95%	100%	*	-	-	*	97%	100%	-	98%	97%	98%	98%	-	-	-	-
	EL	61%	98%	98%	-	98%	*	-	-	-	-	98%	-	100%	97%	98%	94%	100%	-	-	-	-
	Male	71%	97%	96%	91%	95%	98%	-	-	-	*	95%	100%	82%	98%	94%	96%	-	-	-	-	-
	Female	74%	98%	97%	80%	96%	100%	*	-	-	*	95%	100%	82%	98%	100%	-	97%	-	-	-	-
Reading	All Students	74%	99%	99%	90%	98%	100%	*	-	-	*	98%	100%	91%	99%	95%	98%	99%	-	-	-	-
	CWD	44%	96%	91%	*	100%	*	-	-	-	-	90%	*	91%	-	*	100%	*	-	-	-	-
	CWOD	80%	99%	99%	100%	98%	100%	*	-	-	*	99%	100%	-	99%	95%	98%	100%	-	-	-	-
	EL	59%	98%	95%	-	95%	*	-	-	-	-	95%	-	*	95%	95%	89%	100%	-	-	-	-
	Male	70%	99%	98%	100%	96%	100%	-	-	-	*	98%	100%	100%	98%	89%	98%	-	-	-	-	-
	Female	78%	99%	99%	*	100%	100%	*	-	-	*	98%	100%	*	100%	100%	-	99%	-	-	-	-
Mathematics	All Students	70%	96%	93%	75%	94%	94%	*	-	-	*	93%	95%	63%	95%	100%	85%	97%	-	-	-	-
	CWD	45%	74%	63%	*	*	*	-	-	-	-	57%	*	63%	-	*	*	*	-	-	-	-
	CWOD	75%	98%	95%	100%	94%	96%	*	-	-	*	95%	92%	-	95%	100%	88%	98%	-	-	-	-
	EL	62%	96%	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	100%	100%	-	-	-	-
	Male	71%	96%	85%	*	87%	84%	-	-	-	-	80%	88%	*	88%	100%	85%	-	-	-	-	-
	Female	70%	97%	97%	*	97%	97%	*	-	-	*	95%	95%	*	98%	100%	-	97%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	96%	95%	*	88%	100%	*	-	-	*	92%	100%	*	94%	100%	96%	94%	-	-	-	-
	CWD	49%	100%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	77%	95%	94%	*	87%	100%	*	-	-	*	91%	100%	-	94%	100%	96%	93%	-	-	-	-
	EL	61%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	100%	-	-	-	-
	Male	74%	96%	96%	*	92%	100%	-	-	-	-	95%	100%	-	96%	*	96%	-	-	-	-	-
	Female	72%	96%	94%	*	86%	100%	*	-	-	*	90%	100%	*	93%	100%	-	94%	-	-	-	-
SAT/ACT All Subjects	All Students	88%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	89%	100%	100%	-	100%	*	-	-	-	-	*	*	-	100%	-	100%	-	-	-	-	-
	Female	87%	100%	100%	*	*	*	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	81%	83%	67%	76%	92%	*	-	-	*	77%	95%	45%	86%	76%	85%	82%	-	-	-	-
	CWD	22%	49%	45%	33%	45%	60%	-	-	-	-	40%	*	45%	-	33%	73%	18%	-	-	-	-
	CWOD	51%	84%	86%	80%	79%	93%	*	-	-	*	81%	95%	-	86%	82%	86%	86%	-	-	-	-
	EL	31%	77%	76%	-	74%	*	-	-	-	-	76%	-	33%	82%	76%	82%	71%	-	-	-	-
	Male	45%	82%	85%	73%	81%	91%	-	-	-	*	80%	95%	73%	86%	82%	85%	-	-	-	-	-
	Female	48%	81%	82%	60%	73%	93%	*	-	-	*	75%	96%	18%	86%	71%	-	82%	-	-	-	-
Reading	All Students	52%	92%	94%	90%	89%	99%	*	-	-	*	91%	100%	73%	96%	86%	94%	94%	-	-	-	-
	CWD	23%	60%	73%	*	80%	*	-	-	-	-	70%	*	73%	-	*	86%	*	-	-	-	-
	CWOD	58%	94%	96%	100%	90%	100%	*	-	-	*	93%	100%	-	96%	89%	95%	96%	-	-	-	-
	EL	34%	85%	86%	-	85%	*	-	-	-	-	86%	-	*	89%	86%	78%	92%	-	-	-	-
	Male	48%	89%	94%	100%	88%	97%	-	-	-	*	91%	100%	86%	95%	78%	94%	-	-	-	-	-
	Female	57%	94%	94%	*	90%	100%	*	-	-	*	91%	100%	*	96%	92%	-	94%	-	-	-	-
Mathematics	All Students	42%	76%	77%	50%	79%	81%	*	-	-	*	73%	87%	25%	81%	67%	74%	78%	-	-	-	-
	CWD	22%	43%	25%	*	*	*	-	-	-	-	14%	*	25%	-	*	*	*	-	-	-	-
	CWOD	46%	79%	81%	67%	83%	82%	*	-	-	*	78%	84%	-	81%	77%	76%	83%	-	-	-	-
	EL	31%	75%	67%	-	64%	*	-	-	-	-	67%	-	*	77%	67%	80%	60%	-	-	-	-
	Male	43%	79%	74%	*	83%	68%	-	-	-	-	67%	82%	*	76%	80%	74%	-	-	-	-	-
	Female	40%	74%	78%	*	73%	86%	*	-	-	*	72%	86%	*	83%	60%	-	78%	-	-	-	-
Science	All Students	42%	66%	68%	*	45%	89%	*	-	-	*	55%	92%	*	71%	63%	71%	66%	-	-	-	-
	CWD	21%	20%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	CWOD	45%	68%	71%	*	48%	89%	*	-	-	*	59%	92%	-	71%	71%	71%	70%	-	-	-	-
	EL	24%	56%	63%	-	63%	-	-	-	-	-	63%	-	*	71%	63%	*	40%	-	-	-	-
	Male	44%	70%	71%	*	50%	93%	-	-	-	-	65%	88%	-	71%	*	71%	-	-	-	-	-
	Female	40%	63%	66%	*	43%	86%	*	-	-	*	48%	94%	*	70%	40%	-	66%	-	-	-	-

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SAT/ACT All Subjects	All Students	59%	77%	77%	*	100%	40%	-	-	-	-	83%	71%	-	77%	*	71%	83%	-	-	-	-	
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	60%	77%	77%	*	100%	40%	-	-	-	-	83%	71%	-	77%	*	71%	83%	-	-	-	-	
	EL	19%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	64%	71%	71%	-	100%	*	-	-	-	-	*	*	-	71%	-	71%	-	-	-	-	-	
	Female	55%	83%	83%	*	*	*	-	-	-	-	*	*	-	83%	*	-	83%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	42%	43%	29%	31%	56%	*	-	-	*	34%	62%	9%	46%	27%	41%	45%	-	-	-	-	
	CWD	6%	8%	9%	17%	0%	20%	-	-	-	-	5%	*	9%	-	0%	18%	0%	-	-	-	-	
	CWOD	21%	44%	46%	33%	34%	57%	*	-	-	*	37%	62%	-	46%	31%	43%	48%	-	-	-	-	
	EL	9%	27%	27%	-	29%	*	-	-	-	-	27%	-	0%	31%	27%	24%	29%	-	-	-	-	
	Male	18%	40%	41%	45%	25%	53%	-	-	-	*	31%	61%	18%	43%	24%	41%	-	-	-	-	-	
	Female	19%	43%	45%	10%	36%	58%	*	-	-	*	36%	63%	0%	48%	29%	-	45%	-	-	-	-	-
Reading	All Students	21%	52%	55%	40%	44%	65%	*	-	-	*	44%	78%	18%	58%	27%	48%	60%	-	-	-	-	
	CWD	6%	16%	18%	*	0%	*	-	-	-	-	10%	*	18%	-	*	29%	*	-	-	-	-	
	CWOD	24%	56%	58%	43%	48%	66%	*	-	-	*	47%	77%	-	58%	32%	50%	63%	-	-	-	-	
	EL	10%	32%	27%	-	30%	*	-	-	-	-	27%	-	*	32%	27%	11%	38%	-	-	-	-	
	Male	18%	47%	48%	50%	29%	59%	-	-	-	*	36%	71%	29%	50%	11%	48%	-	-	-	-	-	
	Female	24%	57%	60%	*	54%	70%	*	-	-	*	49%	82%	*	63%	38%	-	60%	-	-	-	-	-
Mathematics	All Students	17%	33%	36%	25%	27%	47%	*	-	-	*	31%	45%	0%	39%	27%	30%	39%	-	-	-	-	
	CWD	6%	0%	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-	
	CWOD	19%	37%	39%	33%	29%	49%	*	-	-	*	34%	45%	-	39%	31%	33%	42%	-	-	-	-	
	EL	10%	22%	27%	-	29%	*	-	-	-	-	27%	-	*	31%	27%	20%	30%	-	-	-	-	
	Male	18%	33%	30%	*	22%	37%	-	-	-	-	23%	41%	*	33%	20%	30%	-	-	-	-	-	
	Female	15%	34%	39%	*	30%	52%	*	-	-	*	35%	45%	*	42%	30%	-	39%	-	-	-	-	-
Science	All Students	15%	31%	29%	*	12%	46%	*	-	-	*	16%	54%	*	31%	25%	36%	26%	-	-	-	-	
	CWD	5%	0%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	CWOD	17%	33%	31%	*	13%	46%	*	-	-	*	17%	54%	-	31%	29%	36%	27%	-	-	-	-	
	EL	5%	22%	25%	-	25%	-	-	-	-	-	25%	-	*	29%	25%	*	0%	-	-	-	-	
	Male	16%	36%	36%	*	17%	53%	-	-	-	-	25%	63%	-	36%	*	36%	-	-	-	-	-	
	Female	14%	28%	26%	*	10%	41%	*	-	-	*	10%	50%	*	27%	0%	-	26%	-	-	-	-	-
SAT/ACT All Subjects	All Students	12%	8%	8%	*	0%	20%	-	-	-	-	17%	0%	-	8%	*	0%	17%	-	-	-	-	
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	12%	8%	8%	*	0%	20%	-	-	-	-	17%	0%	-	8%	*	0%	17%	-	-	-	-	
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	15%	0%	0%	-	0%	*	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	-	-
	Female	9%	17%	17%	*	*	*	-	-	-	-	*	*	-	17%	*	-	17%	-	-	-	-	-



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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	85	90	90	80	*	-	-	*	82	93	86
CWD	93	*	100	*	-	-	-	-	93	93	*
CWOD	84	100	89	79	*	-	-	*	81	-	83
EL ◇	86	-	89	*	-	-	-	-	86	*	86
Male	82	100	87	75	-	-	-	*	81	104	75
Female	86	*	91	84	*	-	-	*	83	*	92
<b>Mathematics</b>											
All Students	79	50	75	91	*	-	-	*	74	43	73
CWD	43	*	*	*	-	-	-	-	33	43	*
CWOD	83	60	79	92	*	-	-	*	78	-	82
EL ◇	73	-	71	*	-	-	-	-	73	*	73
Male	75	*	72	88	-	-	-	-	68	*	80
Female	82	*	77	93	*	-	-	*	77	*	69

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

#### Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	*	*	-	-
CWD	*	-	*	*	-	-	-	-	*	*	-	-	-
CWOD	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	-	*	-	-
EL	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	*	-	-	-
Female	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%	-	*	-	-

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

#### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
28	13	46%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

#### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	74	61	67	82	*	-	-	*	69	45	67
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	85%	*	89%	91%	-	*	-	-	82%	*	*

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

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	Y	Y					Y	Y	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	Y	Y	Y	Y					Y	Y	Y
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y	Y					Y		Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		Y	Y					Y		Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	Y		Y	Y					Y		Y
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	Y		Y	Y					Y		Y
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y		Y	Y					Y		
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y	Y					Y		
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y	Y					Y		
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		Y	Y					Y		

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

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	98%	100%	98%	98%	*	*	-	*	98%	97%	100%	98%	100%	96%	99%	-
	CWD	100%	100%	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	98%	100%	98%	97%	*	*	-	*	98%	96%	-	98%	100%	95%	99%	-
	EL	100%	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	96%	100%	95%	97%	-	*	-	*	96%	96%	100%	95%	100%	96%	-	-
	Female	99%	100%	100%	98%	*	-	-	*	100%	97%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	93%	100%	94%	92%	*	*	-	*	95%	90%	100%	92%	100%	88%	97%	-
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	*	*	*	-
	CWOD	92%	100%	94%	91%	*	*	-	*	94%	90%	-	92%	100%	86%	97%	-
	EL	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	88%	*	88%	89%	-	*	-	-	87%	88%	*	86%	100%	88%	-	-
	Female	97%	*	100%	93%	*	-	-	*	100%	91%	*	97%	100%	-	97%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	100%	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	-	-
	Female	100%	*	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	62%	*	70%	56%	-	*	-	-	60%	64%	-	62%	*	54%	75%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	62%	*	70%	56%	-	*	-	-	60%	64%	-	62%	*	54%	75%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	54%	-	63%	*	-	*	-	-	43%	67%	-	54%	-	54%	-	-
	Female	75%	*	*	60%	-	-	-	-	*	60%	-	75%	*	-	75%	-
Non-Participation Rate																	
All Subjects	All Students	2%	0%	2%	2%	*	*	-	*	2%	3%	0%	2%	0%	4%	1%	-
	CWD	0%	0%	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	2%	0%	2%	3%	*	*	-	*	2%	4%	-	2%	0%	5%	1%	-
	EL	0%	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-
	Male	4%	0%	5%	3%	-	*	-	*	4%	4%	0%	5%	0%	4%	-	-
	Female	1%	0%	0%	2%	*	-	-	*	0%	3%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	7%	0%	6%	8%	*	*	-	*	5%	10%	0%	8%	0%	12%	3%	-
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	8%	0%	6%	9%	*	*	-	*	6%	10%	-	8%	0%	14%	3%	-
	EL	0%	-	0%	*	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	12%	*	12%	11%	-	*	-	-	13%	12%	*	14%	0%	12%	-	-
	Female	3%	*	0%	7%	*	-	-	*	0%	9%	*	3%	0%	-	3%	-
Science	All Students	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	*	*	-	-	-	-	-	*	-	*	-	*	-	*	-
	CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	38%	*	30%	44%	-	*	-	-	40%	36%	-	38%	*	46%	25%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	38%	*	30%	44%	-	*	-	-	40%	36%	-	38%	*	46%	25%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	46%	-	37%	*	-	*	-	-	57%	33%	-	46%	-	46%	-	-
	Female	25%	*	*	40%	-	-	-	-	*	40%	-	25%	*	-	25%	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	3	0	0	3	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	0	3	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	4	-8	2	2	-8	-8	-8	-8	-8	1	1
	Female	10	-8	8	2	-8	-8	-8	-8	-8	-8	-8
	Total	14	-8	10	4	-8	-8	-8	-8	-8	1	1

												Total
<b>Incidents of Violence</b>												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight without a weapon												0
Incidents of threats of physical attack with a weapon												0
Incidents of threats of physical attack without a weapon												0
Incidents of possession of a firearm or explosive device												0
<b>Allegations of Harassment or bullying</b>												
On the basis of sex												0
On the basis of race												0
On the basis of disability												0
On the basis of sexual orientation												0
On the basis of religion												0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

### Preschool Programs



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	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	5	4	0	0	5	8	0	0	0	-	0	0	0	-	0	0	0	0	1	6
Female	5	4	1	13	1	1	2	5	0	-	0	-	0	-	1	25	0	0	0	0
Total	10	4	1	6	6	4	2	3	0	-	0	0	0	-	1	20	0	0	1	5
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	0	0	0	0
Female	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	0	0	0	0
Total	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	0	0	0	0

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	20.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.8	25.1%

- Indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

*To be updated by June 30th, 2025.*

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$256	\$194	\$62	\$256			
Instruction		\$6,721	\$4,722	\$218	\$4,940	\$1,781		\$1,781
Support services, general administration		\$221		\$221	\$221			
Support services, instructional staff		\$9	\$9		\$9			
Support services, operation and maintenance of plant		\$964	\$963	\$1	\$964			
Support services, pupils		\$474	\$107		\$107	\$366		\$366
Support services, school administration		\$505	\$495	\$10	\$505			
<b>Total</b>	<b>235</b>	<b>\$9,149</b>	<b>\$6,490</b>	<b>\$512</b>	<b>\$7,002</b>	<b>\$2,147</b>		<b>\$2,147</b>

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

Due to rounding, numbers may not add up precisely to the totals.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	*	3%	*	3%
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	*	0%	*	0%
Reading	44,764	1%	*	0%	*	1%
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	51%	*	53%	50%	-	-	-	-	52%	-	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6%	0%	7%	5%	*	*	-	*	8%	6%	12%

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

**Part (xv): Section 1003 Fund**

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

**Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability**

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

**Part (i)(I)** the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

**Part (i)(II)** the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
<b>EL Progress</b>												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
<b>EL Progress</b>												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
<b>Graduation Rate: 4-Year Longitudinal Rate</b>												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%



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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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**Part (i)(III)** the indicators used to meaningfully differentiate all public schools in the State:

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

**Part (i)(IV)** the State's system for meaningfully differentiating all public schools in the State, including --  
**(aa)** the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status <sup>1</sup>	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only <sup>2</sup>	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 Closing the Gaps Domain](#)

**(cc)** the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2024 Identification of Schools for Improvement](#)

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: [Comprehensive Support and Improvement Schools](#) [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

**Part (i)(VI)** the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

**Part (ii): Student Achievement by Proficiency Level**

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	48%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	78%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	62%	100%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	*	100%	-	-	-	-
	Male	70%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	100%	-	-	-	-	-
	Female	75%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-
Mathematics	All Students	68%	98%	98%	*	95%	100%	-	-	-	*	97%	100%	*	100%	93%	94%	100%	-	-	-	-
	CWD	46%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	74%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	61%	93%	93%	-	93%	-	-	-	-	-	92%	*	*	100%	93%	*	100%	-	-	-	-
	Male	70%	94%	94%	*	86%	100%	-	-	-	*	92%	100%	*	100%	*	94%	-	-	-	-	-
	Female	66%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-
Grade 4																						
Reading	All Students	79%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	CWD	55%	100%	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-	-	-	-
	CWOD	85%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	68%	100%	100%	-	100%	*	-	-	-	-	100%	-	*	100%	100%	100%	*	-	-	-	-
	Male	77%	100%	100%	*	100%	100%	-	-	-	-	100%	*	*	100%	100%	100%	-	-	-	-	-
	Female	81%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	67%	89%	89%	*	90%	88%	-	-	-	-	92%	85%	67%	94%	90%	95%	84%	-	-	-	-
	CWD	42%	67%	67%	-	*	*	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	73%	94%	94%	*	94%	93%	-	-	-	-	95%	91%	-	94%	86%	100%	88%	-	-	-	-
	EL	62%	90%	90%	-	89%	*	-	-	-	-	90%	-	*	86%	90%	100%	*	-	-	-	-
	Male	69%	95%	95%	*	91%	100%	-	-	-	-	93%	*	*	100%	100%	95%	-	-	-	-	-
	Female	65%	84%	84%	*	89%	78%	-	-	-	-	90%	78%	*	88%	*	-	84%	-	-	-	-
Grade 5																						
Reading	All Students	78%	98%	98%	*	100%	100%	-	-	-	-	97%	100%	*	97%	100%	95%	100%	-	-	-	-
	CWD	48%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	84%	97%	97%	*	100%	100%	-	-	-	-	97%	100%	-	97%	100%	94%	100%	-	-	-	-
	EL	70%	100%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	75%	95%	95%	*	100%	100%	-	-	-	-	94%	*	*	94%	100%	95%	-	-	-	-	-
	Female	80%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
Mathematics	All Students	75%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-
	CWD	52%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-	-	-	-
	EL	70%	100%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	75%	100%	100%	*	100%	100%	-	-	-	-	100%	*	*	100%	100%	100%	-	-	-	-	-
	Female	75%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-

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Science	All Students	56%	98%	98%	*	100%	100%	-	-	-	-	97%	100%	*	97%	100%	95%	100%	-	-	-	-	
	CWD	34%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	61%	97%	97%	*	100%	100%	-	-	-	-	97%	100%	-	97%	100%	94%	100%	-	-	-	-	
	EL	43%	100%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-	
	Male	59%	95%	95%	*	100%	100%	-	-	-	-	94%	*	*	94%	100%	95%	-	-	-	-	-	
	Female	54%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-	
Grade 6																							
Reading	All Students	75%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-	
	CWD	43%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	81%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	61%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-	
	Male	71%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-	
	Female	79%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-	-
Mathematics	All Students	70%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-	-	-	-	
	CWD	44%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	75%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	60%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-	
	Male	70%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	-	-	-	-	-	
	Female	70%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	47%	95%	95%	*	95%	100%	-	-	-	*	93%	100%	*	97%	93%	89%	100%	-	-	-	-	
	CWD	25%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	52%	97%	97%	*	100%	100%	-	-	-	*	96%	100%	-	97%	100%	93%	100%	-	-	-	-	
	EL	34%	93%	93%	-	93%	-	-	-	-	-	92%	*	*	100%	93%	*	100%	-	-	-	-	
	Male	44%	89%	89%	*	86%	100%	-	-	-	*	85%	100%	*	93%	*	89%	-	-	-	-	-	
	Female	50%	100%	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-	-	-	-	
Mathematics	All Students	41%	69%	69%	*	67%	69%	-	-	-	*	63%	83%	*	71%	57%	72%	67%	-	-	-	-	
	CWD	24%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	44%	71%	71%	*	67%	73%	-	-	-	*	65%	83%	-	71%	62%	73%	70%	-	-	-	-	
	EL	32%	57%	57%	-	57%	-	-	-	-	-	50%	*	*	62%	57%	*	70%	-	-	-	-	
	Male	44%	72%	72%	*	57%	88%	-	-	-	*	62%	100%	*	73%	*	72%	-	-	-	-	-	
	Female	37%	67%	67%	*	71%	50%	-	-	-	-	65%	71%	*	70%	70%	-	67%	-	-	-	-	
Grade 4																							
Reading	All Students	50%	73%	73%	*	65%	87%	-	-	-	-	64%	92%	20%	81%	50%	74%	72%	-	-	-	-	
	CWD	24%	20%	20%	-	*	*	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-	
	CWOD	56%	81%	81%	*	81%	86%	-	-	-	-	76%	91%	-	81%	71%	93%	71%	-	-	-	-	
	EL	39%	50%	50%	-	56%	*	-	-	-	-	50%	-	*	71%	50%	57%	*	-	-	-	-	
	Male	47%	74%	74%	*	55%	100%	-	-	-	-	67%	*	*	93%	57%	74%	-	-	-	-	-	
	Female	53%	72%	72%	*	78%	75%	-	-	-	-	60%	88%	*	71%	*	-	72%	-	-	-	-	

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Mathematics	All Students	44%	74%	74%	*	65%	81%	-	-	-	-	72%	77%	50%	78%	80%	89%	58%	-	-	-	-	
	CWD	24%	50%	50%	-	*	*	-	-	-	-	*	*	50%	-	*	*	*	-	-	-	-	
	CWOD	49%	78%	78%	*	63%	93%	-	-	-	-	71%	91%	-	78%	71%	93%	65%	-	-	-	-	
	EL	38%	80%	80%	-	78%	*	-	-	-	-	80%	-	*	71%	80%	100%	*	-	-	-	-	
	Male	47%	89%	89%	*	82%	100%	-	-	-	-	87%	*	*	93%	100%	89%	-	-	-	-	-	
	Female	41%	58%	58%	*	44%	67%	-	-	-	-	50%	67%	*	65%	*	-	58%	-	-	-	-	
Grade 5																							
Reading	All Students	53%	93%	93%	*	95%	94%	-	-	-	-	93%	90%	*	92%	100%	89%	95%	-	-	-	-	
	CWD	25%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	59%	92%	92%	*	95%	93%	-	-	-	-	93%	89%	-	92%	100%	89%	95%	-	-	-	-	
	EL	41%	100%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-	
	Male	51%	89%	89%	*	90%	100%	-	-	-	-	88%	*	*	89%	100%	89%	-	-	-	-	-	
	Female	56%	95%	95%	-	100%	90%	-	-	-	-	100%	88%	*	95%	*	-	95%	-	-	-	-	
Mathematics	All Students	49%	85%	85%	*	90%	88%	-	-	-	-	83%	90%	*	87%	90%	79%	90%	-	-	-	-	
	CWD	26%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	54%	87%	87%	*	90%	93%	-	-	-	-	83%	100%	-	87%	89%	78%	95%	-	-	-	-	
	EL	41%	90%	90%	-	90%	-	-	-	-	-	88%	*	*	89%	90%	100%	*	-	-	-	-	
	Male	50%	79%	79%	*	90%	83%	-	-	-	-	76%	*	*	78%	100%	79%	-	-	-	-	-	
	Female	47%	90%	90%	-	91%	90%	-	-	-	-	92%	88%	*	95%	*	-	90%	-	-	-	-	
Science	All Students	27%	63%	63%	*	43%	88%	-	-	-	-	53%	90%	*	63%	50%	68%	57%	-	-	-	-	
	CWD	16%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	29%	63%	63%	*	45%	87%	-	-	-	-	55%	89%	-	63%	56%	72%	55%	-	-	-	-	
	EL	15%	50%	50%	-	50%	-	-	-	-	-	38%	*	*	56%	50%	67%	*	-	-	-	-	
	Male	30%	68%	68%	*	60%	83%	-	-	-	-	65%	*	*	72%	67%	68%	-	-	-	-	-	
	Female	23%	57%	57%	-	27%	90%	-	-	-	-	38%	88%	*	55%	*	-	57%	-	-	-	-	
Grade 6																							
Reading	All Students	55%	95%	95%	*	95%	94%	-	-	-	*	96%	93%	*	100%	100%	89%	100%	-	-	-	-	
	CWD	24%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	61%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	-	-	-	
	EL	38%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-	
	Male	51%	89%	89%	-	92%	80%	-	-	-	-	92%	80%	*	100%	*	89%	-	-	-	-	-	
	Female	59%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	-	-	
Mathematics	All Students	38%	70%	70%	*	63%	78%	-	-	-	*	65%	79%	*	70%	100%	72%	68%	-	-	-	-	
	CWD	19%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	42%	70%	70%	*	65%	76%	-	-	-	*	67%	77%	-	70%	100%	75%	67%	-	-	-	-	
	EL	27%	100%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-	-	-	-	
	Male	40%	72%	72%	-	62%	100%	-	-	-	-	62%	100%	*	75%	*	72%	-	-	-	-	-	
	Female	36%	68%	68%	*	67%	69%	-	-	-	*	69%	67%	*	67%	*	-	68%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							

Texas Education Agency  
**2024 Federal Report Card**  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	20%	57%	57%	*	57%	56%	-	-	-	*	50%	75%	*	58%	50%	61%	54%	-	-	-	-	
	CWD	6%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	23%	58%	58%	*	56%	60%	-	-	-	*	50%	75%	-	58%	54%	60%	57%	-	-	-	-	
	EL	13%	50%	50%	-	50%	-	-	-	-	-	42%	*	*	54%	50%	*	60%	-	-	-	-	
	Male	18%	61%	61%	*	57%	63%	-	-	-	*	54%	80%	*	60%	*	61%	-	-	-	-	-	
	Female	22%	54%	54%	*	57%	50%	-	-	-	-	47%	71%	*	57%	60%	-	54%	-	-	-	-	
Mathematics	All Students	15%	26%	26%	*	10%	38%	-	-	-	*	20%	42%	*	29%	7%	44%	13%	-	-	-	-	
	CWD	7%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-	
	CWOD	17%	29%	29%	*	11%	40%	-	-	-	*	23%	42%	-	29%	8%	53%	13%	-	-	-	-	
	EL	10%	7%	7%	-	7%	-	-	-	-	-	8%	*	*	8%	7%	*	10%	-	-	-	-	
	Male	17%	44%	44%	*	14%	63%	-	-	-	*	38%	60%	*	53%	*	44%	-	-	-	-	-	
	Female	12%	13%	13%	*	7%	13%	-	-	-	-	6%	29%	*	13%	10%	-	13%	-	-	-	-	
Grade 4																							
Reading	All Students	22%	27%	27%	*	15%	47%	-	-	-	-	16%	50%	0%	31%	10%	32%	22%	-	-	-	-	
	CWD	6%	0%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-	
	CWOD	26%	31%	31%	*	19%	50%	-	-	-	-	19%	55%	-	31%	14%	40%	24%	-	-	-	-	
	EL	14%	10%	10%	-	11%	*	-	-	-	-	10%	-	*	14%	10%	14%	*	-	-	-	-	
	Male	20%	32%	32%	*	18%	57%	-	-	-	-	20%	*	*	40%	14%	32%	-	-	-	-	-	
	Female	24%	22%	22%	*	11%	38%	-	-	-	-	10%	38%	*	24%	*	-	22%	-	-	-	-	
Mathematics	All Students	20%	29%	29%	*	10%	56%	-	-	-	-	12%	62%	0%	34%	20%	37%	21%	-	-	-	-	
	CWD	7%	0%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-	
	CWOD	23%	34%	34%	*	13%	64%	-	-	-	-	14%	73%	-	34%	29%	47%	24%	-	-	-	-	
	EL	15%	20%	20%	-	22%	*	-	-	-	-	20%	-	*	29%	20%	29%	*	-	-	-	-	
	Male	22%	37%	37%	*	18%	71%	-	-	-	-	20%	*	*	47%	29%	37%	-	-	-	-	-	
	Female	17%	21%	21%	*	0%	44%	-	-	-	-	0%	44%	*	24%	*	-	21%	-	-	-	-	
Grade 5																							
Reading	All Students	28%	50%	50%	*	48%	56%	-	-	-	-	47%	60%	*	53%	30%	47%	52%	-	-	-	-	
	CWD	8%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	32%	53%	53%	*	50%	60%	-	-	-	-	48%	67%	-	53%	33%	50%	55%	-	-	-	-	
	EL	17%	30%	30%	-	30%	-	-	-	-	-	13%	*	*	33%	30%	33%	*	-	-	-	-	
	Male	25%	47%	47%	*	50%	50%	-	-	-	-	41%	*	*	50%	33%	47%	-	-	-	-	-	
	Female	30%	52%	52%	-	45%	60%	-	-	-	-	54%	50%	*	55%	*	-	52%	-	-	-	-	
Mathematics	All Students	19%	43%	43%	*	38%	50%	-	-	-	-	37%	60%	*	45%	30%	37%	48%	-	-	-	-	
	CWD	7%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
	CWOD	21%	45%	45%	*	40%	53%	-	-	-	-	38%	67%	-	45%	33%	39%	50%	-	-	-	-	
	EL	12%	30%	30%	-	30%	-	-	-	-	-	25%	*	*	33%	30%	17%	*	-	-	-	-	
	Male	21%	37%	37%	*	30%	50%	-	-	-	-	35%	*	*	39%	17%	37%	-	-	-	-	-	
	Female	17%	48%	48%	-	45%	50%	-	-	-	-	38%	63%	*	50%	*	-	48%	-	-	-	-	

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	11%	35%	35%	*	24%	50%	-	-	-	-	30%	50%	*	37%	20%	37%	33%	-	-	-	-
	CWD	5%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	12%	37%	37%	*	25%	53%	-	-	-	-	31%	56%	-	37%	22%	39%	35%	-	-	-	-
	EL	5%	20%	20%	-	20%	-	-	-	-	-	13%	*	*	22%	20%	17%	*	-	-	-	-
	Male	13%	37%	37%	*	30%	50%	-	-	-	-	35%	*	*	39%	17%	37%	-	-	-	-	-
	Female	9%	33%	33%	-	18%	50%	-	-	-	-	23%	50%	*	35%	*	-	33%	-	-	-	-
Grade 6																						
Reading	All Students	25%	65%	65%	*	58%	67%	-	-	-	*	69%	57%	*	70%	50%	44%	82%	-	-	-	-
	CWD	6%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	28%	70%	70%	*	65%	71%	-	-	-	*	75%	62%	-	70%	60%	50%	86%	-	-	-	-
	EL	12%	50%	50%	-	50%	-	-	-	-	-	50%	-	*	60%	50%	*	*	-	-	-	-
	Male	21%	44%	44%	-	46%	40%	-	-	-	-	46%	40%	*	50%	*	44%	-	-	-	-	-
	Female	28%	82%	82%	*	83%	77%	-	-	-	*	92%	67%	*	86%	*	-	82%	-	-	-	-
Mathematics	All Students	13%	28%	28%	*	11%	44%	-	-	-	*	27%	29%	*	30%	33%	11%	41%	-	-	-	-
	CWD	5%	*	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	15%	30%	30%	*	12%	47%	-	-	-	*	29%	31%	-	30%	40%	13%	43%	-	-	-	-
	EL	7%	33%	33%	-	33%	-	-	-	-	-	33%	-	*	40%	33%	*	*	-	-	-	-
	Male	14%	11%	11%	-	8%	20%	-	-	-	-	15%	0%	*	13%	*	11%	-	-	-	-	-
	Female	12%	41%	41%	*	17%	54%	-	-	-	*	38%	44%	*	43%	*	-	41%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	97%	98%	92%	98%	99%	-	-	-	*	98%	98%	90%	99%	98%	98%	98%	-	-	-	-
	CWD	46%	87%	90%	-	90%	90%	-	-	-	-	91%	88%	90%	-	92%	90%	90%	-	-	-	-
	CWOD	77%	98%	99%	92%	99%	99%	-	-	-	*	99%	99%	-	99%	99%	99%	99%	-	-	-	-
	EL	61%	98%	98%	-	98%	*	-	-	-	-	98%	100%	92%	99%	98%	98%	98%	-	-	-	-
	Male	71%	97%	98%	87%	98%	100%	-	-	-	*	97%	100%	90%	99%	98%	98%	-	-	-	-	-
	Female	74%	98%	98%	100%	99%	98%	-	-	-	*	99%	97%	90%	99%	98%	-	98%	-	-	-	-
Reading	All Students	74%	99%	99%	91%	100%	100%	-	-	-	*	99%	100%	100%	99%	100%	99%	100%	-	-	-	-
	CWD	44%	96%	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	*	-	-	-	-
	CWOD	80%	99%	99%	91%	100%	100%	-	-	-	*	99%	100%	-	99%	100%	98%	100%	-	-	-	-
	EL	59%	98%	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-	-	-	-
	Male	70%	99%	99%	83%	100%	100%	-	-	-	*	98%	100%	100%	98%	100%	99%	-	-	-	-	-
	Female	78%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	100%	-	-	-	-
Mathematics	All Students	70%	96%	97%	100%	96%	97%	-	-	-	*	97%	96%	80%	99%	95%	97%	97%	-	-	-	-
	CWD	45%	74%	80%	-	80%	80%	-	-	-	-	82%	*	80%	-	83%	80%	80%	-	-	-	-
	CWOD	75%	98%	99%	100%	99%	98%	-	-	-	*	99%	98%	-	99%	97%	100%	98%	-	-	-	-
	EL	62%	96%	95%	-	95%	*	-	-	-	-	94%	*	83%	97%	95%	95%	95%	-	-	-	-
	Male	71%	96%	97%	100%	95%	100%	-	-	-	*	97%	100%	80%	100%	95%	97%	-	-	-	-	-
	Female	70%	97%	97%	100%	98%	95%	-	-	-	*	98%	94%	80%	98%	95%	-	97%	-	-	-	-



Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	96%	98%	*	100%	100%	-	-	-	-	97%	100%	*	97%	100%	95%	100%	-	-	-	-
	CWD	49%	100%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	77%	95%	97%	*	100%	100%	-	-	-	-	97%	100%	-	97%	100%	94%	100%	-	-	-	-
	EL	61%	100%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-	-	-	-
	Male	74%	96%	95%	*	100%	100%	-	-	-	-	94%	*	*	94%	100%	95%	-	-	-	-	-
	Female	72%	96%	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	81%	80%	72%	75%	86%	-	-	-	*	76%	88%	52%	82%	78%	80%	79%	-	-	-	-
	CWD	22%	49%	52%	-	52%	50%	-	-	-	-	52%	50%	52%	-	54%	48%	60%	-	-	-	-
	CWOD	51%	84%	82%	72%	78%	89%	-	-	-	*	79%	91%	-	82%	82%	85%	80%	-	-	-	-
	EL	31%	77%	78%	-	78%	*	-	-	-	-	75%	100%	54%	82%	78%	81%	74%	-	-	-	-
	Male	45%	82%	80%	60%	75%	93%	-	-	-	*	76%	97%	48%	85%	81%	80%	-	-	-	-	-
	Female	48%	81%	79%	90%	76%	82%	-	-	-	*	76%	84%	60%	80%	74%	-	79%	-	-	-	-
Reading	All Students	52%	92%	89%	73%	88%	94%	-	-	-	*	87%	94%	50%	93%	85%	85%	93%	-	-	-	-
	CWD	23%	60%	50%	-	40%	*	-	-	-	-	45%	*	50%	-	33%	30%	*	-	-	-	-
	CWOD	58%	94%	93%	73%	94%	95%	-	-	-	*	92%	96%	-	93%	94%	94%	93%	-	-	-	-
	EL	34%	85%	85%	-	87%	*	-	-	-	-	83%	*	33%	94%	85%	81%	89%	-	-	-	-
	Male	48%	89%	85%	67%	80%	96%	-	-	-	*	83%	94%	30%	94%	81%	85%	-	-	-	-	-
	Female	57%	94%	93%	80%	95%	92%	-	-	-	*	92%	94%	*	93%	89%	-	93%	-	-	-	-
Mathematics	All Students	42%	76%	74%	73%	72%	79%	-	-	-	*	71%	82%	53%	77%	78%	78%	71%	-	-	-	-
	CWD	22%	43%	53%	-	70%	20%	-	-	-	-	64%	*	53%	-	83%	70%	20%	-	-	-	-
	CWOD	46%	79%	77%	73%	72%	84%	-	-	-	*	72%	87%	-	77%	76%	80%	74%	-	-	-	-
	EL	31%	75%	78%	-	77%	*	-	-	-	-	75%	*	83%	76%	78%	86%	68%	-	-	-	-
	Male	43%	79%	78%	50%	73%	92%	-	-	-	*	72%	100%	70%	80%	86%	78%	-	-	-	-	-
	Female	40%	74%	71%	100%	70%	70%	-	-	-	*	70%	73%	20%	74%	68%	-	71%	-	-	-	-
Science	All Students	42%	66%	63%	*	43%	88%	-	-	-	-	53%	90%	*	63%	50%	68%	57%	-	-	-	-
	CWD	21%	20%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	45%	68%	63%	*	45%	87%	-	-	-	-	55%	89%	-	63%	56%	72%	55%	-	-	-	-
	EL	24%	56%	50%	-	50%	-	-	-	-	-	38%	*	*	56%	50%	67%	*	-	-	-	-
	Male	44%	70%	68%	*	60%	83%	-	-	-	-	65%	*	*	72%	67%	68%	-	-	-	-	-
	Female	40%	63%	57%	-	27%	90%	-	-	-	-	38%	88%	*	55%	*	-	57%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	42%	40%	40%	30%	52%	-	-	-	*	35%	53%	6%	43%	27%	39%	41%	-	-	-	-
	CWD	6%	8%	6%	-	10%	0%	-	-	-	-	9%	0%	6%	-	0%	10%	0%	-	-	-	-
	CWOD	21%	44%	43%	40%	33%	55%	-	-	-	*	37%	58%	-	43%	31%	43%	43%	-	-	-	-
	EL	9%	27%	27%	-	27%	*	-	-	-	-	23%	60%	0%	31%	27%	23%	31%	-	-	-	-
	Male	18%	40%	39%	33%	29%	53%	-	-	-	*	34%	59%	10%	43%	23%	39%	-	-	-	-	-
	Female	19%	43%	41%	50%	31%	51%	-	-	-	*	35%	51%	0%	43%	31%	-	41%	-	-	-	-

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	52%	50%	45%	44%	57%	-	-	-	*	46%	60%	14%	54%	35%	46%	54%	-	-	-	-
	CWD	6%	16%	14%	-	20%	*	-	-	-	-	18%	*	14%	-	0%	20%	*	-	-	-	-
	CWOD	24%	56%	54%	45%	48%	61%	-	-	-	*	49%	64%	-	54%	41%	50%	57%	-	-	-	-
	EL	10%	32%	35%	-	36%	*	-	-	-	-	28%	*	0%	41%	35%	29%	42%	-	-	-	-
	Male	18%	47%	46%	33%	41%	54%	-	-	-	*	40%	69%	20%	50%	29%	46%	-	-	-	-	-
	Female	24%	57%	54%	60%	48%	59%	-	-	-	*	53%	56%	*	57%	42%	-	54%	-	-	-	-
Mathematics	All Students	17%	33%	31%	36%	17%	47%	-	-	-	*	24%	47%	0%	34%	20%	32%	30%	-	-	-	-
	CWD	6%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	37%	34%	36%	20%	51%	-	-	-	*	27%	51%	-	34%	24%	38%	32%	-	-	-	-
	EL	10%	22%	20%	-	21%	*	-	-	-	-	19%	*	0%	24%	20%	19%	21%	-	-	-	-
	Male	18%	33%	32%	33%	17%	54%	-	-	-	*	28%	50%	0%	38%	19%	32%	-	-	-	-	-
	Female	15%	34%	30%	40%	18%	43%	-	-	-	*	21%	45%	0%	32%	21%	-	30%	-	-	-	-
Science	All Students	15%	31%	35%	*	24%	50%	-	-	-	-	30%	50%	*	37%	20%	37%	33%	-	-	-	-
	CWD	5%	0%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	17%	33%	37%	*	25%	53%	-	-	-	-	31%	56%	-	37%	22%	39%	35%	-	-	-	-
	EL	5%	22%	20%	-	20%	-	-	-	-	-	13%	*	*	22%	20%	17%	*	-	-	-	-
	Male	16%	36%	37%	*	30%	50%	-	-	-	-	35%	*	*	39%	17%	37%	-	-	-	-	-
	Female	14%	28%	33%	-	18%	50%	-	-	-	-	23%	50%	*	35%	*	-	33%	-	-	-	-

- Indicates there are no students in the group.

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

### Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	83	71	87	78	-	-	-	*	86	85	81
CWD	85	-	79	*	-	-	-	-	79	85	60
CWOD	82	71	88	77	-	-	-	*	87	-	86
EL ◇	81	-	84	*	-	-	-	-	79	60	81
Male	83	*	86	80	-	-	-	-	86	79	82
Female	82	*	88	77	-	-	-	*	86	*	78

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Mathematics</b>											
All Students	74	79	72	76	-	-	-	*	71	66	85
CWD	66	-	75	*	-	-	-	-	75	66	80
CWOD	75	79	72	78	-	-	-	*	71	-	86
EL ◇	85	-	84	*	-	-	-	-	83	80	85
Male	74	*	76	67	-	-	-	-	74	75	88
Female	74	*	67	80	-	-	-	*	68	*	78

- Indicates there are no students in the group.

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

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2023

*The six-year graduation rates for the class of 2022 will be updated in March, 2025.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
79	33	42%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

### Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	73	68	68	79	-	-	-	*	70	49	68
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

### Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	Y					Y	Y	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y	Y	Y	Y					Y	N	Y
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	Y	Y	Y	Y					Y	Y	Y
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	Y	Y	Y	Y					Y	N	Y
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
<b>Federal Graduation Status</b>											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

### Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	-
	Male	100%	*	100%	100%	-	-	-	-	100%	*	*	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	

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All Subjects	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	*	0%	0%	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

### Part (viii): Civil Rights Data

**Part (viii)(I)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

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arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	3	0	0	3	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	0	3	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												



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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	3	-8	2	1	-8	-8	-8	-8	-8	-8	-8
	Female	1	-8	-8	1	-8	-8	-8	-8	-8	-8	-8
	Total	4	-8	2	2	-8	-8	-8	-8	-8	-8	-8

	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	40	1	24	15	0	0	0	0	15	2
Female	37	2	20	14	0	0	0	1	9	2
Total	77	3	44	29	0	0	0	1	24	4

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Texas Education Agency  
**2024 Federal Report Card**  
MUMFORD EL (198906101) - MUMFORD ISD - ROBERTSON COUNTY

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 5 Indicates Action Plan/Quick Plans.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	4.6%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	4.8%

- Indicates there are no data available in the group.

### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

*To be updated by June 30th, 2025.*

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$188	\$126	\$62	\$188			
Food services		\$1,405				\$1,405		\$1,405
Instruction		\$5,155	\$3,628	\$218	\$3,846	\$1,308		\$1,308
Support services, general administration		\$221		\$221	\$221			
Support services, instructional staff		\$80	\$78		\$78	\$2		\$2
Support services, operation and maintenance of plant		\$1,287	\$1,237	\$1	\$1,238	\$49		\$49
Support services, pupils		\$321	\$85		\$85	\$236		\$236

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$511	\$501	\$10	\$511			
Support services, student transportation		\$221	\$221		\$221			
<b>Total</b>	<b>365</b>	<b>\$9,389</b>	<b>\$5,877</b>	<b>\$512</b>	<b>\$6,389</b>	<b>\$3,000</b>		<b>\$3,000</b>

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

Due to rounding, numbers may not add up precisely to the totals.

### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	-	-	-	-
Mathematics	6,620	2%	-	-	-	-
<b>Grade 4</b>						
Reading	6,491	2%	-	-	-	-
Mathematics	6,491	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,033	1%	-	-	-	-
Mathematics	6,033	2%	-	-	-	-
Science	6,033	2%	-	-	-	-
<b>Grade 6</b>						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
<b>Grade 7</b>						
Reading	5,233	1%	-	-	-	-
Mathematics	5,227	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,985	1%	-	-	-	-
Mathematics	4,985	1%	-	-	-	-
Science	4,984	1%	-	-	-	-
<b>End of Course</b>						
English I	5,119	1%	-	-	-	-
English II	4,683	1%	*	3%	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	*	0%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	*	0%	-	-
Mathematics	40,054	1%	-	-	-	-
Science	16,044	1%	-	-	-	-

- Indicates there are no students in the group.

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

## Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

\* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

### Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

**There is no data for this campus.**

### Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6%	0%	8%	4%	-	-	-	*	6%	6%	9%

- Indicates there are no students in the group.

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

### Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

*Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.*

**There is no data for this campus.**

### Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

**There is no data for this campus.**