

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP AIRLINE EL (101845107) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### **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 2022-23 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)

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

### **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 2022-23 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)

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

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

This section provides information on high school graduation rates for the class of 2022.

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

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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
57	3	5%

- 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)

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

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

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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											
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met											
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met											
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met											
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met											
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met											
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met											
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met											
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
<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											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

### 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)

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

**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.

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



**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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	21.8	95.6%
Teachers Teaching with Emergency or Provisional Credentials	3.0	14.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

**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 2022-23 school year.

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

**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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 school year. (CWD: children with disability; EL: English learner)

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

Texas Education Agency  
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 YES PREP EAST END EL (101845106) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### **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 2022-23 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)

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

### **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 2022-23 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)

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

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

This section provides information on high school graduation rates for the class of 2022.

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

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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
65	3	5%

- 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)

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

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

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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											
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met											
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met											
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met											
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met											
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met											
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met											
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met											
<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											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

### 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)

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

**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.

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

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**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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	20.8	95.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

**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 2022-23 school year.

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

**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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 school year. (CWD: children with disability; EL: English learner)

**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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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%

<sup>1</sup> If Federal Graduation Status is not available, Academic Growth Status is used.

<sup>2</sup> 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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 3																						
Reading	All Students	75%	69%	69%	*	68%	-	-	-	-	*	69%	75%	17%	78%	62%	71%	67%	*	*	-	-
	CWD	51%	23%	17%	*	18%	-	-	-	-	-	20%	*	17%	-	9%	23%	0%	-	*	-	-
	CWOD	80%	75%	78%	*	77%	-	-	-	-	*	76%	100%	-	78%	71%	83%	74%	*	*	-	-
	EL	65%	63%	62%	-	62%	-	-	-	-	-	62%	*	9%	71%	62%	66%	56%	*	*	-	-
	Male	73%	70%	71%	*	70%	-	-	-	-	*	73%	50%	23%	83%	66%	71%	-	-	*	-	-
	Female	78%	68%	67%	*	66%	-	-	-	-	*	63%	100%	0%	74%	56%	-	67%	*	*	-	-

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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	72%	76%	77%	*	76%	-	-	-	-	*	77%	75%	28%	85%	74%	82%	71%	*	*	-	-
	CWD	51%	30%	28%	*	29%	-	-	-	-	-	27%	*	28%	-	27%	38%	0%	-	*	-	-
	CWOD	76%	83%	85%	*	85%	-	-	-	-	*	85%	89%	-	85%	82%	92%	78%	*	*	-	-
	EL	67%	75%	74%	-	74%	-	-	-	-	-	74%	*	27%	82%	74%	80%	66%	*	*	-	-
	Male	74%	80%	82%	*	82%	-	-	-	-	*	83%	67%	38%	92%	80%	82%	-	-	*	-	-
	Female	70%	72%	71%	*	70%	-	-	-	-	*	69%	83%	0%	78%	66%	-	71%	*	*	-	-
Grade 4																						
Reading	All Students	76%	79%	80%	88%	79%	*	-	*	-	*	79%	88%	73%	81%	84%	75%	86%	*	56%	-	-
	CWD	51%	55%	73%	-	73%	-	-	-	-	-	67%	*	73%	-	67%	73%	-	*	*	-	-
	CWOD	81%	82%	81%	88%	80%	*	-	*	-	*	80%	87%	-	81%	86%	76%	86%	-	43%	-	-
	EL	66%	81%	84%	*	83%	*	-	*	-	-	84%	83%	67%	86%	84%	81%	88%	-	40%	-	-
	Male	74%	73%	75%	86%	73%	*	-	*	-	-	73%	90%	73%	76%	81%	75%	-	*	67%	-	-
	Female	79%	85%	86%	*	86%	-	-	-	-	*	86%	86%	-	86%	88%	-	86%	-	*	-	-
Mathematics	All Students	69%	80%	78%	88%	76%	*	-	*	-	*	77%	82%	55%	80%	92%	79%	75%	*	78%	-	-
	CWD	44%	58%	55%	-	55%	-	-	-	-	-	56%	*	55%	-	67%	55%	-	*	*	-	-
	CWOD	74%	83%	80%	88%	79%	*	-	*	-	*	79%	87%	-	80%	95%	84%	75%	-	86%	-	-
	EL	63%	88%	92%	*	92%	*	-	*	-	-	93%	83%	67%	95%	92%	92%	92%	-	100%	-	-
	Male	71%	79%	79%	86%	78%	*	-	*	-	-	78%	90%	55%	84%	92%	79%	-	*	67%	-	-
	Female	67%	81%	75%	*	75%	-	-	-	-	*	76%	71%	-	75%	92%	-	75%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	49%	40%	46%	*	45%	-	-	-	-	*	45%	50%	6%	53%	38%	49%	42%	*	*	-	-
	CWD	28%	11%	6%	*	6%	-	-	-	-	-	7%	*	6%	-	9%	8%	0%	-	*	-	-
	CWOD	53%	44%	53%	*	52%	-	-	-	-	*	52%	67%	-	53%	44%	60%	46%	*	*	-	-
	EL	37%	36%	38%	-	38%	-	-	-	-	-	39%	*	9%	44%	38%	46%	28%	*	*	-	-
	Male	46%	41%	49%	*	48%	-	-	-	-	*	53%	17%	8%	60%	46%	49%	-	-	*	-	-
	Female	53%	37%	42%	*	42%	-	-	-	-	*	37%	83%	0%	46%	28%	-	42%	*	*	-	-
Mathematics	All Students	44%	47%	48%	*	47%	-	-	-	-	*	48%	50%	11%	55%	44%	54%	42%	*	*	-	-
	CWD	28%	13%	11%	*	12%	-	-	-	-	-	13%	*	11%	-	9%	15%	0%	-	*	-	-
	CWOD	47%	52%	55%	*	54%	-	-	-	-	*	54%	67%	-	55%	50%	63%	46%	*	*	-	-
	EL	35%	50%	44%	-	44%	-	-	-	-	-	45%	*	9%	50%	44%	49%	38%	*	*	-	-
	Male	47%	51%	54%	*	52%	-	-	-	-	*	58%	17%	15%	63%	49%	54%	-	-	*	-	-
	Female	40%	43%	42%	*	42%	-	-	-	-	*	37%	83%	0%	46%	38%	-	42%	*	*	-	-
Grade 4																						
Reading	All Students	47%	50%	50%	75%	47%	*	-	*	-	*	46%	71%	36%	51%	53%	45%	55%	*	22%	-	-
	CWD	25%	26%	36%	-	36%	-	-	-	-	-	22%	*	36%	-	33%	36%	-	*	*	-	-
	CWOD	51%	53%	51%	75%	49%	*	-	*	-	*	49%	67%	-	51%	55%	47%	55%	-	29%	-	-
	EL	35%	49%	53%	*	51%	*	-	*	-	-	54%	50%	33%	55%	53%	51%	56%	-	20%	-	-
	Male	44%	45%	45%	71%	40%	*	-	*	-	-	41%	70%	36%	47%	51%	45%	-	*	33%	-	-
	Female	50%	55%	55%	*	55%	-	-	-	-	*	53%	71%	-	55%	56%	-	55%	-	*	-	-

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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	47%	60%	60%	63%	60%	*	-	*	-	*	59%	65%	36%	62%	76%	59%	61%	*	44%	-	-
	CWD	27%	32%	36%	-	36%	-	-	-	-	-	44%	*	36%	-	67%	36%	-	*	*	-	-
	CWOD	51%	64%	62%	63%	62%	*	-	*	-	*	61%	73%	-	62%	77%	63%	61%	-	57%	-	-
	EL	39%	68%	76%	*	75%	*	-	*	-	-	77%	67%	67%	77%	76%	76%	76%	-	60%	-	-
	Male	50%	57%	59%	57%	58%	*	-	*	-	-	57%	70%	36%	63%	76%	59%	-	*	33%	-	-
	Female	43%	64%	61%	*	62%	-	-	-	-	*	62%	57%	-	61%	76%	-	61%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	16%	21%	*	22%	-	-	-	-	*	19%	42%	0%	25%	18%	20%	22%	*	*	-	-
	CWD	7%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	18%	25%	*	26%	-	-	-	-	*	22%	56%	-	25%	21%	25%	24%	*	*	-	-
	EL	13%	18%	18%	-	18%	-	-	-	-	-	17%	*	0%	21%	18%	22%	13%	*	*	-	-
	Male	17%	17%	20%	*	21%	-	-	-	-	*	20%	17%	0%	25%	22%	20%	-	-	*	-	-
	Female	22%	15%	22%	*	23%	-	-	-	-	*	16%	67%	0%	24%	13%	-	22%	*	*	-	-
Mathematics	All Students	18%	19%	18%	*	18%	-	-	-	-	*	18%	17%	0%	21%	18%	26%	7%	*	*	-	-
	CWD	9%	0%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	22%	21%	*	21%	-	-	-	-	*	20%	22%	-	21%	21%	33%	8%	*	*	-	-
	EL	12%	22%	18%	-	18%	-	-	-	-	-	17%	*	0%	21%	18%	27%	6%	*	*	-	-
	Male	21%	27%	26%	*	26%	-	-	-	-	*	27%	17%	0%	33%	27%	26%	-	-	*	-	-
	Female	15%	10%	7%	*	8%	-	-	-	-	*	6%	17%	0%	8%	6%	-	7%	*	*	-	-
Grade 4																						
Reading	All Students	21%	23%	22%	25%	22%	*	-	*	-	*	22%	24%	9%	23%	23%	14%	31%	*	11%	-	-
	CWD	7%	10%	9%	-	9%	-	-	-	-	-	11%	*	9%	-	17%	9%	-	*	*	-	-
	CWOD	24%	25%	23%	25%	24%	*	-	*	-	*	23%	27%	-	23%	23%	16%	31%	-	14%	-	-
	EL	12%	19%	23%	*	24%	*	-	*	-	-	21%	33%	17%	23%	23%	19%	28%	-	0%	-	-
	Male	19%	15%	14%	14%	15%	*	-	*	-	-	15%	10%	9%	16%	19%	14%	-	*	17%	-	-
	Female	23%	32%	31%	*	30%	-	-	-	-	*	29%	43%	-	31%	28%	-	31%	-	*	-	-
Mathematics	All Students	21%	30%	30%	13%	30%	*	-	*	-	*	29%	35%	9%	32%	35%	32%	26%	*	11%	-	-
	CWD	8%	10%	9%	-	9%	-	-	-	-	-	11%	*	9%	-	17%	9%	-	*	*	-	-
	CWOD	24%	33%	32%	13%	32%	*	-	*	-	*	30%	40%	-	32%	38%	37%	26%	-	14%	-	-
	EL	15%	32%	35%	*	34%	*	-	*	-	-	36%	33%	17%	38%	35%	43%	24%	-	0%	-	-
	Male	24%	32%	32%	14%	32%	*	-	*	-	-	31%	40%	9%	37%	43%	32%	-	*	17%	-	-
	Female	18%	27%	26%	*	27%	-	-	-	-	*	26%	29%	-	26%	24%	-	26%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	76%	83%	75%	*	-	*	-	100%	75%	81%	38%	81%	77%	77%	75%	*	75%	-	-
	CWD	48%	42%	38%	*	39%	-	-	-	-	-	38%	40%	38%	-	35%	46%	0%	*	83%	-	-
	CWOD	79%	79%	81%	91%	80%	*	-	*	-	100%	80%	90%	-	81%	83%	84%	79%	*	72%	-	-
	EL	62%	72%	77%	*	77%	*	-	*	-	-	77%	75%	35%	83%	77%	79%	74%	*	75%	-	-
	Male	73%	73%	77%	80%	76%	*	-	*	-	*	77%	78%	46%	84%	79%	77%	-	*	71%	-	-

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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
All Subjects	Female	77%	79%	<b>75%</b>	*	74%	-	-	-	-	*	74%	85%	0%	79%	74%	-	75%	*	80%	-	-
Reading	All Students	76%	77%	<b>75%</b>	83%	74%	*	-	*	-	*	74%	83%	38%	80%	72%	73%	77%	*	67%	-	-
	CWD	46%	38%	<b>38%</b>	*	39%	-	-	-	-	-	38%	40%	38%	-	29%	46%	0%	*	*	-	-
	CWOD	80%	81%	<b>80%</b>	91%	79%	*	-	*	-	*	78%	92%	-	80%	78%	79%	81%	*	56%	-	-
	EL	60%	73%	<b>72%</b>	*	71%	*	-	*	-	-	72%	70%	29%	78%	72%	73%	70%	*	50%	-	-
	Male	72%	72%	<b>73%</b>	80%	72%	*	-	*	-	*	73%	75%	46%	79%	73%	73%	-	*	71%	-	-
	Female	80%	83%	<b>77%</b>	*	76%	-	-	-	-	*	75%	92%	0%	81%	70%	-	77%	*	60%	-	-
Mathematics	All Students	74%	72%	<b>77%</b>	83%	76%	*	-	*	-	*	77%	79%	38%	82%	82%	80%	73%	*	83%	-	-
	CWD	49%	43%	<b>38%</b>	*	39%	-	-	-	-	-	38%	40%	38%	-	41%	46%	0%	*	*	-	-
	CWOD	78%	75%	<b>82%</b>	91%	82%	*	-	*	-	*	82%	88%	-	82%	88%	88%	77%	*	89%	-	-
	EL	65%	71%	<b>82%</b>	*	82%	*	-	*	-	-	82%	80%	41%	88%	82%	86%	77%	*	100%	-	-
	Male	73%	70%	<b>80%</b>	80%	80%	*	-	*	-	*	80%	81%	46%	88%	86%	80%	-	*	71%	-	-
	Female	74%	73%	<b>73%</b>	*	72%	-	-	-	-	*	73%	77%	0%	77%	77%	-	73%	*	100%	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All Students	48%	46%	51%	63%	50%	*	-	*	-	67%	50%	60%	19%	55%	52%	52%	50%	*	33%	-	-
	CWD	24%	17%	19%	*	20%	-	-	-	-	-	19%	20%	19%	-	24%	23%	0%	*	0%	-	-
	CWOD	52%	49%	55%	68%	54%	*	-	*	-	67%	54%	69%	-	55%	56%	58%	53%	*	44%	-	-
	EL	31%	40%	52%	*	51%	*	-	*	-	-	52%	45%	24%	56%	52%	55%	47%	*	33%	-	-
	Male	46%	43%	52%	65%	49%	*	-	*	-	*	52%	50%	23%	58%	55%	52%	-	*	29%	-	-
	Female	49%	49%	50%	*	50%	-	-	-	-	*	47%	73%	0%	53%	47%	-	50%	*	40%	-	-
Reading	All Students	52%	52%	48%	67%	46%	*	-	*	-	*	46%	62%	17%	52%	45%	47%	49%	*	25%	-	-
	CWD	24%	18%	17%	*	18%	-	-	-	-	-	13%	40%	17%	-	18%	21%	0%	*	*	-	-
	CWOD	56%	56%	52%	73%	50%	*	-	*	-	*	50%	67%	-	52%	49%	53%	51%	*	33%	-	-
	EL	33%	45%	45%	*	44%	*	-	*	-	-	46%	40%	18%	49%	45%	49%	40%	*	17%	-	-
	Male	47%	46%	47%	70%	44%	*	-	*	-	*	47%	50%	21%	53%	49%	47%	-	*	29%	-	-
	Female	57%	59%	49%	*	49%	-	-	-	-	*	45%	77%	0%	51%	40%	-	49%	*	20%	-	-
Mathematics	All Students	44%	38%	54%	58%	54%	*	-	*	-	*	54%	59%	21%	59%	59%	56%	52%	*	42%	-	-
	CWD	24%	16%	21%	*	21%	-	-	-	-	-	25%	0%	21%	-	29%	25%	0%	*	*	-	-
	CWOD	47%	40%	59%	64%	58%	*	-	*	-	*	57%	71%	-	59%	63%	63%	54%	*	56%	-	-
	EL	32%	35%	59%	*	58%	*	-	*	-	-	59%	50%	29%	63%	59%	62%	54%	*	50%	-	-
	Male	45%	38%	56%	60%	55%	*	-	*	-	*	57%	50%	25%	63%	62%	56%	-	*	29%	-	-
	Female	42%	38%	52%	*	52%	-	-	-	-	*	49%	69%	0%	54%	54%	-	52%	*	60%	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All Students	19%	14%	23%	17%	23%	*	-	*	-	0%	22%	29%	3%	25%	23%	23%	22%	*	8%	-	-
	CWD	7%	4%	3%	*	4%	-	-	-	-	-	4%	0%	3%	-	6%	4%	0%	*	0%	-	-
	CWOD	21%	15%	25%	18%	26%	*	-	*	-	0%	24%	35%	-	25%	25%	27%	23%	*	11%	-	-
	EL	9%	11%	23%	*	23%	*	-	*	-	-	22%	30%	6%	25%	23%	28%	17%	*	0%	-	-
	Male	18%	14%	23%	15%	24%	*	-	*	-	*	23%	22%	4%	27%	28%	23%	-	*	14%	-	-



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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
All Subjects	Female	19%	15%	22%	*	22%	-	-	-	-	*	20%	38%	0%	23%	17%	-	22%	*	0%	-	-
Reading	All Students	20%	15%	21%	17%	22%	*	-	*	-	*	20%	31%	3%	24%	20%	17%	27%	*	8%	-	-
	CWD	7%	3%	3%	*	4%	-	-	-	-	-	4%	0%	3%	-	6%	4%	0%	*	*	-	-
	CWOD	22%	17%	24%	18%	25%	*	-	*	-	*	22%	38%	-	24%	22%	20%	28%	*	11%	-	-
	EL	9%	11%	20%	*	20%	*	-	*	-	-	19%	30%	6%	22%	20%	21%	19%	*	0%	-	-
	Male	17%	13%	17%	10%	18%	*	-	*	-	*	18%	13%	4%	20%	21%	17%	-	*	14%	-	-
	Female	23%	18%	27%	*	27%	-	-	-	-	*	23%	54%	0%	28%	19%	-	27%	*	0%	-	-
Mathematics	All Students	18%	15%	24%	17%	24%	*	-	*	-	*	23%	28%	3%	26%	26%	29%	17%	*	8%	-	-
	CWD	8%	5%	3%	*	4%	-	-	-	-	-	4%	0%	3%	-	6%	4%	0%	*	*	-	-
	CWOD	20%	16%	26%	18%	27%	*	-	*	-	*	26%	33%	-	26%	29%	35%	18%	*	11%	-	-
	EL	11%	12%	26%	*	25%	*	-	*	-	-	26%	30%	6%	29%	26%	35%	14%	*	0%	-	-
	Male	20%	16%	29%	20%	29%	*	-	*	-	*	29%	31%	4%	35%	35%	29%	-	*	14%	-	-
	Female	16%	14%	17%	*	18%	-	-	-	-	*	16%	23%	0%	18%	14%	-	17%	*	0%	-	-

- 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 2022-23 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	66	78	66	*	-	*	-	*	67	64	75
CWD	64	-	64	-	-	-	-	-	67	64	83
CWOD	66	78	66	*	-	*	-	*	67	-	74
EL ◇	75	*	75	*	-	*	-	-	75	83	75
Male	57	75	55	*	-	*	-	-	58	64	65
Female	77	*	78	-	-	-	-	*	77	-	90
<b>Mathematics</b>											
All Students	83	75	83	*	-	*	-	*	85	55	91
CWD	55	-	55	-	-	-	-	-	61	55	83
CWOD	86	75	87	*	-	*	-	*	87	-	92

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL ◇	91	*	92	*	-	*	-	-	93	83	91
Male	80	71	80	*	-	*	-	-	81	55	86
Female	87	*	87	-	-	-	-	*	90	-	98

- 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 2022.

	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 2022</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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
326	53	16%

- 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.

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**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	50	54	49	*	-	*	-	56	49	20	51
<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	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	Y	N						Y	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	Y	N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	Y	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	Y	Y						Y	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	Y	N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
Long-Term Goals											55%
Target Met											N
<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 2022-23 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	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%	99%	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%	-	*

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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>All Subjects</b>	Female	100%	*	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
<b>Reading</b>	All Students	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%	*
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
<b>Mathematics</b>	All Students	99%	100%	99%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	99%	*
	CWD	100%	*	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	99%	100%	99%	*	-	*	-	*	99%	100%	-	99%	100%	99%	99%	*
	EL	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	100%	99%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	-	*
	Female	99%	*	99%	-	-	-	-	*	99%	100%	100%	99%	100%	-	99%	*
<b>Science</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	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%	1%	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%	-	*
	Female	0%	*	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
Reading	All Students	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%	*
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	0%	1%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	1%	*
	CWD	0%	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	1%	0%	1%	*	-	*	-	*	1%	0%	-	1%	0%	1%	1%	*
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	1%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	-	*
	Female	1%	*	1%	-	-	-	-	*	1%	0%	0%	1%	0%	-	1%	*
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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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)
<b>Students Without Disabilities</b>												
<b>In-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>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>												
	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>												

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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>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	31	6	24	1	-8	-8	-8	-8	9	7	-8
	Female	32	4	27	1	-8	-8	-8	-8	6	2	-8
	Total	63	10	51	2	-8	-8	-8	-8	15	9	-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
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



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	Total
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	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
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	44.1	97.8%
Teachers Teaching with Emergency or Provisional Credentials	3.0	6.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	*	1%
Mathematics	7,386	2%	*	1%	*	1%
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	*	2%
Mathematics	7,293	2%	5	2%	*	2%
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-

	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 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	6	1%
Reading	52,275	1%	84	1%	*	1%
Mathematics	46,462	2%	73	1%	*	1%
Science	19,024	1%	21	0%	-	-

- 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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	28%	44%	24%	67%	*	*	-	36%	27%	39%	18%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 3																						
Reading	All Students	75%	69%	70%	69%	71%	-	-	-	-	*	70%	80%	38%	74%	65%	68%	73%	-	*	-	-
	CWD	51%	23%	38%	*	50%	-	-	-	-	-	38%	-	38%	-	*	40%	*	-	-	-	-
	CWOD	80%	75%	74%	82%	73%	-	-	-	-	*	73%	80%	-	74%	69%	71%	76%	-	*	-	-
	EL	65%	63%	65%	-	66%	-	-	-	-	*	65%	*	*	69%	65%	58%	71%	-	*	-	-
	Male	73%	70%	68%	67%	68%	-	-	-	-	-	68%	*	40%	71%	58%	68%	-	-	*	-	-
	Female	78%	68%	73%	71%	74%	-	-	-	-	-	71%	*	*	76%	71%	-	73%	-	*	-	-

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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	72%	76%	<b>76%</b>	69%	76%	-	-	-	-	*	76%	80%	38%	80%	75%	73%	80%	-	*	-	-
	CWD	51%	30%	<b>38%</b>	*	33%	-	-	-	-	-	38%	-	38%	-	*	40%	*	-	-	-	-
	CWOD	76%	83%	<b>80%</b>	73%	81%	-	-	-	-	*	80%	80%	-	80%	79%	77%	83%	-	*	-	-
	EL	67%	75%	<b>75%</b>	-	74%	-	-	-	-	*	76%	*	*	79%	75%	67%	82%	-	*	-	-
	Male	74%	80%	<b>73%</b>	83%	71%	-	-	-	-	-	74%	*	40%	77%	67%	73%	-	-	*	-	-
	Female	70%	72%	<b>80%</b>	57%	82%	-	-	-	-	*	78%	*	*	83%	82%	-	80%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

**Grade 3**

Reading	All Students	49%	40%	<b>36%</b>	23%	38%	-	-	-	-	*	35%	40%	13%	38%	35%	35%	36%	-	*	-	-
	CWD	28%	11%	<b>13%</b>	*	17%	-	-	-	-	-	13%	-	13%	-	*	0%	*	-	-	-	-
	CWOD	53%	44%	<b>38%</b>	27%	40%	-	-	-	-	*	38%	40%	-	38%	38%	40%	37%	-	*	-	-
	EL	37%	36%	<b>35%</b>	-	34%	-	-	-	-	*	35%	*	*	38%	35%	33%	36%	-	*	-	-
	Male	46%	41%	<b>35%</b>	33%	35%	-	-	-	-	-	37%	*	0%	40%	33%	35%	-	-	*	-	-
	Female	53%	37%	<b>36%</b>	14%	41%	-	-	-	-	*	34%	*	*	37%	36%	-	36%	-	*	-	-
Mathematics	All Students	44%	47%	<b>46%</b>	23%	50%	-	-	-	-	*	49%	0%	0%	51%	54%	45%	48%	-	*	-	-
	CWD	28%	13%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	47%	52%	<b>51%</b>	27%	55%	-	-	-	-	*	55%	0%	-	51%	58%	51%	51%	-	*	-	-
	EL	35%	50%	<b>54%</b>	-	52%	-	-	-	-	*	57%	*	*	58%	54%	50%	57%	-	*	-	-
	Male	47%	51%	<b>45%</b>	17%	50%	-	-	-	-	-	47%	*	0%	51%	50%	45%	-	-	*	-	-
	Female	40%	43%	<b>48%</b>	29%	50%	-	-	-	-	*	51%	*	*	51%	57%	-	48%	-	*	-	-

**STAAR Percent at Masters Grade Level**

**Grade 3**

Reading	All Students	19%	16%	<b>13%</b>	0%	16%	-	-	-	-	*	14%	0%	0%	14%	17%	15%	11%	-	*	-	-
	CWD	7%	2%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	18%	<b>14%</b>	0%	18%	-	-	-	-	*	15%	0%	-	14%	19%	17%	12%	-	*	-	-
	EL	13%	18%	<b>17%</b>	-	18%	-	-	-	-	*	18%	*	*	19%	17%	21%	14%	-	*	-	-
	Male	17%	17%	<b>15%</b>	0%	18%	-	-	-	-	-	16%	*	0%	17%	21%	15%	-	-	*	-	-
	Female	22%	15%	<b>11%</b>	0%	15%	-	-	-	-	*	12%	*	*	12%	14%	-	11%	-	*	-	-
Mathematics	All Students	18%	19%	<b>24%</b>	8%	26%	-	-	-	-	*	25%	0%	0%	26%	27%	33%	16%	-	*	-	-
	CWD	9%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	20%	22%	<b>26%</b>	9%	29%	-	-	-	-	*	28%	0%	-	26%	29%	37%	17%	-	*	-	-
	EL	12%	22%	<b>27%</b>	-	26%	-	-	-	-	*	29%	*	*	29%	27%	33%	21%	-	*	-	-
	Male	21%	27%	<b>33%</b>	17%	35%	-	-	-	-	-	34%	*	0%	37%	33%	33%	-	-	*	-	-
	Female	15%	10%	<b>16%</b>	0%	18%	-	-	-	-	*	17%	*	*	17%	21%	-	16%	-	*	-	-

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

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All Subjects	All Students	75%	76%	<b>73%</b>	69%	74%	-	-	-	-	83%	73%	80%	38%	77%	70%	70%	76%	-	63%	-	-
	CWD	48%	42%	<b>38%</b>	*	42%	-	-	-	-	-	38%	-	38%	-	25%	40%	33%	-	-	-	-
	CWOD	79%	79%	<b>77%</b>	77%	77%	-	-	-	-	83%	77%	80%	-	77%	74%	74%	79%	-	63%	-	-
	EL	62%	72%	<b>70%</b>	-	70%	-	-	-	-	*	70%	67%	25%	74%	70%	63%	77%	-	*	-	-
	Male	73%	73%	<b>70%</b>	75%	69%	-	-	-	-	-	71%	*	40%	74%	63%	70%	-	-	67%	-	-
	Female	77%	79%	<b>76%</b>	64%	78%	-	-	-	-	83%	74%	100%	33%	79%	77%	-	76%	-	*	-	-
Reading	All Students	76%	77%	<b>70%</b>	69%	71%	-	-	-	-	*	70%	80%	38%	74%	65%	68%	73%	-	*	-	-
	CWD	46%	38%	<b>38%</b>	*	50%	-	-	-	-	-	38%	-	38%	-	*	40%	*	-	-	-	-
	CWOD	80%	81%	<b>74%</b>	82%	73%	-	-	-	-	*	73%	80%	-	74%	69%	71%	76%	-	*	-	-
	EL	60%	73%	<b>65%</b>	-	66%	-	-	-	-	*	65%	*	*	69%	65%	58%	71%	-	*	-	-
	Male	72%	72%	<b>68%</b>	67%	68%	-	-	-	-	-	68%	*	40%	71%	58%	68%	-	-	*	-	-
	Female	80%	83%	<b>73%</b>	71%	74%	-	-	-	-	*	71%	*	*	76%	71%	-	73%	-	*	-	-
Mathematics	All Students	74%	72%	<b>76%</b>	69%	76%	-	-	-	-	*	76%	80%	38%	80%	75%	73%	80%	-	*	-	-
	CWD	49%	43%	<b>38%</b>	*	33%	-	-	-	-	-	38%	-	38%	-	*	40%	*	-	-	-	-
	CWOD	78%	75%	<b>80%</b>	73%	81%	-	-	-	-	*	80%	80%	-	80%	79%	77%	83%	-	*	-	-
	EL	65%	71%	<b>75%</b>	-	74%	-	-	-	-	*	76%	*	*	79%	75%	67%	82%	-	*	-	-
	Male	73%	70%	<b>73%</b>	83%	71%	-	-	-	-	-	74%	*	40%	77%	67%	73%	-	-	*	-	-
	Female	74%	73%	<b>80%</b>	57%	82%	-	-	-	-	*	78%	*	*	83%	82%	-	80%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All Students	48%	46%	41%	23%	44%	-	-	-	-	50%	42%	20%	6%	45%	44%	40%	42%	-	25%	-	-
	CWD	24%	17%	6%	*	8%	-	-	-	-	-	6%	-	6%	-	0%	0%	17%	-	-	-	-
	CWOD	52%	49%	45%	27%	48%	-	-	-	-	50%	46%	20%	-	45%	48%	46%	44%	-	25%	-	-
	EL	31%	40%	44%	-	43%	-	-	-	-	*	46%	17%	0%	48%	44%	42%	46%	-	*	-	-
	Male	46%	43%	40%	25%	43%	-	-	-	-	-	42%	*	0%	46%	42%	40%	-	-	33%	-	-
	Female	49%	49%	42%	21%	46%	-	-	-	-	50%	43%	33%	17%	44%	46%	-	42%	-	*	-	-
Reading	All Students	52%	52%	36%	23%	38%	-	-	-	-	*	35%	40%	13%	38%	35%	35%	36%	-	*	-	-
	CWD	24%	18%	13%	*	17%	-	-	-	-	-	13%	-	13%	-	*	0%	*	-	-	-	-
	CWOD	56%	56%	38%	27%	40%	-	-	-	-	*	38%	40%	-	38%	38%	40%	37%	-	*	-	-
	EL	33%	45%	35%	-	34%	-	-	-	-	*	35%	*	*	38%	35%	33%	36%	-	*	-	-
	Male	47%	46%	35%	33%	35%	-	-	-	-	-	37%	*	0%	40%	33%	35%	-	-	*	-	-
	Female	57%	59%	36%	14%	41%	-	-	-	-	*	34%	*	*	37%	36%	-	36%	-	*	-	-
Mathematics	All Students	44%	38%	46%	23%	50%	-	-	-	-	*	49%	0%	0%	51%	54%	45%	48%	-	*	-	-
	CWD	24%	16%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	47%	40%	51%	27%	55%	-	-	-	-	*	55%	0%	-	51%	58%	51%	51%	-	*	-	-
	EL	32%	35%	54%	-	52%	-	-	-	-	*	57%	*	*	58%	54%	50%	57%	-	*	-	-
	Male	45%	38%	45%	17%	50%	-	-	-	-	-	47%	*	0%	51%	50%	45%	-	-	*	-	-
	Female	42%	38%	48%	29%	50%	-	-	-	-	*	51%	*	*	51%	57%	-	48%	-	*	-	-

**STAAR Percent at Masters Grade Level**

<b>All Grades</b>																					
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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
All Subjects	All Students	19%	14%	<b>18%</b>	4%	21%	-	-	-	-	17%	20%	0%	0%	20%	22%	24%	14%	-	13%	-	-
	CWD	7%	4%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	15%	<b>20%</b>	5%	23%	-	-	-	-	17%	22%	0%	-	20%	24%	27%	15%	-	13%	-	-
	EL	9%	11%	<b>22%</b>	-	22%	-	-	-	-	*	23%	0%	0%	24%	22%	27%	18%	-	*	-	-
	Male	18%	14%	<b>24%</b>	8%	26%	-	-	-	-	-	25%	*	0%	27%	27%	24%	-	-	17%	-	-
	Female	19%	15%	<b>14%</b>	0%	16%	-	-	-	-	17%	15%	0%	0%	15%	18%	-	14%	-	*	-	-
Reading	All Students	20%	15%	<b>13%</b>	0%	16%	-	-	-	-	*	14%	0%	0%	14%	17%	15%	11%	-	*	-	-
	CWD	7%	3%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	17%	<b>14%</b>	0%	18%	-	-	-	-	*	15%	0%	-	14%	19%	17%	12%	-	*	-	-
	EL	9%	11%	<b>17%</b>	-	18%	-	-	-	-	*	18%	*	*	19%	17%	21%	14%	-	*	-	-
	Male	17%	13%	<b>15%</b>	0%	18%	-	-	-	-	-	16%	*	0%	17%	21%	15%	-	-	*	-	-
	Female	23%	18%	<b>11%</b>	0%	15%	-	-	-	-	*	12%	*	*	12%	14%	-	11%	-	*	-	-
Mathematics	All Students	18%	15%	<b>24%</b>	8%	26%	-	-	-	-	*	25%	0%	0%	26%	27%	33%	16%	-	*	-	-
	CWD	8%	5%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	20%	16%	<b>26%</b>	9%	29%	-	-	-	-	*	28%	0%	-	26%	29%	37%	17%	-	*	-	-
	EL	11%	12%	<b>27%</b>	-	26%	-	-	-	-	*	29%	*	*	29%	27%	33%	21%	-	*	-	-
	Male	20%	16%	<b>33%</b>	17%	35%	-	-	-	-	-	34%	*	0%	37%	33%	33%	-	-	*	-	-
	Female	16%	14%	<b>16%</b>	0%	18%	-	-	-	-	*	17%	*	*	17%	21%	-	16%	-	*	-	-

- 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 2022-23 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)

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

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

This section provides information on high school graduation rates for the class of 2022.

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

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### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
211	23	11%

- 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	44	32	46	-	-	-	-	50	45	15	45
<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)

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	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	N	N	Y						Y		N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	N	Y						Y		Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N						Y		Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N						N		N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N						N		N
<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											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2022-23 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	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%	100%	-
	Male	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%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	*	100%	*	-
	CWOD	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%	-
<b>Mathematics</b>	All Students	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	*	100%	*	-
	CWOD	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%	-
<b>Science</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



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

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

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

**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.

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

### 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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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	32.1	97.0%
Teachers Teaching with Emergency or Provisional Credentials	5.0	16.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	-	-
Reading	52,275	1%	84	1%	-	-
Mathematics	46,462	2%	73	1%	-	-
Science	19,024	1%	21	0%	-	-

- 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

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	Mathematics	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
		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%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	32%	44%	21%	*	-	-	-	34%	33%	29%	24%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												



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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 3																						
Reading	All Students	75%	69%	72%	*	73%	-	-	-	-	*	68%	88%	25%	78%	66%	74%	69%	-	*	-	-
	CWD	51%	23%	25%	*	27%	-	-	-	-	-	27%	*	25%	-	14%	29%	20%	-	*	-	-
	CWOD	80%	75%	78%	*	79%	-	-	-	-	*	75%	93%	-	78%	73%	81%	75%	-	*	-	-
	EL	65%	63%	66%	-	66%	-	-	-	-	-	63%	88%	14%	73%	66%	71%	60%	-	-	-	-
	Male	73%	70%	74%	*	75%	-	-	-	-	*	69%	100%	29%	81%	71%	74%	-	-	*	-	-
	Female	78%	68%	69%	*	70%	-	-	-	-	-	68%	75%	20%	75%	60%	-	69%	-	*	-	-

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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	72%	76%	<b>81%</b>	*	82%	-	-	-	-	*	81%	81%	42%	87%	84%	90%	70%	-	*	-	-
	CWD	51%	30%	<b>42%</b>	*	45%	-	-	-	-	-	45%	*	42%	-	29%	57%	20%	-	*	-	-
	CWOD	76%	83%	<b>87%</b>	*	87%	-	-	-	-	*	87%	87%	-	87%	92%	95%	77%	-	*	-	-
	EL	67%	75%	<b>84%</b>	-	84%	-	-	-	-	-	83%	88%	29%	92%	84%	94%	71%	-	-	-	-
	Male	74%	80%	<b>90%</b>	*	92%	-	-	-	-	*	88%	100%	57%	95%	94%	90%	-	-	*	-	-
	Female	70%	72%	<b>70%</b>	*	71%	-	-	-	-	-	72%	63%	20%	77%	71%	-	70%	-	*	-	-
<b>Grade 4</b>																						
Reading	All Students	76%	79%	<b>77%</b>	38%	79%	*	*	*	-	-	79%	69%	45%	84%	76%	71%	84%	-	*	-	-
	CWD	51%	55%	<b>45%</b>	*	44%	-	-	*	-	-	47%	40%	45%	-	30%	46%	43%	-	-	-	-
	CWOD	81%	82%	<b>84%</b>	43%	87%	*	*	*	-	-	84%	82%	-	84%	88%	78%	90%	-	*	-	-
	EL	66%	81%	<b>76%</b>	-	76%	-	*	-	-	-	79%	*	30%	88%	76%	62%	92%	-	-	-	-
	Male	74%	73%	<b>71%</b>	40%	74%	-	-	-	-	-	74%	56%	46%	78%	62%	71%	-	-	*	-	-
	Female	79%	85%	<b>84%</b>	*	86%	*	*	*	-	-	84%	86%	43%	90%	92%	-	84%	-	*	-	-
Mathematics	All Students	69%	80%	<b>82%</b>	38%	85%	*	*	*	-	-	81%	88%	60%	87%	84%	79%	86%	-	*	-	-
	CWD	44%	58%	<b>60%</b>	*	61%	-	-	*	-	-	47%	100%	60%	-	40%	62%	57%	-	-	-	-
	CWOD	74%	83%	<b>87%</b>	43%	90%	*	*	*	-	-	87%	82%	-	87%	95%	83%	90%	-	*	-	-
	EL	63%	88%	<b>84%</b>	-	84%	-	*	-	-	-	83%	*	40%	95%	84%	85%	84%	-	-	-	-
	Male	71%	79%	<b>79%</b>	40%	82%	-	-	-	-	-	79%	78%	62%	83%	85%	79%	-	-	*	-	-
	Female	67%	81%	<b>86%</b>	*	88%	*	*	*	-	-	84%	100%	57%	90%	84%	-	86%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	49%	40%	<b>41%</b>	*	42%	-	-	-	-	*	41%	44%	17%	45%	38%	48%	33%	-	*	-	-
	CWD	28%	11%	<b>17%</b>	*	18%	-	-	-	-	-	18%	*	17%	-	0%	29%	0%	-	*	-	-
	CWOD	53%	44%	<b>45%</b>	*	45%	-	-	-	-	*	44%	47%	-	45%	43%	51%	38%	-	*	-	-
	EL	37%	36%	<b>38%</b>	-	38%	-	-	-	-	-	35%	50%	0%	43%	38%	42%	32%	-	-	-	-
	Male	46%	41%	<b>48%</b>	*	50%	-	-	-	-	*	45%	63%	29%	51%	42%	48%	-	-	*	-	-
	Female	53%	37%	<b>33%</b>	*	33%	-	-	-	-	-	35%	25%	0%	38%	32%	-	33%	-	*	-	-
Mathematics	All Students	44%	47%	<b>63%</b>	*	63%	-	-	-	-	*	64%	56%	25%	68%	64%	74%	50%	-	*	-	-
	CWD	28%	13%	<b>25%</b>	*	27%	-	-	-	-	-	27%	*	25%	-	14%	43%	0%	-	*	-	-
	CWOD	47%	52%	<b>68%</b>	*	68%	-	-	-	-	*	70%	60%	-	68%	71%	79%	56%	-	*	-	-
	EL	35%	50%	<b>64%</b>	-	64%	-	-	-	-	-	64%	63%	14%	71%	64%	74%	50%	-	-	-	-
	Male	47%	51%	<b>74%</b>	*	75%	-	-	-	-	*	71%	88%	43%	79%	74%	74%	-	-	*	-	-
	Female	40%	43%	<b>50%</b>	*	50%	-	-	-	-	-	56%	25%	0%	56%	50%	-	50%	-	*	-	-
<b>Grade 4</b>																						
Reading	All Students	47%	50%	<b>50%</b>	13%	52%	*	*	*	-	-	50%	50%	20%	56%	43%	45%	54%	-	*	-	-
	CWD	25%	26%	<b>20%</b>	*	22%	-	-	*	-	-	13%	40%	20%	-	0%	23%	14%	-	-	-	-
	CWOD	51%	53%	<b>56%</b>	14%	58%	*	*	*	-	-	56%	55%	-	56%	54%	51%	60%	-	*	-	-
	EL	35%	49%	<b>43%</b>	-	44%	-	*	-	-	-	45%	*	0%	54%	43%	31%	56%	-	-	-	-
	Male	44%	45%	<b>45%</b>	0%	49%	-	-	-	-	-	47%	33%	23%	51%	31%	45%	-	-	*	-	-
	Female	50%	55%	<b>54%</b>	*	56%	*	*	*	-	-	52%	71%	14%	60%	56%	-	54%	-	*	-	-

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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	47%	60%	61%	25%	62%	*	*	*	-	-	60%	63%	30%	67%	59%	56%	66%	-	*	-	-
	CWD	27%	32%	30%	*	28%	-	-	*	-	-	27%	40%	30%	-	10%	31%	29%	-	-	-	-
	CWOD	51%	64%	67%	29%	69%	*	*	*	-	-	66%	73%	-	67%	71%	63%	71%	-	*	-	-
	EL	39%	68%	59%	-	58%	-	*	-	-	-	60%	*	10%	71%	59%	54%	64%	-	-	-	-
	Male	50%	57%	56%	20%	59%	-	-	-	-	-	58%	44%	31%	63%	54%	56%	-	-	*	-	-
	Female	43%	64%	66%	*	65%	*	*	*	-	-	63%	86%	29%	71%	64%	-	66%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	19%	16%	21%	*	22%	-	-	-	-	*	24%	6%	8%	23%	23%	24%	18%	-	*	-	-
	CWD	7%	2%	8%	*	9%	-	-	-	-	-	9%	*	8%	-	0%	14%	0%	-	*	-	-
	CWOD	22%	18%	23%	*	24%	-	-	-	-	*	26%	7%	-	23%	27%	26%	20%	-	*	-	-
	EL	13%	18%	23%	-	23%	-	-	-	-	-	25%	13%	0%	27%	23%	26%	20%	-	-	-	-
	Male	17%	17%	24%	*	25%	-	-	-	-	*	29%	0%	14%	26%	26%	24%	-	-	*	-	-
	Female	22%	15%	18%	*	19%	-	-	-	-	-	19%	13%	0%	20%	20%	-	18%	-	*	-	-
Mathematics	All Students	18%	19%	23%	*	23%	-	-	-	-	*	26%	13%	0%	27%	25%	34%	11%	-	*	-	-
	CWD	9%	0%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	22%	27%	*	27%	-	-	-	-	*	30%	13%	-	27%	29%	40%	13%	-	*	-	-
	EL	12%	22%	25%	-	25%	-	-	-	-	-	28%	13%	0%	29%	25%	35%	13%	-	-	-	-
	Male	21%	27%	34%	*	35%	-	-	-	-	*	36%	25%	0%	40%	35%	34%	-	-	*	-	-
	Female	15%	10%	11%	*	10%	-	-	-	-	-	14%	0%	0%	13%	13%	-	11%	-	*	-	-
Grade 4																						
Reading	All Students	21%	23%	24%	0%	24%	*	*	*	-	-	20%	44%	10%	26%	16%	15%	33%	-	*	-	-
	CWD	7%	10%	10%	*	11%	-	-	*	-	-	0%	40%	10%	-	0%	8%	14%	-	-	-	-
	CWOD	24%	25%	26%	0%	27%	*	*	*	-	-	24%	45%	-	26%	20%	16%	36%	-	*	-	-
	EL	12%	19%	16%	-	16%	-	*	-	-	-	15%	*	0%	20%	16%	4%	28%	-	-	-	-
	Male	19%	15%	15%	0%	16%	-	-	-	-	-	13%	22%	8%	16%	4%	15%	-	-	*	-	-
	Female	23%	32%	33%	*	34%	*	*	*	-	-	28%	71%	14%	36%	28%	-	33%	-	*	-	-
Mathematics	All Students	21%	30%	30%	0%	32%	*	*	*	-	-	29%	38%	10%	34%	27%	31%	29%	-	*	-	-
	CWD	8%	10%	10%	*	11%	-	-	*	-	-	7%	20%	10%	-	0%	15%	0%	-	-	-	-
	CWOD	24%	33%	34%	0%	37%	*	*	*	-	-	33%	45%	-	34%	34%	35%	33%	-	*	-	-
	EL	15%	32%	27%	-	28%	-	*	-	-	-	28%	*	0%	34%	27%	23%	32%	-	-	-	-
	Male	24%	32%	31%	0%	34%	-	-	-	-	-	31%	33%	15%	35%	23%	31%	-	-	*	-	-
	Female	18%	27%	29%	*	31%	*	*	*	-	-	27%	43%	0%	33%	32%	-	29%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	78%	36%	80%	*	*	*	-	*	78%	81%	45%	84%	77%	78%	78%	-	100%	-	-
	CWD	48%	42%	45%	*	47%	-	-	*	-	-	42%	58%	45%	-	29%	50%	38%	-	*	-	-
	CWOD	79%	79%	84%	44%	86%	*	*	*	-	*	83%	87%	-	84%	87%	84%	84%	-	100%	-	-
	EL	62%	72%	77%	-	77%	-	*	-	-	-	77%	83%	29%	87%	77%	78%	77%	-	-	-	-
	Male	73%	73%	78%	33%	80%	-	-	-	-	*	77%	82%	50%	84%	78%	78%	-	-	100%	-	-

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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
All Subjects	Female	77%	79%	<b>78%</b>	40%	79%	*	*	*	-	-	78%	80%	38%	84%	77%	-	78%	-	*	-	-
Reading	All Students	76%	77%	<b>75%</b>	36%	76%	*	*	*	-	*	74%	78%	38%	81%	71%	72%	77%	-	100%	-	-
	CWD	46%	38%	<b>38%</b>	*	38%	-	-	*	-	-	38%	33%	38%	-	24%	40%	33%	-	*	-	-
	CWOD	80%	81%	<b>81%</b>	44%	83%	*	*	*	-	*	80%	88%	-	81%	80%	79%	83%	-	100%	-	-
	EL	60%	73%	<b>71%</b>	-	71%	-	*	-	-	-	71%	75%	24%	80%	71%	67%	76%	-	-	-	-
	Male	72%	72%	<b>72%</b>	33%	74%	-	-	-	-	*	72%	76%	40%	79%	67%	72%	-	-	100%	-	-
	Female	80%	83%	<b>77%</b>	40%	78%	*	*	*	-	-	77%	80%	33%	83%	76%	-	77%	-	*	-	-
Mathematics	All Students	74%	72%	<b>82%</b>	36%	84%	*	*	*	-	*	81%	84%	53%	87%	84%	84%	79%	-	100%	-	-
	CWD	49%	43%	<b>53%</b>	*	55%	-	-	*	-	-	46%	83%	53%	-	35%	60%	42%	-	*	-	-
	CWOD	78%	75%	<b>87%</b>	44%	89%	*	*	*	-	*	87%	85%	-	87%	93%	89%	84%	-	100%	-	-
	EL	65%	71%	<b>84%</b>	-	84%	-	*	-	-	-	83%	92%	35%	93%	84%	89%	78%	-	-	-	-
	Male	73%	70%	<b>84%</b>	33%	87%	-	-	-	-	*	83%	88%	60%	89%	89%	84%	-	-	100%	-	-
	Female	74%	73%	<b>79%</b>	40%	80%	*	*	*	-	-	79%	80%	42%	84%	78%	-	79%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All Students	48%	46%	<b>54%</b>	23%	55%	*	*	*	-	*	54%	53%	23%	59%	51%	55%	52%	-	93%	-	-
	CWD	24%	17%	<b>23%</b>	*	24%	-	-	*	-	-	21%	33%	23%	-	6%	30%	13%	-	*	-	-
	CWOD	52%	49%	<b>59%</b>	28%	60%	*	*	*	-	*	59%	58%	-	59%	59%	61%	57%	-	92%	-	-
	EL	31%	40%	<b>51%</b>	-	51%	-	*	-	-	-	51%	50%	6%	59%	51%	51%	51%	-	-	-	-
	Male	46%	43%	<b>55%</b>	8%	58%	-	-	-	-	*	55%	56%	30%	61%	51%	55%	-	-	100%	-	-
	Female	49%	49%	<b>52%</b>	40%	52%	*	*	*	-	-	52%	50%	13%	57%	51%	-	52%	-	*	-	-
Reading	All Students	52%	52%	<b>46%</b>	18%	47%	*	*	*	-	*	46%	47%	19%	51%	40%	46%	45%	-	86%	-	-
	CWD	24%	18%	<b>19%</b>	*	21%	-	-	*	-	-	15%	33%	19%	-	0%	25%	8%	-	*	-	-
	CWOD	56%	56%	<b>51%</b>	22%	52%	*	*	*	-	*	51%	50%	-	51%	48%	51%	50%	-	83%	-	-
	EL	33%	45%	<b>40%</b>	-	41%	-	*	-	-	-	40%	42%	0%	48%	40%	37%	44%	-	-	-	-
	Male	47%	46%	<b>46%</b>	0%	50%	-	-	-	-	*	46%	47%	25%	51%	37%	46%	-	-	100%	-	-
	Female	57%	59%	<b>45%</b>	40%	45%	*	*	*	-	-	45%	47%	8%	50%	44%	-	45%	-	*	-	-
Mathematics	All Students	44%	38%	<b>62%</b>	27%	63%	*	*	*	-	*	62%	59%	28%	68%	61%	64%	59%	-	100%	-	-
	CWD	24%	16%	<b>28%</b>	*	28%	-	-	*	-	-	27%	33%	28%	-	12%	35%	17%	-	*	-	-
	CWOD	47%	40%	<b>68%</b>	33%	69%	*	*	*	-	*	68%	65%	-	68%	71%	70%	65%	-	100%	-	-
	EL	32%	35%	<b>61%</b>	-	61%	-	*	-	-	-	62%	58%	12%	71%	61%	65%	57%	-	-	-	-
	Male	45%	38%	<b>64%</b>	17%	66%	-	-	-	-	*	64%	65%	35%	70%	65%	64%	-	-	100%	-	-
	Female	42%	38%	<b>59%</b>	40%	58%	*	*	*	-	-	60%	53%	17%	65%	57%	-	59%	-	*	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
All Subjects	All Students	19%	14%	<b>25%</b>	5%	26%	*	*	*	-	*	25%	25%	8%	28%	23%	26%	24%	-	50%	-	-
	CWD	7%	4%	<b>8%</b>	*	9%	-	-	*	-	-	4%	25%	8%	-	0%	10%	4%	-	*	-	-
	CWOD	21%	15%	<b>28%</b>	6%	29%	*	*	*	-	*	28%	25%	-	28%	27%	29%	26%	-	58%	-	-
	EL	9%	11%	<b>23%</b>	-	23%	-	*	-	-	-	24%	17%	0%	27%	23%	23%	23%	-	-	-	-
	Male	18%	14%	<b>26%</b>	0%	27%	-	-	-	-	*	26%	21%	10%	29%	23%	26%	-	-	60%	-	-

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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
All Subjects	Female	19%	15%	24%	10%	24%	*	*	*	-	-	23%	30%	4%	26%	23%	-	24%	-	*	-	-
Reading	All Students	20%	15%	22%	0%	23%	*	*	*	-	*	22%	25%	9%	25%	20%	19%	26%	-	43%	-	-
	CWD	7%	3%	9%	*	10%	-	-	*	-	-	4%	33%	9%	-	0%	10%	8%	-	*	-	-
	CWOD	22%	17%	25%	0%	25%	*	*	*	-	*	25%	23%	-	25%	23%	21%	29%	-	50%	-	-
	EL	9%	11%	20%	-	20%	-	*	-	-	-	20%	17%	0%	23%	20%	16%	24%	-	-	-	-
	Male	17%	13%	19%	0%	20%	-	-	-	-	*	20%	12%	10%	21%	16%	19%	-	-	40%	-	-
	Female	23%	18%	26%	0%	27%	*	*	*	-	-	24%	40%	8%	29%	24%	-	26%	-	*	-	-
Mathematics	All Students	18%	15%	27%	9%	28%	*	*	*	-	*	27%	25%	6%	31%	26%	32%	21%	-	57%	-	-
	CWD	8%	5%	6%	*	7%	-	-	*	-	-	4%	17%	6%	-	0%	10%	0%	-	*	-	-
	CWOD	20%	16%	31%	11%	32%	*	*	*	-	*	31%	27%	-	31%	31%	37%	24%	-	67%	-	-
	EL	11%	12%	26%	-	27%	-	*	-	-	-	28%	17%	0%	31%	26%	30%	22%	-	-	-	-
	Male	20%	16%	32%	0%	35%	-	-	-	-	*	33%	29%	10%	37%	30%	32%	-	-	80%	-	-
	Female	16%	14%	21%	20%	21%	*	*	*	-	-	21%	20%	0%	24%	22%	-	21%	-	*	-	-

- 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 2022-23 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	50	18	53	-	*	*	-	-	50	47	48
CWD	47	*	50	-	-	*	-	-	43	47	23
CWOD	51	21	53	-	*	*	-	-	51	-	54
EL ◇	48	-	49	-	*	-	-	-	49	23	48
Male	48	*	51	-	-	-	-	-	48	52	38
Female	53	*	54	-	*	*	-	-	52	39	58
<b>Mathematics</b>											
All Students	74	57	75	-	*	*	-	-	75	55	73
CWD	55	*	56	-	-	*	-	-	48	55	38
CWOD	78	50	79	-	*	*	-	-	80	-	81

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL ◇	73	-	72	-	*	-	-	-	72	38	73
Male	74	*	75	-	-	-	-	-	74	63	67
Female	75	*	76	-	*	*	-	-	76	43	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 2022.

	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 2022</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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
250	48	19%

- 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.



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**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	52	21	54	*	*	*	-	*	52	25	50
<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	N	Y						Y	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N						Y	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	Y						Y	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N						N	N	N
<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 2022-23 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	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%	99%	100%	99%	-
	EL	100%	-	100%	-	*	-	-	-	99%	100%	100%	99%	100%	100%	99%	-
	Male	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-

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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>All Subjects</b>	Female	100%	100%	99%	*	*	*	-	-	99%	100%	100%	99%	99%	-	100%	-
<b>Reading</b>	All Students	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%	-
	EL	100%	-	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	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%	99%	*	*	*	-	*	99%	100%	100%	99%	99%	100%	99%	-
	CWD	100%	*	100%	-	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	*	*	-	*	99%	100%	-	99%	99%	100%	99%	-
	EL	99%	-	99%	-	*	-	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	*	*	*	-	-	99%	100%	100%	99%	98%	-	99%	-
<b>Science</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	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%	1%	0%	1%	-
	EL	0%	-	0%	-	*	-	-	-	1%	0%	0%	1%	0%	0%	1%	-
	Male	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	*	*	*	-	-	1%	0%	0%	1%	1%	-	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
Reading	All Students	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%	-
	EL	0%	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	1%	*	*	*	-	*	1%	0%	0%	1%	1%	0%	1%	-
	CWD	0%	*	0%	-	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	*	*	-	*	1%	0%	-	1%	1%	0%	1%	-
	EL	1%	-	1%	-	*	-	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	*	*	-	-	1%	0%	0%	1%	2%	-	1%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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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)
<b>Students Without Disabilities</b>												
<b>In-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>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>												
	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>												

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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>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	16	-8	16	-8	-8	-8	-8	-8	6	2	2
	Female	25	6	16	3	-8	-8	-8	-8	6	3	2
	Total	41	6	32	3	-8	-8	-8	-8	12	5	4

	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

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	Total
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	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
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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	38.6	92.8%
Teachers Teaching with Emergency or Provisional Credentials	2.9	7.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	*	1%
Mathematics	7,386	2%	*	1%	*	1%
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	*	3%
Mathematics	7,293	2%	5	2%	*	3%
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						



	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	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	8	2%
Reading	52,275	1%	84	1%	*	2%
Mathematics	46,462	2%	73	1%	*	2%
Science	19,024	1%	21	0%	-	-

- 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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	35%	55%	33%	42%	*	60%	-	29%	37%	34%	29%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 3																						
Reading	All Students	75%	69%	65%	69%	60%	-	-	-	-	*	63%	78%	22%	70%	54%	66%	63%	-	-	-	-
	CWD	51%	23%	22%	*	20%	-	-	-	-	-	22%	-	22%	-	*	*	17%	-	-	-	-
	CWOD	80%	75%	70%	74%	65%	-	-	-	-	*	69%	78%	-	70%	56%	68%	72%	-	-	-	-
	EL	65%	63%	54%	-	54%	-	-	-	-	-	58%	*	*	56%	54%	59%	45%	-	-	-	-
	Male	73%	70%	66%	64%	67%	-	-	-	-	*	67%	*	*	68%	59%	66%	-	-	-	-	-
	Female	78%	68%	63%	76%	50%	-	-	-	-	*	58%	100%	17%	72%	45%	-	63%	-	-	-	-



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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	72%	76%	<b>70%</b>	76%	67%	-	-	-	-	*	68%	89%	11%	77%	61%	74%	66%	-	-	-	-
	CWD	51%	30%	<b>11%</b>	*	20%	-	-	-	-	-	11%	-	11%	-	*	*	17%	-	-	-	-
	CWOD	76%	83%	<b>77%</b>	84%	73%	-	-	-	-	*	76%	89%	-	77%	64%	79%	75%	-	-	-	-
	EL	67%	75%	<b>61%</b>	-	61%	-	-	-	-	-	58%	*	*	64%	61%	71%	45%	-	-	-	-
	Male	74%	80%	<b>74%</b>	72%	75%	-	-	-	-	*	72%	*	*	79%	71%	74%	-	-	-	-	-
	Female	70%	72%	<b>66%</b>	82%	56%	-	-	-	-	*	64%	80%	17%	75%	45%	-	66%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**Grade 3**

Reading	All Students	49%	40%	<b>33%</b>	33%	33%	-	-	-	-	*	29%	67%	11%	35%	29%	30%	37%	-	-	-	-
	CWD	28%	11%	<b>11%</b>	*	20%	-	-	-	-	-	11%	-	11%	-	*	*	17%	-	-	-	-
	CWOD	53%	44%	<b>35%</b>	37%	35%	-	-	-	-	*	31%	67%	-	35%	28%	32%	41%	-	-	-	-
	EL	37%	36%	<b>29%</b>	-	29%	-	-	-	-	-	31%	*	*	28%	29%	35%	18%	-	-	-	-
	Male	46%	41%	<b>30%</b>	24%	33%	-	-	-	-	*	28%	*	*	32%	35%	30%	-	-	-	-	-
	Female	53%	37%	<b>37%</b>	47%	33%	-	-	-	-	*	30%	80%	17%	41%	18%	-	37%	-	-	-	-
Mathematics	All Students	44%	47%	<b>31%</b>	33%	31%	-	-	-	-	*	27%	67%	11%	33%	32%	30%	32%	-	-	-	-
	CWD	28%	13%	<b>11%</b>	*	20%	-	-	-	-	-	11%	-	11%	-	*	*	17%	-	-	-	-
	CWOD	47%	52%	<b>33%</b>	37%	32%	-	-	-	-	*	29%	67%	-	33%	32%	32%	34%	-	-	-	-
	EL	35%	50%	<b>32%</b>	-	32%	-	-	-	-	-	35%	*	*	32%	32%	35%	27%	-	-	-	-
	Male	47%	51%	<b>30%</b>	28%	33%	-	-	-	-	*	28%	*	*	32%	35%	30%	-	-	-	-	-
	Female	40%	43%	<b>32%</b>	41%	28%	-	-	-	-	*	24%	80%	17%	34%	27%	-	32%	-	-	-	-

**STAAR Percent at Masters Grade Level**

**Grade 3**

Reading	All Students	19%	16%	<b>8%</b>	2%	14%	-	-	-	-	*	5%	33%	0%	9%	7%	8%	8%	-	-	-	-
	CWD	7%	2%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	18%	<b>9%</b>	3%	16%	-	-	-	-	*	6%	33%	-	9%	8%	9%	9%	-	-	-	-
	EL	13%	18%	<b>7%</b>	-	7%	-	-	-	-	-	8%	*	*	8%	7%	12%	0%	-	-	-	-
	Male	17%	17%	<b>8%</b>	0%	17%	-	-	-	-	*	7%	*	*	9%	12%	8%	-	-	-	-	-
	Female	22%	15%	<b>8%</b>	6%	11%	-	-	-	-	*	3%	40%	0%	9%	0%	-	8%	-	-	-	-
Mathematics	All Students	18%	19%	<b>14%</b>	12%	17%	-	-	-	-	*	10%	44%	0%	15%	18%	18%	8%	-	-	-	-
	CWD	9%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	22%	<b>15%</b>	13%	19%	-	-	-	-	*	11%	44%	-	15%	20%	19%	9%	-	-	-	-
	EL	12%	22%	<b>18%</b>	-	18%	-	-	-	-	-	19%	*	*	20%	18%	24%	9%	-	-	-	-
	Male	21%	27%	<b>18%</b>	12%	25%	-	-	-	-	*	15%	*	*	19%	24%	18%	-	-	-	-	-
	Female	15%	10%	<b>8%</b>	12%	6%	-	-	-	-	*	3%	40%	0%	9%	9%	-	8%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

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All Subjects	All Students	75%	76%	68%	73%	63%	-	-	-	-	63%	66%	83%	17%	73%	57%	70%	64%	-	-	-	-
	CWD	48%	42%	17%	13%	20%	-	-	-	-	-	17%	-	17%	-	33%	17%	17%	-	-	-	-
	CWOD	79%	79%	73%	79%	69%	-	-	-	-	63%	72%	83%	-	73%	60%	73%	73%	-	-	-	-
	EL	62%	72%	57%	-	57%	-	-	-	-	-	58%	*	33%	60%	57%	65%	45%	-	-	-	-
	Male	73%	73%	70%	68%	71%	-	-	-	-	*	70%	75%	17%	73%	65%	70%	-	-	-	-	-
	Female	77%	79%	64%	79%	53%	-	-	-	-	50%	61%	90%	17%	73%	45%	-	64%	-	-	-	-
Reading	All Students	76%	77%	65%	69%	60%	-	-	-	-	*	63%	78%	22%	70%	54%	66%	63%	-	-	-	-
	CWD	46%	38%	22%	*	20%	-	-	-	-	-	22%	-	22%	-	*	*	17%	-	-	-	-
	CWOD	80%	81%	70%	74%	65%	-	-	-	-	*	69%	78%	-	70%	56%	68%	72%	-	-	-	-
	EL	60%	73%	54%	-	54%	-	-	-	-	-	58%	*	*	56%	54%	59%	45%	-	-	-	-
	Male	72%	72%	66%	64%	67%	-	-	-	-	*	67%	*	*	68%	59%	66%	-	-	-	-	-
	Female	80%	83%	63%	76%	50%	-	-	-	-	*	58%	100%	17%	72%	45%	-	63%	-	-	-	-
Mathematics	All Students	74%	72%	70%	76%	67%	-	-	-	-	*	68%	89%	11%	77%	61%	74%	66%	-	-	-	-
	CWD	49%	43%	11%	*	20%	-	-	-	-	-	11%	-	11%	-	*	*	17%	-	-	-	-
	CWOD	78%	75%	77%	84%	73%	-	-	-	-	*	76%	89%	-	77%	64%	79%	75%	-	-	-	-
	EL	65%	71%	61%	-	61%	-	-	-	-	-	58%	*	*	64%	61%	71%	45%	-	-	-	-
	Male	73%	70%	74%	72%	75%	-	-	-	-	*	72%	*	*	79%	71%	74%	-	-	-	-	-
	Female	74%	73%	66%	82%	56%	-	-	-	-	*	64%	80%	17%	75%	45%	-	66%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	46%	32%	33%	32%	-	-	-	-	13%	28%	67%	11%	34%	30%	30%	34%	-	-	-	-
	CWD	24%	17%	11%	0%	20%	-	-	-	-	-	11%	-	11%	-	33%	0%	17%	-	-	-	-
	CWOD	52%	49%	34%	37%	34%	-	-	-	-	13%	30%	67%	-	34%	30%	32%	38%	-	-	-	-
	EL	31%	40%	30%	-	30%	-	-	-	-	-	33%	*	33%	30%	30%	35%	23%	-	-	-	-
	Male	46%	43%	30%	26%	33%	-	-	-	-	*	28%	50%	0%	32%	35%	30%	-	-	-	-	-
	Female	49%	49%	34%	44%	31%	-	-	-	-	0%	27%	80%	17%	38%	23%	-	34%	-	-	-	-
Reading	All Students	52%	52%	33%	33%	33%	-	-	-	-	*	29%	67%	11%	35%	29%	30%	37%	-	-	-	-
	CWD	24%	18%	11%	*	20%	-	-	-	-	-	11%	-	11%	-	*	*	17%	-	-	-	-
	CWOD	56%	56%	35%	37%	35%	-	-	-	-	*	31%	67%	-	35%	28%	32%	41%	-	-	-	-
	EL	33%	45%	29%	-	29%	-	-	-	-	-	31%	*	*	28%	29%	35%	18%	-	-	-	-
	Male	47%	46%	30%	24%	33%	-	-	-	-	*	28%	*	*	32%	35%	30%	-	-	-	-	-
	Female	57%	59%	37%	47%	33%	-	-	-	-	*	30%	80%	17%	41%	18%	-	37%	-	-	-	-
Mathematics	All Students	44%	38%	31%	33%	31%	-	-	-	-	*	27%	67%	11%	33%	32%	30%	32%	-	-	-	-
	CWD	24%	16%	11%	*	20%	-	-	-	-	-	11%	-	11%	-	*	*	17%	-	-	-	-
	CWOD	47%	40%	33%	37%	32%	-	-	-	-	*	29%	67%	-	33%	32%	32%	34%	-	-	-	-
	EL	32%	35%	32%	-	32%	-	-	-	-	-	35%	*	*	32%	32%	35%	27%	-	-	-	-
	Male	45%	38%	30%	28%	33%	-	-	-	-	*	28%	*	*	32%	35%	30%	-	-	-	-	-
	Female	42%	38%	32%	41%	28%	-	-	-	-	*	24%	80%	17%	34%	27%	-	32%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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All Subjects	All Students	19%	14%	<b>11%</b>	7%	15%	-	-	-	-	0%	8%	39%	0%	12%	13%	13%	8%	-	-	-	-
	CWD	7%	4%	<b>0%</b>	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	15%	<b>12%</b>	8%	18%	-	-	-	-	0%	9%	39%	-	12%	14%	14%	9%	-	-	-	-
	EL	9%	11%	<b>13%</b>	-	13%	-	-	-	-	-	13%	*	0%	14%	13%	18%	5%	-	-	-	-
	Male	18%	14%	<b>13%</b>	6%	21%	-	-	-	-	*	11%	38%	0%	14%	18%	13%	-	-	-	-	-
	Female	19%	15%	<b>8%</b>	9%	8%	-	-	-	-	0%	3%	40%	0%	9%	5%	-	8%	-	-	-	-
Reading	All Students	20%	15%	<b>8%</b>	2%	14%	-	-	-	-	*	5%	33%	0%	9%	7%	8%	8%	-	-	-	-
	CWD	7%	3%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	17%	<b>9%</b>	3%	16%	-	-	-	-	*	6%	33%	-	9%	8%	9%	9%	-	-	-	-
	EL	9%	11%	<b>7%</b>	-	7%	-	-	-	-	-	8%	*	*	8%	7%	12%	0%	-	-	-	-
	Male	17%	13%	<b>8%</b>	0%	17%	-	-	-	-	*	7%	*	*	9%	12%	8%	-	-	-	-	-
	Female	23%	18%	<b>8%</b>	6%	11%	-	-	-	-	*	3%	40%	0%	9%	0%	-	8%	-	-	-	-
Mathematics	All Students	18%	15%	<b>14%</b>	12%	17%	-	-	-	-	*	10%	44%	0%	15%	18%	18%	8%	-	-	-	-
	CWD	8%	5%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	16%	<b>15%</b>	13%	19%	-	-	-	-	*	11%	44%	-	15%	20%	19%	9%	-	-	-	-
	EL	11%	12%	<b>18%</b>	-	18%	-	-	-	-	-	19%	*	*	20%	18%	24%	9%	-	-	-	-
	Male	20%	16%	<b>18%</b>	12%	25%	-	-	-	-	*	15%	*	*	19%	24%	18%	-	-	-	-	-
	Female	16%	14%	<b>8%</b>	12%	6%	-	-	-	-	*	3%	40%	0%	9%	9%	-	8%	-	-	-	-

- 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 2022-23 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)

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

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

This section provides information on high school graduation rates for the class of 2022.

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

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### Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
70	23	33%

- 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	37	38	37	-	-	-	-	25	34	9	33
<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)

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	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	N	N	N						N		N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N						N		N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N	N	N						N		N
<b>Mathematics</b>											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N	Y	N						N		N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	N						N		N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N	N	N						N		N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N	N	N						N		N
<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											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2022-23 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	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%	-	-
	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%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	*	*	100%	-
	CWOD	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%	-	-
	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%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	*	*	100%	-
	CWOD	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%	-	-
	Female	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

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

**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.

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

### 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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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	32.2	97.0%
Teachers Teaching with Emergency or Provisional Credentials	4.0	13.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	*	1%
Mathematics	7,386	2%	*	1%	*	1%
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	*	1%
Reading	52,275	1%	84	1%	*	1%
Mathematics	46,462	2%	73	1%	*	1%
Science	19,024	1%	21	0%	-	-

- 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

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	Mathematics	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
		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%

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	41%	49%	33%	*	*	*	-	25%	42%	42%	23%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	82%	83%	81%	*	*	*	-	-	81%	90%	57%	84%	82%	78%	85%	-	-	-	-
	CWD	45%	43%	57%	*	58%	*	-	-	-	-	62%	*	57%	-	63%	75%	33%	-	-	-	-
	CWOD	81%	78%	84%	91%	83%	-	*	*	-	-	83%	100%	-	84%	84%	79%	89%	-	-	-	-
	EL	62%	75%	82%	-	82%	-	-	*	-	-	81%	100%	63%	84%	82%	82%	82%	-	-	-	-
	Male	72%	70%	78%	60%	79%	-	-	*	-	-	78%	83%	75%	79%	82%	78%	-	-	-	-	-
	Female	80%	81%	85%	100%	83%	*	*	-	-	-	84%	*	33%	89%	82%	-	85%	-	-	-	-

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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	74%	68%	<b>71%</b>	67%	70%	*	*	*	-	-	69%	90%	43%	73%	70%	72%	70%	-	-	-	-
	CWD	51%	48%	<b>43%</b>	*	42%	*	-	-	-	-	38%	*	43%	-	38%	50%	33%	-	-	-	-
	CWOD	78%	70%	<b>73%</b>	73%	73%	-	*	*	-	-	72%	89%	-	73%	72%	74%	73%	-	-	-	-
	EL	65%	69%	<b>70%</b>	-	70%	-	-	*	-	-	68%	100%	38%	72%	70%	72%	68%	-	-	-	-
	Male	75%	69%	<b>72%</b>	60%	72%	-	-	*	-	-	69%	100%	50%	74%	72%	72%	-	-	-	-	-
	Female	73%	68%	<b>70%</b>	71%	69%	*	*	-	-	-	69%	*	33%	73%	68%	-	70%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	77%	76%	<b>80%</b>	89%	80%	*	-	-	-	-	79%	92%	63%	81%	77%	74%	88%	*	-	-	-
	CWD	45%	44%	<b>63%</b>	*	40%	-	-	-	-	-	63%	-	63%	-	*	57%	*	-	-	-	-
	CWOD	82%	79%	<b>81%</b>	83%	81%	*	-	-	-	-	80%	92%	-	81%	79%	75%	87%	*	-	-	-
	EL	62%	73%	<b>77%</b>	*	77%	*	-	-	-	-	77%	88%	*	79%	77%	67%	87%	*	-	-	-
	Male	73%	70%	<b>74%</b>	83%	73%	-	-	-	-	-	72%	89%	57%	75%	67%	74%	-	-	-	-	-
	Female	81%	82%	<b>88%</b>	*	87%	*	-	-	-	-	87%	*	*	87%	87%	-	88%	*	-	-	-
Mathematics	All Students	61%	61%	<b>68%</b>	44%	70%	*	-	-	-	-	67%	85%	38%	70%	67%	63%	75%	*	-	-	-
	CWD	37%	31%	<b>38%</b>	*	40%	-	-	-	-	-	38%	-	38%	-	*	43%	*	-	-	-	-
	CWOD	66%	64%	<b>70%</b>	50%	71%	*	-	-	-	-	68%	85%	-	70%	69%	64%	76%	*	-	-	-
	EL	47%	59%	<b>67%</b>	*	68%	*	-	-	-	-	65%	88%	*	69%	67%	58%	75%	*	-	-	-
	Male	62%	59%	<b>63%</b>	67%	62%	-	-	-	-	-	61%	78%	43%	64%	58%	63%	-	-	-	-	-
	Female	60%	62%	<b>75%</b>	*	79%	*	-	-	-	-	73%	*	*	76%	75%	-	75%	*	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	86%	<b>84%</b>	100%	82%	-	-	*	-	*	85%	71%	77%	85%	81%	77%	93%	-	-	-	-
	CWD	51%	52%	<b>77%</b>	*	70%	-	-	-	-	-	77%	-	77%	-	78%	67%	*	-	-	-	-
	CWOD	86%	89%	<b>85%</b>	100%	83%	-	-	*	-	*	85%	71%	-	85%	81%	79%	92%	-	-	-	-
	EL	68%	85%	<b>81%</b>	*	80%	-	-	-	-	-	82%	*	78%	81%	81%	74%	90%	-	-	-	-
	Male	78%	81%	<b>77%</b>	100%	75%	-	-	*	-	*	78%	67%	67%	79%	74%	77%	-	-	-	-	-
	Female	86%	92%	<b>93%</b>	100%	92%	-	-	-	-	-	92%	*	*	92%	90%	-	93%	-	-	-	-
Mathematics	All Students	74%	69%	<b>64%</b>	90%	61%	-	-	-	-	*	66%	17%	58%	65%	59%	59%	70%	-	-	-	-
	CWD	48%	48%	<b>58%</b>	*	44%	-	-	-	-	-	58%	-	58%	-	50%	63%	*	-	-	-	-
	CWOD	79%	71%	<b>65%</b>	86%	63%	-	-	-	-	*	67%	17%	-	65%	60%	59%	71%	-	-	-	-
	EL	64%	69%	<b>59%</b>	*	59%	-	-	-	-	-	62%	*	50%	60%	59%	56%	64%	-	-	-	-
	Male	73%	67%	<b>59%</b>	83%	56%	-	-	-	-	*	63%	17%	63%	59%	56%	59%	-	-	-	-	-
	Female	76%	71%	<b>70%</b>	*	67%	-	-	-	-	-	70%	-	*	71%	64%	-	70%	-	-	-	-
Science	All Students	73%	72%	<b>81%</b>	92%	79%	-	-	*	-	*	83%	29%	69%	81%	77%	74%	88%	-	-	-	-
	CWD	45%	38%	<b>69%</b>	*	60%	-	-	-	-	-	69%	-	69%	-	67%	67%	*	-	-	-	-
	CWOD	76%	74%	<b>81%</b>	89%	80%	-	-	*	-	*	84%	29%	-	81%	78%	74%	89%	-	-	-	-
	EL	56%	68%	<b>77%</b>	*	77%	-	-	-	-	-	80%	*	67%	78%	77%	71%	86%	-	-	-	-
	Male	73%	71%	<b>74%</b>	83%	73%	-	-	*	-	*	79%	17%	67%	74%	71%	74%	-	-	-	-	-
	Female	72%	72%	<b>88%</b>	100%	87%	-	-	-	-	-	88%	*	*	89%	86%	-	88%	-	-	-	-
<b>End of Course</b>																						

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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 I	All Students	70%	73%	76%	69%	76%	*	*	*	-	*	77%	71%	47%	79%	73%	72%	83%	-	-	-	-
	CWD	37%	32%	47%	*	46%	-	-	-	-	-	33%	*	47%	-	30%	50%	*	-	-	-	-
	CWOD	75%	78%	79%	73%	79%	*	*	*	-	*	80%	67%	-	79%	76%	74%	85%	-	-	-	-
	EL	49%	66%	73%	-	72%	*	-	*	-	-	73%	72%	30%	76%	73%	67%	83%	-	-	-	-
	Male	65%	69%	72%	*	72%	*	*	-	-	-	71%	77%	50%	74%	67%	72%	-	-	-	-	-
	Female	76%	79%	83%	78%	83%	-	-	*	-	*	85%	63%	*	85%	83%	-	83%	-	-	-	-
English II	All Students	73%	76%	78%	76%	77%	*	*	*	-	-	78%	81%	29%	82%	71%	69%	86%	-	-	-	-
	CWD	39%	29%	29%	*	33%	-	-	-	-	-	31%	*	29%	-	30%	40%	*	-	-	-	-
	CWOD	77%	82%	82%	87%	81%	*	*	*	-	-	81%	87%	-	82%	75%	73%	89%	-	-	-	-
	EL	48%	68%	71%	*	70%	-	*	-	-	-	70%	78%	30%	75%	71%	58%	86%	-	-	-	-
	Male	68%	71%	69%	83%	67%	*	-	*	-	-	68%	80%	40%	73%	58%	69%	-	-	-	-	-
	Female	78%	82%	86%	73%	86%	-	*	-	-	-	86%	82%	*	89%	86%	-	86%	-	-	-	-
Algebra I	All Students	77%	82%	81%	93%	80%	*	*	*	-	*	80%	90%	40%	85%	80%	75%	90%	-	-	-	-
	CWD	52%	47%	40%	*	36%	-	-	-	-	-	33%	*	40%	-	40%	33%	*	-	-	-	-
	CWOD	81%	85%	85%	93%	83%	*	*	*	-	*	84%	94%	-	85%	82%	79%	91%	-	-	-	-
	EL	69%	80%	80%	*	79%	*	-	*	-	-	77%	100%	40%	82%	80%	73%	91%	-	-	-	-
	Male	74%	79%	75%	*	74%	*	*	*	-	-	74%	83%	33%	79%	73%	75%	-	-	-	-	-
	Female	81%	85%	90%	100%	88%	-	-	*	-	*	89%	100%	*	91%	91%	-	90%	-	-	-	-
Biology	All Students	87%	86%	87%	91%	87%	*	*	*	-	*	87%	88%	58%	90%	85%	86%	89%	-	-	-	-
	CWD	67%	54%	58%	*	55%	-	-	-	-	-	56%	*	58%	-	38%	67%	*	-	-	-	-
	CWOD	90%	89%	90%	90%	89%	*	*	*	-	*	89%	93%	-	90%	88%	89%	91%	-	-	-	-
	EL	75%	82%	85%	-	84%	*	-	*	-	-	84%	87%	38%	88%	85%	83%	86%	-	-	-	-
	Male	85%	86%	86%	*	87%	*	*	-	-	-	86%	91%	67%	89%	83%	86%	-	-	-	-	-
	Female	89%	87%	89%	100%	87%	-	-	*	-	*	89%	83%	*	91%	86%	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	58%	67%	56%	*	*	*	-	-	57%	60%	21%	61%	55%	53%	62%	-	-	-	-
	CWD	24%	23%	21%	*	17%	*	-	-	-	-	23%	*	21%	-	13%	25%	17%	-	-	-	-
	CWOD	56%	50%	61%	73%	60%	-	*	*	-	-	61%	67%	-	61%	59%	56%	66%	-	-	-	-
	EL	34%	47%	55%	-	55%	-	-	*	-	-	54%	67%	13%	59%	55%	53%	57%	-	-	-	-
	Male	47%	41%	53%	60%	52%	-	-	*	-	-	53%	50%	25%	56%	53%	53%	-	-	-	-	-
	Female	56%	55%	62%	71%	60%	*	*	-	-	-	61%	*	17%	66%	57%	-	62%	-	-	-	-
Mathematics	All Students	38%	28%	28%	42%	26%	*	*	*	-	-	28%	30%	21%	29%	23%	31%	25%	-	-	-	-
	CWD	22%	20%	21%	*	17%	*	-	-	-	-	15%	*	21%	-	0%	25%	17%	-	-	-	-
	CWOD	41%	29%	29%	45%	27%	-	*	*	-	-	29%	22%	-	29%	24%	31%	26%	-	-	-	-
	EL	26%	27%	23%	-	22%	-	-	*	-	-	24%	0%	0%	24%	23%	24%	21%	-	-	-	-
	Male	41%	31%	31%	40%	29%	-	-	*	-	-	31%	33%	25%	31%	24%	31%	-	-	-	-	-
	Female	36%	26%	25%	43%	23%	*	*	-	-	-	25%	*	17%	26%	21%	-	25%	-	-	-	-
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	53%	50%	60%	67%	59%	*	-	-	-	-	60%	54%	25%	62%	54%	50%	71%	*	-	-	-
	CWD	24%	20%	25%	*	20%	-	-	-	-	-	25%	-	25%	-	*	29%	*	-	-	-	-
	CWOD	58%	52%	62%	83%	61%	*	-	-	-	-	63%	54%	-	62%	55%	52%	72%	*	-	-	-
	EL	33%	45%	54%	*	52%	*	-	-	-	-	56%	25%	*	55%	54%	40%	67%	*	-	-	-
	Male	49%	43%	50%	67%	49%	-	-	-	-	-	49%	56%	29%	52%	40%	50%	-	-	-	-	-
	Female	57%	56%	71%	*	71%	*	-	-	-	-	72%	*	*	72%	67%	-	71%	*	-	-	-
Mathematics	All Students	36%	36%	42%	33%	43%	*	-	-	-	-	41%	46%	25%	43%	38%	31%	54%	*	-	-	-
	CWD	20%	19%	25%	*	20%	-	-	-	-	-	25%	-	25%	-	*	29%	*	-	-	-	-
	CWOD	39%	37%	43%	33%	43%	*	-	-	-	-	42%	46%	-	43%	39%	32%	54%	*	-	-	-
	EL	22%	34%	38%	*	38%	*	-	-	-	-	39%	25%	*	39%	38%	21%	55%	*	-	-	-
	Male	38%	36%	31%	50%	30%	-	-	-	-	-	31%	33%	29%	32%	21%	31%	-	-	-	-	-
	Female	34%	35%	54%	*	57%	*	-	-	-	-	52%	*	*	54%	55%	-	54%	*	-	-	-
<b>Grade 8</b>																						
Reading	All Students	56%	61%	72%	92%	71%	-	-	*	-	*	74%	43%	46%	75%	68%	64%	82%	-	-	-	-
	CWD	24%	21%	46%	*	40%	-	-	-	-	-	46%	-	46%	-	44%	33%	*	-	-	-	-
	CWOD	61%	64%	75%	100%	73%	-	-	*	-	*	76%	43%	-	75%	70%	68%	83%	-	-	-	-
	EL	34%	55%	68%	*	67%	-	-	-	-	-	70%	*	44%	70%	68%	63%	76%	-	-	-	-
	Male	50%	54%	64%	83%	63%	-	-	*	-	*	67%	33%	33%	68%	63%	64%	-	-	-	-	-
	Female	62%	68%	82%	100%	80%	-	-	-	-	-	82%	*	*	83%	76%	-	82%	-	-	-	-
Mathematics	All Students	45%	29%	34%	50%	32%	-	-	-	-	*	34%	17%	33%	34%	31%	32%	36%	-	-	-	-
	CWD	24%	13%	33%	*	22%	-	-	-	-	-	33%	-	33%	-	25%	38%	*	-	-	-	-
	CWOD	48%	30%	34%	43%	33%	-	-	-	-	*	35%	17%	-	34%	32%	31%	37%	-	-	-	-
	EL	31%	31%	31%	*	30%	-	-	-	-	-	33%	*	25%	32%	31%	28%	36%	-	-	-	-
	Male	44%	27%	32%	67%	29%	-	-	-	-	*	33%	17%	38%	31%	28%	32%	-	-	-	-	-
	Female	45%	31%	36%	*	37%	-	-	-	-	-	36%	-	*	37%	36%	-	36%	-	-	-	-
Science	All Students	46%	41%	58%	75%	56%	-	-	*	-	*	59%	29%	38%	59%	52%	57%	59%	-	-	-	-
	CWD	24%	16%	38%	*	20%	-	-	-	-	-	38%	-	38%	-	22%	44%	*	-	-	-	-
	CWOD	49%	43%	59%	67%	58%	-	-	*	-	*	61%	29%	-	59%	55%	58%	61%	-	-	-	-
	EL	26%	37%	52%	*	52%	-	-	-	-	-	54%	*	22%	55%	52%	51%	54%	-	-	-	-
	Male	48%	43%	57%	83%	54%	-	-	*	-	*	61%	17%	44%	58%	51%	57%	-	-	-	-	-
	Female	43%	39%	59%	67%	58%	-	-	-	-	-	58%	*	*	61%	54%	-	59%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	50%	51%	54%	62%	53%	*	*	*	-	*	55%	48%	0%	59%	49%	45%	68%	-	-	-	-
	CWD	20%	14%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	54%	55%	59%	73%	58%	*	*	*	-	*	59%	56%	-	59%	53%	50%	71%	-	-	-	-
	EL	26%	39%	49%	-	49%	*	-	*	-	-	49%	50%	0%	53%	49%	39%	65%	-	-	-	-
	Male	44%	45%	45%	*	44%	*	*	-	-	-	45%	38%	0%	50%	39%	45%	-	-	-	-	-
	Female	57%	58%	68%	67%	67%	-	-	*	-	*	68%	63%	*	71%	65%	-	68%	-	-	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	61%	76%	58%	*	*	*	-	-	60%	69%	14%	64%	48%	48%	73%	-	-	-	-
	CWD	22%	15%	14%	*	17%	-	-	-	-	-	15%	*	14%	-	10%	20%	*	-	-	-	-
	CWOD	57%	59%	64%	87%	61%	*	*	*	-	-	64%	73%	-	64%	52%	51%	75%	-	-	-	-
	EL	23%	43%	48%	*	47%	-	*	-	-	-	46%	67%	10%	52%	48%	32%	66%	-	-	-	-
	Male	47%	48%	48%	83%	43%	*	-	*	-	-	47%	60%	20%	51%	32%	48%	-	-	-	-	-
	Female	60%	62%	73%	73%	71%	-	*	-	-	-	73%	73%	*	75%	66%	-	73%	-	-	-	-
Algebra I	All Students	42%	48%	46%	33%	47%	*	*	*	-	*	46%	45%	20%	48%	44%	41%	52%	-	-	-	-
	CWD	19%	11%	20%	*	21%	-	-	-	-	-	17%	*	20%	-	20%	25%	*	-	-	-	-
	CWOD	45%	51%	48%	36%	49%	*	*	*	-	*	48%	47%	-	48%	46%	43%	54%	-	-	-	-
	EL	29%	42%	44%	*	44%	*	-	*	-	-	43%	53%	20%	46%	44%	37%	55%	-	-	-	-
	Male	40%	46%	41%	*	42%	*	*	*	-	-	42%	33%	25%	43%	37%	41%	-	-	-	-	-
	Female	44%	50%	52%	45%	53%	-	-	*	-	*	51%	63%	*	54%	55%	-	52%	-	-	-	-
Biology	All Students	54%	47%	52%	45%	53%	*	*	*	-	*	54%	35%	0%	56%	47%	45%	61%	-	-	-	-
	CWD	27%	14%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	58%	51%	56%	50%	58%	*	*	*	-	*	58%	43%	-	56%	51%	51%	63%	-	-	-	-
	EL	29%	35%	47%	-	47%	*	-	*	-	-	49%	33%	0%	51%	47%	41%	57%	-	-	-	-
	Male	53%	46%	45%	*	46%	*	*	-	-	-	48%	27%	0%	51%	41%	45%	-	-	-	-	-
	Female	55%	49%	61%	50%	62%	-	-	*	-	*	62%	50%	*	63%	57%	-	61%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	24%	33%	24%	*	*	*	-	-	23%	40%	0%	26%	19%	23%	25%	-	-	-	-
	CWD	7%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	19%	26%	36%	26%	-	*	*	-	-	25%	44%	-	26%	20%	25%	27%	-	-	-	-
	EL	10%	14%	19%	-	19%	-	-	*	-	-	18%	33%	0%	20%	19%	18%	20%	-	-	-	-
	Male	19%	16%	23%	40%	22%	-	-	*	-	-	22%	33%	0%	25%	18%	23%	-	-	-	-	-
	Female	24%	19%	25%	29%	26%	*	*	-	-	-	24%	*	0%	27%	20%	-	25%	-	-	-	-
Mathematics	All Students	15%	7%	8%	8%	8%	*	*	*	-	-	7%	20%	0%	9%	7%	8%	9%	-	-	-	-
	CWD	8%	7%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	16%	7%	9%	9%	9%	-	*	*	-	-	8%	22%	-	9%	7%	9%	10%	-	-	-	-
	EL	8%	6%	7%	-	7%	-	-	*	-	-	7%	0%	0%	7%	7%	4%	9%	-	-	-	-
	Male	17%	9%	8%	0%	8%	-	-	*	-	-	7%	17%	0%	9%	4%	8%	-	-	-	-	-
	Female	13%	5%	9%	14%	9%	*	*	-	-	-	8%	*	0%	10%	9%	-	9%	-	-	-	-
Grade 7																						
Reading	All Students	26%	22%	27%	11%	28%	*	-	-	-	-	26%	38%	13%	28%	23%	24%	31%	*	-	-	-
	CWD	7%	6%	13%	*	0%	-	-	-	-	-	13%	-	13%	-	*	14%	*	-	-	-	-
	CWOD	29%	23%	28%	0%	29%	*	-	-	-	-	27%	38%	-	28%	23%	25%	31%	*	-	-	-
	EL	11%	18%	23%	*	23%	*	-	-	-	-	23%	13%	*	23%	23%	21%	24%	*	-	-	-
	Male	23%	19%	24%	17%	24%	-	-	-	-	-	23%	33%	14%	25%	21%	24%	-	-	-	-	-
	Female	30%	25%	31%	*	32%	*	-	-	-	-	29%	*	*	31%	24%	-	31%	*	-	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	13%	0%	14%	*	-	-	-	-	12%	31%	0%	14%	12%	11%	15%	*	-	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	12%	11%	14%	0%	15%	*	-	-	-	-	12%	31%	-	14%	13%	12%	16%	*	-	-	-
	EL	5%	10%	12%	*	13%	*	-	-	-	-	12%	13%	*	13%	12%	10%	15%	*	-	-	-
	Male	12%	12%	11%	0%	12%	-	-	-	-	-	8%	33%	0%	12%	10%	11%	-	-	-	-	-
	Female	10%	8%	15%	*	16%	*	-	-	-	-	15%	*	*	16%	15%	-	15%	*	-	-	-
Grade 8																						
Reading	All Students	27%	24%	29%	25%	29%	-	-	*	-	*	30%	14%	8%	31%	27%	24%	36%	-	-	-	-
	CWD	7%	1%	8%	*	10%	-	-	-	-	-	8%	-	8%	-	11%	0%	*	-	-	-	-
	CWOD	30%	26%	31%	33%	31%	-	-	*	-	*	32%	14%	-	31%	28%	27%	37%	-	-	-	-
	EL	10%	19%	27%	*	28%	-	-	-	-	-	28%	*	11%	28%	27%	26%	29%	-	-	-	-
	Male	23%	20%	24%	0%	25%	-	-	*	-	*	26%	0%	0%	27%	26%	24%	-	-	-	-	-
	Female	32%	28%	36%	50%	34%	-	-	-	-	-	35%	*	*	37%	29%	-	36%	-	-	-	-
Mathematics	All Students	17%	6%	7%	20%	5%	-	-	-	-	*	7%	0%	0%	7%	6%	6%	8%	-	-	-	-
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	6%	7%	29%	6%	-	-	-	-	*	8%	0%	-	7%	7%	7%	8%	-	-	-	-
	EL	8%	6%	6%	*	5%	-	-	-	-	-	7%	*	0%	7%	6%	7%	5%	-	-	-	-
	Male	17%	6%	6%	17%	5%	-	-	-	-	*	6%	0%	0%	7%	7%	6%	-	-	-	-	-
	Female	16%	6%	8%	*	6%	-	-	-	-	-	8%	-	*	8%	5%	-	8%	-	-	-	-
Science	All Students	16%	9%	12%	17%	11%	-	-	*	-	*	13%	0%	8%	12%	9%	13%	10%	-	-	-	-
	CWD	6%	1%	8%	*	10%	-	-	-	-	-	8%	-	8%	-	11%	11%	*	-	-	-	-
	CWOD	18%	10%	12%	22%	11%	-	-	*	-	*	13%	0%	-	12%	9%	14%	11%	-	-	-	-
	EL	5%	7%	9%	*	9%	-	-	-	-	-	10%	*	11%	9%	9%	13%	4%	-	-	-	-
	Male	18%	11%	13%	0%	14%	-	-	*	-	*	14%	0%	11%	14%	13%	13%	-	-	-	-	-
	Female	14%	7%	10%	33%	8%	-	-	-	-	-	10%	*	*	11%	4%	-	10%	-	-	-	-
End of Course																						
English I	All Students	13%	10%	12%	23%	11%	*	*	*	-	*	12%	10%	0%	13%	6%	6%	19%	-	-	-	-
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	14%	11%	13%	27%	12%	*	*	*	-	*	13%	11%	-	13%	6%	7%	19%	-	-	-	-
	EL	2%	3%	6%	-	6%	*	-	*	-	-	5%	11%	0%	6%	6%	2%	12%	-	-	-	-
	Male	10%	8%	6%	*	7%	*	*	-	-	-	5%	15%	0%	7%	2%	6%	-	-	-	-	-
	Female	16%	12%	19%	33%	17%	-	-	*	-	*	21%	0%	*	19%	12%	-	19%	-	-	-	-
English II	All Students	8%	5%	2%	6%	1%	*	*	*	-	-	1%	6%	7%	1%	1%	2%	1%	-	-	-	-
	CWD	5%	3%	7%	*	8%	-	-	-	-	-	8%	*	7%	-	10%	10%	*	-	-	-	-
	CWOD	9%	5%	1%	7%	1%	*	*	*	-	-	1%	7%	-	1%	0%	1%	1%	-	-	-	-
	EL	1%	1%	1%	*	1%	-	*	-	-	-	1%	0%	10%	0%	1%	2%	0%	-	-	-	-
	Male	7%	4%	2%	17%	1%	*	-	*	-	-	3%	0%	10%	1%	2%	2%	-	-	-	-	-
	Female	10%	5%	1%	0%	1%	-	*	-	-	-	0%	9%	*	1%	0%	-	1%	-	-	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	21%	20%	22%	*	*	*	-	*	22%	15%	7%	22%	17%	18%	24%	-	-	-	-
	CWD	7%	4%	7%	*	7%	-	-	-	-	-	8%	*	7%	-	10%	8%	*	-	-	-	-
	CWOD	24%	28%	22%	21%	23%	*	*	*	-	*	23%	18%	-	22%	18%	20%	25%	-	-	-	-
	EL	12%	20%	17%	*	17%	*	-	*	-	-	17%	13%	10%	18%	17%	15%	20%	-	-	-	-
	Male	22%	26%	18%	*	20%	*	*	*	-	-	19%	17%	8%	20%	15%	18%	-	-	-	-	-
	Female	23%	26%	24%	27%	25%	-	-	*	-	*	26%	13%	*	25%	20%	-	24%	-	-	-	-
Biology	All Students	20%	10%	9%	18%	8%	*	*	*	-	*	11%	0%	0%	10%	4%	8%	11%	-	-	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	11%	10%	20%	9%	*	*	*	-	*	11%	0%	-	10%	4%	9%	12%	-	-	-	-
	EL	6%	5%	4%	-	3%	*	-	*	-	-	4%	0%	0%	4%	4%	2%	7%	-	-	-	-
	Male	21%	12%	8%	*	7%	*	*	-	-	-	9%	0%	0%	9%	2%	8%	-	-	-	-	-
	Female	20%	8%	11%	13%	10%	-	-	*	-	*	12%	0%	*	12%	7%	-	11%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	78%	82%	77%	91%	100%	100%	-	100%	78%	79%	53%	80%	75%	73%	83%	*	-	-	-
	CWD	48%	42%	53%	73%	48%	*	-	-	-	-	52%	67%	53%	-	45%	55%	47%	-	-	-	-
	CWOD	79%	79%	80%	84%	79%	89%	100%	100%	-	100%	80%	80%	-	80%	77%	75%	85%	*	-	-	-
	EL	62%	72%	75%	93%	75%	80%	*	100%	-	-	75%	78%	45%	77%	75%	70%	82%	*	-	-	-
	Male	73%	73%	73%	75%	72%	100%	*	100%	-	*	73%	74%	55%	75%	70%	73%	-	-	-	-	-
	Female	77%	79%	83%	88%	83%	*	*	*	-	*	83%	86%	47%	85%	82%	-	83%	*	-	-	-
Reading	All Students	76%	77%	80%	84%	79%	100%	*	*	-	*	80%	81%	54%	82%	77%	74%	86%	*	-	-	-
	CWD	46%	38%	54%	64%	50%	*	-	-	-	-	53%	60%	54%	-	48%	57%	47%	-	-	-	-
	CWOD	80%	81%	82%	87%	81%	*	*	*	-	*	82%	82%	-	82%	79%	76%	88%	*	-	-	-
	EL	60%	73%	77%	100%	76%	*	*	*	-	-	77%	78%	48%	79%	77%	69%	85%	*	-	-	-
	Male	72%	72%	74%	78%	73%	*	*	*	-	*	73%	79%	57%	76%	69%	74%	-	-	-	-	-
	Female	80%	83%	86%	89%	86%	*	*	*	-	*	87%	82%	47%	88%	85%	-	86%	*	-	-	-
Mathematics	All Students	74%	72%	72%	76%	72%	*	*	*	-	*	72%	80%	45%	75%	70%	68%	77%	*	-	-	-
	CWD	49%	43%	45%	63%	40%	*	-	-	-	-	42%	*	45%	-	38%	46%	43%	-	-	-	-
	CWOD	78%	75%	75%	79%	74%	*	*	*	-	*	74%	80%	-	75%	72%	71%	79%	*	-	-	-
	EL	65%	71%	70%	80%	70%	*	-	*	-	-	69%	85%	38%	72%	70%	66%	75%	*	-	-	-
	Male	73%	70%	68%	71%	67%	*	*	*	-	*	68%	73%	46%	71%	66%	68%	-	-	-	-	-
	Female	74%	73%	77%	80%	77%	*	*	*	-	*	76%	94%	43%	79%	75%	-	77%	*	-	-	-
Science	All Students	76%	79%	84%	91%	83%	*	*	*	-	*	85%	71%	67%	86%	81%	81%	88%	-	-	-	-
	CWD	52%	47%	67%	*	60%	-	-	-	-	-	67%	*	67%	-	53%	67%	57%	-	-	-	-
	CWOD	79%	82%	86%	89%	85%	*	*	*	-	*	87%	71%	-	86%	83%	82%	90%	-	-	-	-
	EL	62%	75%	81%	*	80%	*	-	*	-	-	82%	68%	53%	83%	81%	77%	86%	-	-	-	-
	Male	76%	79%	81%	78%	80%	*	*	*	-	*	82%	65%	67%	82%	77%	81%	-	-	-	-	-
	Female	75%	79%	88%	100%	87%	-	-	*	-	*	89%	86%	57%	90%	86%	-	88%	-	-	-	-

STAAR Percent at Meets Grade Level or Above  
 All Grades



Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
All Subjects	All Students	48%	46%	52%	60%	51%	45%	86%	100%	-	33%	52%	46%	22%	54%	47%	45%	59%	*	-	-	-
	CWD	24%	17%	22%	41%	17%	*	-	-	-	-	23%	17%	22%	-	14%	23%	18%	-	-	-	-
	CWOD	52%	49%	54%	63%	53%	33%	86%	100%	-	33%	54%	48%	-	54%	49%	48%	61%	*	-	-	-
	EL	31%	40%	47%	86%	46%	20%	*	100%	-	-	47%	38%	14%	49%	47%	40%	55%	*	-	-	-
	Male	46%	43%	45%	60%	44%	29%	*	100%	-	*	46%	36%	23%	48%	40%	45%	-	-	-	-	-
	Female	49%	49%	59%	59%	59%	*	*	*	-	*	59%	63%	18%	61%	55%	-	59%	*	-	-	-
Reading	All Students	52%	52%	61%	74%	59%	80%	*	*	-	*	61%	55%	21%	64%	55%	51%	71%	*	-	-	-
	CWD	24%	18%	21%	27%	17%	*	-	-	-	-	22%	0%	21%	-	15%	20%	24%	-	-	-	-
	CWOD	56%	56%	64%	83%	62%	*	*	*	-	*	64%	60%	-	64%	58%	55%	73%	*	-	-	-
	EL	33%	45%	55%	100%	54%	*	*	*	-	-	55%	49%	15%	58%	55%	46%	66%	*	-	-	-
	Male	47%	46%	51%	70%	50%	*	*	*	-	*	52%	46%	20%	55%	46%	51%	-	-	-	-	-
	Female	57%	59%	71%	77%	70%	*	*	*	-	*	71%	68%	24%	73%	66%	-	71%	*	-	-	-
Mathematics	All Students	44%	38%	38%	39%	38%	*	*	*	-	*	38%	39%	24%	39%	35%	35%	42%	*	-	-	-
	CWD	24%	16%	24%	38%	20%	*	-	-	-	-	22%	*	24%	-	14%	29%	14%	-	-	-	-
	CWOD	47%	40%	39%	39%	39%	*	*	*	-	*	39%	38%	-	39%	36%	35%	44%	*	-	-	-
	EL	32%	35%	35%	80%	34%	*	-	*	-	-	35%	30%	14%	36%	35%	29%	42%	*	-	-	-
	Male	45%	38%	35%	43%	34%	*	*	*	-	*	35%	30%	29%	35%	29%	35%	-	-	-	-	-
	Female	42%	38%	42%	36%	43%	*	*	*	-	*	42%	56%	14%	44%	42%	-	42%	*	-	-	-
Science	All Students	46%	44%	55%	61%	54%	*	*	*	-	*	57%	33%	21%	58%	50%	51%	60%	-	-	-	-
	CWD	24%	15%	21%	*	10%	-	-	-	-	-	24%	*	21%	-	12%	22%	14%	-	-	-	-
	CWOD	49%	47%	58%	58%	58%	*	*	*	-	*	59%	38%	-	58%	53%	54%	62%	-	-	-	-
	EL	26%	36%	50%	*	50%	*	-	*	-	-	52%	26%	12%	53%	50%	46%	55%	-	-	-	-
	Male	47%	44%	51%	67%	50%	*	*	*	-	*	54%	24%	22%	54%	46%	51%	-	-	-	-	-
	Female	44%	44%	60%	57%	60%	-	-	*	-	*	60%	57%	14%	62%	55%	-	60%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	14%	15%	17%	15%	0%	0%	33%	-	0%	15%	16%	4%	16%	12%	13%	17%	*	-	-	-
	CWD	7%	4%	4%	5%	4%	*	-	-	-	-	4%	0%	4%	-	5%	4%	3%	-	-	-	-
	CWOD	21%	15%	16%	19%	16%	0%	0%	33%	-	0%	16%	17%	-	16%	13%	14%	18%	*	-	-	-
	EL	9%	11%	12%	7%	12%	0%	*	20%	-	-	12%	8%	5%	13%	12%	11%	13%	*	-	-	-
	Male	18%	14%	13%	11%	13%	0%	*	33%	-	*	13%	15%	4%	14%	11%	13%	-	-	-	-	-
	Female	19%	15%	17%	22%	17%	*	*	*	-	*	17%	18%	3%	18%	13%	-	17%	*	-	-	-
Reading	All Students	20%	15%	18%	19%	18%	0%	*	*	-	*	18%	19%	5%	19%	15%	15%	21%	*	-	-	-
	CWD	7%	3%	5%	9%	4%	*	-	-	-	-	5%	0%	5%	-	5%	4%	6%	-	-	-	-
	CWOD	22%	17%	19%	21%	19%	*	*	*	-	*	19%	21%	-	19%	16%	16%	22%	*	-	-	-
	EL	9%	11%	15%	0%	15%	*	*	*	-	-	15%	11%	5%	16%	15%	13%	17%	*	-	-	-
	Male	17%	13%	15%	15%	15%	*	*	*	-	*	15%	18%	4%	16%	13%	15%	-	-	-	-	-
	Female	23%	18%	21%	23%	21%	*	*	*	-	*	21%	21%	6%	22%	17%	-	21%	*	-	-	-



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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	18%	15%	13%	13%	14%	*	*	*	-	*	13%	18%	2%	14%	11%	12%	15%	*	-	-	-
	CWD	8%	5%	2%	0%	3%	*	-	-	-	-	2%	*	2%	-	3%	3%	0%	-	-	-	-
	CWOD	20%	16%	14%	16%	14%	*	*	*	-	*	14%	20%	-	14%	12%	13%	16%	*	-	-	-
	EL	11%	12%	11%	20%	11%	*	-	*	-	-	11%	9%	3%	12%	11%	10%	13%	*	-	-	-
	Male	20%	16%	12%	5%	13%	*	*	*	-	*	11%	18%	3%	13%	10%	12%	-	-	-	-	-
	Female	16%	14%	15%	20%	15%	*	*	*	-	*	15%	19%	0%	16%	13%	-	15%	*	-	-	-
Science	All Students	17%	10%	11%	17%	10%	*	*	*	-	*	12%	0%	4%	11%	7%	11%	11%	-	-	-	-
	CWD	7%	1%	4%	*	5%	-	-	-	-	-	5%	*	4%	-	6%	6%	0%	-	-	-	-
	CWOD	19%	10%	11%	21%	10%	*	*	*	-	*	12%	0%	-	11%	7%	11%	11%	-	-	-	-
	EL	6%	6%	7%	*	6%	*	-	*	-	-	7%	0%	6%	7%	7%	7%	5%	-	-	-	-
	Male	19%	11%	11%	11%	10%	*	*	*	-	*	12%	0%	6%	11%	7%	11%	-	-	-	-	-
	Female	16%	8%	11%	21%	9%	-	-	*	-	*	11%	0%	0%	11%	5%	-	11%	-	-	-	-

- 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 2022-23 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	76	82	76	105	*	*	-	*	76	62	74
CWD	62	61	60	*	-	-	-	-	64	62	62
CWOD	77	86	77	*	*	*	-	*	77	-	75
EL ◇	74	83	74	*	*	*	-	-	74	62	74
Male	75	79	75	*	*	*	-	*	76	64	74
Female	77	85	76	*	*	*	-	*	77	55	75
<b>Mathematics</b>											
All Students	58	65	58	*	*	*	-	*	57	54	56
CWD	54	28	58	*	-	-	-	-	49	54	56
CWOD	58	73	58	*	*	*	-	*	58	-	56
EL ◇	56	85	56	*	-	*	-	-	56	56	56

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	56	66	56	*	*	*	-	*	55	53	53
Female	60	64	60	*	*	*	-	*	59	58	59

- 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 2022.

	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 2022</b>													
All Students	96.9%	100.0%	97.2%	*	-	*	-	-	97.5%	90.0%	92.7%	96.2%	-
CWD	90.0%	*	87.5%	-	-	-	-	-	90.0%	90.0%	83.3%	*	-
CWOD	97.5%	100.0%	98.0%	*	-	*	-	-	98.2%	-	94.3%	95.7%	-
EL ◇	92.7%	*	92.5%	-	-	-	-	-	92.1%	83.3%	92.7%	90.0%	-
Male	93.2%	100.0%	93.6%	*	-	-	-	-	94.3%	80.0%	85.0%	91.7%	-
Female	100.0%	100.0%	100.0%	-	-	*	-	-	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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
599	181	30%

- 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.

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**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	48	53	48	45	62	78	-	44	48	26	45
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	64%	50%	66%	*	-	*	-	-	65%	83%	46%

- 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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	Y	N						N	N	N
<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	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	Y	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<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%
Target Met	Y	Y	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	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	N	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	Y	N						N	N	N

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 2022-23 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	99%	99%	99%	100%	100%	100%	-	100%	99%	100%	99%	99%	99%	99%	100%	*
	CWD	99%	96%	99%	*	-	-	-	-	98%	100%	99%	-	100%	99%	98%	-
	CWOD	99%	100%	99%	100%	100%	100%	-	100%	99%	100%	-	99%	99%	99%	100%	*
	EL	99%	100%	99%	100%	*	100%	-	-	99%	100%	100%	99%	99%	99%	100%	*
	Male	99%	100%	99%	100%	*	100%	-	*	99%	100%	99%	99%	99%	99%	-	-

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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
All Subjects	Female	100%	99%	100%	*	*	*	-	*	100%	100%	98%	100%	100%	-	100%	*
Reading	All Students	100%	98%	100%	100%	100%	*	-	*	100%	100%	99%	100%	100%	100%	100%	*
	CWD	99%	91%	100%	*	-	-	-	-	98%	100%	99%	-	100%	100%	95%	-
	CWOD	100%	100%	100%	*	100%	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	99%	100%	*
	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	99%	100%	-	-
	Female	100%	97%	100%	*	*	*	-	*	100%	100%	95%	100%	100%	-	100%	*
Mathematics	All Students	99%	100%	99%	*	*	*	-	*	99%	100%	100%	99%	99%	99%	99%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	*	*	-	*	99%	100%	-	99%	99%	99%	99%	*
	EL	99%	100%	99%	*	-	*	-	-	99%	100%	100%	99%	99%	99%	99%	*
	Male	99%	100%	99%	*	*	*	-	*	99%	100%	100%	99%	99%	99%	-	-
	Female	99%	100%	99%	*	*	*	-	*	99%	100%	100%	99%	99%	-	99%	*
Science	All Students	99%	100%	99%	*	*	*	-	*	99%	100%	96%	99%	99%	98%	100%	-
	CWD	96%	*	95%	-	-	-	-	-	95%	*	96%	-	100%	94%	100%	-
	CWOD	99%	100%	99%	*	*	*	-	*	99%	100%	-	99%	99%	98%	100%	-
	EL	99%	*	99%	*	-	*	-	-	99%	100%	100%	99%	99%	99%	100%	-
	Male	98%	100%	98%	*	*	*	-	*	97%	100%	94%	98%	99%	98%	-	-
	Female	100%	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	1%	1%	0%	0%	0%	-	0%	1%	0%	1%	1%	1%	1%	0%	*
	CWD	1%	4%	1%	*	-	-	-	-	2%	0%	1%	-	0%	1%	2%	-
	CWOD	1%	0%	1%	0%	0%	0%	-	0%	1%	0%	-	1%	1%	1%	0%	*
	EL	1%	0%	1%	0%	*	0%	-	-	1%	0%	0%	1%	1%	1%	0%	*
	Male	1%	0%	1%	0%	*	0%	-	*	1%	0%	1%	1%	1%	1%	-	-
	Female	0%	1%	0%	*	*	*	-	*	0%	0%	2%	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
Reading	All Students	0%	2%	0%	0%	0%	*	-	*	0%	0%	1%	0%	0%	0%	0%	*
	CWD	1%	9%	0%	*	-	-	-	-	2%	0%	1%	-	0%	0%	5%	-
	CWOD	0%	0%	0%	*	0%	*	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	1%	0%	*
	Male	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	1%	0%	-	-
	Female	0%	3%	0%	*	*	*	-	*	0%	0%	5%	0%	0%	-	0%	*
Mathematics	All Students	1%	0%	1%	*	*	*	-	*	1%	0%	0%	1%	1%	1%	1%	*
	CWD	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	*	*	-	*	1%	0%	-	1%	1%	1%	1%	*
	EL	1%	0%	1%	*	-	*	-	-	1%	0%	0%	1%	1%	1%	1%	*
	Male	1%	0%	1%	*	*	*	-	*	1%	0%	0%	1%	1%	1%	-	-
	Female	1%	0%	1%	*	*	*	-	*	1%	0%	0%	1%	1%	-	1%	*
Science	All Students	1%	0%	1%	*	*	*	-	*	1%	0%	4%	1%	1%	2%	0%	-
	CWD	4%	*	5%	-	-	-	-	-	5%	*	4%	-	0%	6%	0%	-
	CWOD	1%	0%	1%	*	*	*	-	*	1%	0%	-	1%	1%	2%	0%	-
	EL	1%	*	1%	*	-	*	-	-	1%	0%	0%	1%	1%	1%	0%	-
	Male	2%	0%	2%	*	*	*	-	*	3%	0%	6%	2%	1%	2%	-	-
	Female	0%	0%	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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	74	10	62	1	0	1	0	0	46		
	Female	29	5	23	0	1	0	0	0	14		
	Total	103	15	85	1	1	1	0	0	60		
<b>Out-of-School Suspensions</b>												
	Male	36	2	33	1	0	0	0	0	22		
	Female	5	2	3	0	0	0	0	0	0		
	Total	41	4	36	1	0	0	0	0	22		
<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>												
	Male	13	3	10	0	0	0	0	0	10		5
	Female	4	1	3	0	0	0	0	0	0		0
	Total	17	4	13	0	0	0	0	0	10		5
<b>Out-of-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	7	1	6	0	0	0	0	0	8		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	7	1	6	0	0	0	0	0	8		3
<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	82	7	70	4	1	-8	-8	-8	44	9	1
	Female	58	8	48	-8	-8	1	-8	1	25	7	2
	Total	140	15	118	4	1	1	-8	1	69	16	3

	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	5
Incidents of threats of physical attack with a weapon	0



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	Total
Incidents of threats of physical attack without a weapon	6
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	13
On the basis of race	40
On the basis of disability	4
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	79	11	65	3	0	0	0	0	18	5
	Female	117	12	101	0	0	4	0	0	17	3
	Total	196	23	166	3	0	4	0	0	35	8
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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	62.6	96.9%
Teachers Teaching with Emergency or Provisional Credentials	4.9	7.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	*	2%
Mathematics	6,481	2%	21	1%	*	2%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	*	1%
Mathematics	6,300	2%	23	1%	*	1%
<b>Grade 8</b>						

	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	6,168	1%	11	0%	*	1%
Mathematics	6,162	2%	11	1%	*	1%
Science	6,163	1%	11	0%	*	1%
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	*	1%
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	15	1%
Reading	52,275	1%	84	1%	8	1%
Mathematics	46,462	2%	73	1%	6	1%
Science	19,024	1%	21	0%	*	0%

- 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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	58%	*	54%	*	-	*	-	-	57%	*	55%
In-State Private Institutions	5%	-	6%	-	-	-	-	-	6%	-	*
Out-of-State Institutions	7%	*	7%	-	-	-	-	-	7%	-	*

- 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 2021-22 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	29%	26%	31%	29%	60%	22%	-	22%	29%	43%	28%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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 YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	77%	-	77%	*	-	-	-	*	76%	86%	46%	80%	77%	68%	86%	-	*	-	-
	CWD	45%	43%	46%	-	46%	-	-	-	-	-	50%	*	46%	-	50%	43%	50%	-	*	-	-
	CWOD	81%	78%	80%	-	80%	*	-	-	-	*	78%	94%	-	80%	79%	70%	89%	-	*	-	-
	EL	62%	75%	77%	-	77%	-	-	-	-	-	77%	77%	50%	79%	77%	68%	87%	-	*	-	-
	Male	72%	70%	68%	-	68%	-	-	-	-	*	66%	75%	43%	70%	68%	68%	-	-	*	-	-
	Female	80%	81%	86%	-	86%	*	-	-	-	-	84%	100%	50%	89%	87%	-	86%	-	*	-	-

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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	74%	68%	65%	-	65%	*	-	-	-	*	63%	81%	62%	65%	63%	66%	64%	-	*	-	-	
	CWD	51%	48%	62%	-	62%	-	-	-	-	-	70%	*	62%	-	63%	57%	67%	-	*	-	-	
	CWOD	78%	70%	65%	-	66%	*	-	-	-	*	62%	89%	-	65%	63%	67%	64%	-	*	-	-	
	EL	65%	69%	63%	-	63%	-	-	-	-	-	62%	69%	63%	63%	63%	66%	60%	-	*	-	-	
	Male	75%	69%	66%	-	67%	-	-	-	-	*	65%	75%	57%	67%	66%	66%	-	-	*	-	-	
	Female	73%	68%	64%	-	64%	*	-	-	-	-	61%	89%	67%	64%	60%	-	64%	-	*	-	-	
Grade 7																							
Reading	All Students	77%	76%	71%	*	71%	*	-	-	-	-	69%	83%	26%	77%	69%	64%	78%	-	78%	-	-	
	CWD	45%	44%	26%	-	28%	*	-	-	-	-	24%	*	26%	-	33%	23%	33%	-	*	-	-	
	CWOD	82%	79%	77%	*	76%	*	-	-	-	-	75%	88%	-	77%	74%	72%	81%	-	88%	-	-	
	EL	62%	73%	69%	-	69%	*	-	-	-	-	67%	85%	33%	74%	69%	58%	80%	-	80%	-	-	
	Male	73%	70%	64%	*	64%	*	-	-	-	-	63%	83%	23%	72%	58%	64%	-	-	60%	-	-	
	Female	81%	82%	78%	-	78%	-	-	-	-	-	77%	83%	33%	81%	80%	-	78%	-	*	-	-	
Mathematics	All Students	61%	61%	51%	*	51%	*	-	-	-	-	50%	61%	16%	56%	52%	47%	55%	-	44%	-	-	
	CWD	37%	31%	16%	-	17%	*	-	-	-	-	18%	*	16%	-	17%	8%	33%	-	*	-	-	
	CWOD	66%	64%	56%	*	56%	*	-	-	-	-	54%	69%	-	56%	57%	54%	57%	-	50%	-	-	
	EL	47%	59%	52%	-	52%	*	-	-	-	-	51%	62%	17%	57%	52%	44%	59%	-	40%	-	-	
	Male	62%	59%	47%	*	47%	*	-	-	-	-	45%	67%	8%	54%	44%	47%	-	-	20%	-	-	
	Female	60%	62%	55%	-	55%	-	-	-	-	-	55%	58%	33%	57%	59%	-	55%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	86%	89%	*	88%	*	-	-	-	-	88%	95%	56%	91%	84%	88%	89%	-	77%	-	-	
	CWD	51%	52%	56%	-	56%	-	-	-	-	-	63%	*	56%	-	33%	*	50%	-	-	-	-	
	CWOD	86%	89%	91%	*	90%	*	-	-	-	-	89%	100%	-	91%	88%	89%	92%	-	77%	-	-	
	EL	68%	85%	84%	-	84%	-	-	-	-	-	84%	83%	33%	88%	84%	83%	85%	-	83%	-	-	
	Male	78%	81%	88%	*	87%	*	-	-	-	-	86%	100%	*	89%	83%	88%	-	-	71%	-	-	
	Female	86%	92%	89%	-	89%	-	-	-	-	-	89%	89%	50%	92%	85%	-	89%	-	83%	-	-	
Mathematics	All Students	74%	69%	71%	*	70%	-	-	-	-	-	70%	73%	67%	71%	62%	70%	71%	-	73%	-	-	
	CWD	48%	48%	67%	-	67%	-	-	-	-	-	75%	*	67%	-	67%	*	50%	-	-	-	-	
	CWOD	79%	71%	71%	*	71%	-	-	-	-	-	70%	80%	-	71%	61%	69%	73%	-	73%	-	-	
	EL	64%	69%	62%	-	62%	-	-	-	-	-	63%	*	67%	61%	62%	64%	60%	-	83%	-	-	
	Male	73%	67%	70%	*	70%	-	-	-	-	-	69%	83%	*	69%	64%	70%	-	-	60%	-	-	
	Female	76%	71%	71%	-	71%	-	-	-	-	-	72%	60%	50%	73%	60%	-	71%	-	83%	-	-	
Science	All Students	73%	72%	74%	*	74%	*	-	-	-	-	72%	84%	56%	75%	66%	74%	74%	-	69%	-	-	
	CWD	45%	38%	56%	-	56%	-	-	-	-	-	63%	*	56%	-	67%	*	33%	-	-	-	-	
	CWOD	76%	74%	75%	*	75%	*	-	-	-	-	73%	89%	-	75%	66%	72%	77%	-	69%	-	-	
	EL	56%	68%	66%	-	66%	-	-	-	-	-	66%	67%	67%	66%	66%	68%	63%	-	83%	-	-	
	Male	73%	71%	74%	*	73%	*	-	-	-	-	73%	80%	*	72%	68%	74%	-	-	86%	-	-	
	Female	72%	72%	74%	-	74%	-	-	-	-	-	72%	89%	33%	77%	63%	-	74%	-	50%	-	-	
End of Course																							

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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 I	All Students	70%	73%	70%	-	71%	*	-	-	-	-	69%	78%	24%	77%	62%	66%	76%	-	64%	-	-	
	CWD	37%	32%	24%	-	25%	*	-	-	-	-	24%	*	24%	-	17%	13%	40%	-	*	-	-	
	CWOD	75%	78%	77%	-	77%	-	-	-	-	-	75%	89%	-	77%	69%	74%	80%	-	67%	-	-	
	EL	49%	66%	62%	-	62%	*	-	-	-	-	61%	63%	17%	69%	62%	57%	67%	-	56%	-	-	
	Male	65%	69%	66%	-	67%	*	-	-	-	-	65%	77%	13%	74%	57%	66%	-	-	75%	-	-	
	Female	76%	79%	76%	-	76%	-	-	-	-	-	75%	80%	40%	80%	67%	-	76%	-	50%	-	-	
English II	All Students	73%	76%	69%	-	69%	*	*	-	-	-	67%	80%	14%	80%	60%	62%	76%	-	80%	-	-	
	CWD	39%	29%	14%	-	14%	*	-	-	-	-	17%	0%	14%	-	6%	6%	23%	-	*	-	-	
	CWOD	77%	82%	80%	-	80%	*	*	-	-	-	77%	100%	-	80%	72%	74%	87%	-	78%	-	-	
	EL	48%	68%	60%	-	60%	*	*	-	-	-	58%	83%	6%	72%	60%	55%	66%	-	75%	-	-	
	Male	68%	71%	62%	-	63%	*	-	-	-	-	61%	73%	6%	74%	55%	62%	-	-	*	-	-	
	Female	78%	82%	76%	-	76%	*	*	-	-	-	74%	86%	23%	87%	66%	-	76%	-	86%	-	-	
Algebra I	All Students	77%	82%	79%	-	79%	*	*	-	-	-	79%	82%	45%	82%	76%	79%	79%	-	71%	-	-	
	CWD	52%	47%	45%	-	48%	*	-	-	-	-	44%	*	45%	-	47%	42%	50%	-	*	-	-	
	CWOD	81%	85%	82%	-	82%	*	*	-	-	-	82%	87%	-	82%	80%	83%	81%	-	75%	-	-	
	EL	69%	80%	76%	-	76%	*	*	-	-	-	75%	85%	47%	80%	76%	76%	76%	-	57%	-	-	
	Male	74%	79%	79%	-	80%	*	-	-	-	-	80%	78%	42%	83%	76%	79%	-	-	100%	-	-	
	Female	81%	85%	79%	-	79%	-	*	-	-	-	77%	88%	50%	81%	76%	-	79%	-	33%	-	-	
Biology	All Students	87%	86%	87%	-	87%	*	-	-	-	-	88%	80%	41%	92%	82%	86%	88%	-	75%	-	-	
	CWD	67%	54%	41%	-	44%	*	-	-	-	-	43%	*	41%	-	36%	30%	57%	-	*	-	-	
	CWOD	90%	89%	92%	-	92%	-	-	-	-	-	92%	88%	-	92%	88%	93%	91%	-	82%	-	-	
	EL	75%	82%	82%	-	83%	*	-	-	-	-	83%	75%	36%	88%	82%	80%	84%	-	57%	-	-	
	Male	85%	86%	86%	-	87%	*	-	-	-	-	88%	67%	30%	93%	80%	86%	-	-	86%	-	-	
	Female	89%	87%	88%	-	88%	-	-	-	-	-	87%	91%	57%	91%	84%	-	88%	-	60%	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	51%	48%	55%	-	55%	*	-	-	-	*	55%	57%	31%	58%	52%	47%	63%	-	*	-	-	
	CWD	24%	23%	31%	-	31%	-	-	-	-	-	30%	*	31%	-	25%	29%	33%	-	*	-	-	
	CWOD	56%	50%	58%	-	58%	*	-	-	-	*	57%	61%	-	58%	54%	49%	65%	-	*	-	-	
	EL	34%	47%	52%	-	52%	-	-	-	-	-	54%	38%	25%	54%	52%	42%	62%	-	*	-	-	
	Male	47%	41%	47%	-	48%	-	-	-	-	*	47%	50%	29%	49%	42%	47%	-	-	*	-	-	
	Female	56%	55%	63%	-	62%	*	-	-	-	-	62%	67%	33%	65%	62%	-	63%	-	*	-	-	
Mathematics	All Students	38%	28%	28%	-	28%	*	-	-	-	*	27%	29%	23%	28%	23%	28%	27%	-	*	-	-	
	CWD	22%	20%	23%	-	23%	-	-	-	-	-	30%	*	23%	-	25%	14%	33%	-	*	-	-	
	CWOD	41%	29%	28%	-	28%	*	-	-	-	*	27%	33%	-	28%	23%	30%	26%	-	*	-	-	
	EL	26%	27%	23%	-	23%	-	-	-	-	-	24%	15%	25%	23%	23%	24%	22%	-	*	-	-	
	Male	41%	31%	28%	-	29%	-	-	-	-	*	29%	25%	14%	30%	24%	28%	-	-	*	-	-	
	Female	36%	26%	27%	-	27%	*	-	-	-	-	26%	33%	33%	26%	22%	-	27%	-	*	-	-	
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	53%	50%	47%	*	46%	*	-	-	-	-	45%	67%	16%	51%	44%	38%	57%	-	67%	-	-
	CWD	24%	20%	16%	-	17%	*	-	-	-	-	18%	*	16%	-	17%	8%	33%	-	*	-	-
	CWOD	58%	52%	51%	*	50%	*	-	-	-	-	48%	75%	-	51%	48%	44%	59%	-	75%	-	-
	EL	33%	45%	44%	-	43%	*	-	-	-	-	38%	77%	17%	48%	44%	33%	53%	-	60%	-	-
	Male	49%	43%	38%	*	36%	*	-	-	-	-	37%	50%	8%	44%	33%	38%	-	-	40%	-	-
	Female	57%	56%	57%	-	57%	-	-	-	-	-	53%	75%	33%	59%	53%	-	57%	-	*	-	-
Mathematics	All Students	36%	36%	27%	*	28%	*	-	-	-	-	28%	22%	16%	29%	24%	27%	28%	-	22%	-	-
	CWD	20%	19%	16%	-	17%	*	-	-	-	-	18%	*	16%	-	17%	8%	33%	-	*	-	-
	CWOD	39%	37%	29%	*	30%	*	-	-	-	-	30%	25%	-	29%	26%	31%	27%	-	25%	-	-
	EL	22%	34%	24%	-	25%	*	-	-	-	-	26%	15%	17%	26%	24%	24%	24%	-	0%	-	-
	Male	38%	36%	27%	*	29%	*	-	-	-	-	28%	17%	8%	31%	24%	27%	-	-	20%	-	-
	Female	34%	35%	28%	-	28%	-	-	-	-	-	28%	25%	33%	27%	24%	-	28%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	66%	*	66%	*	-	-	-	-	63%	89%	22%	69%	52%	59%	73%	-	69%	-	-
	CWD	24%	21%	22%	-	22%	-	-	-	-	-	25%	*	22%	-	17%	*	0%	-	-	-	-
	CWOD	61%	64%	69%	*	68%	*	-	-	-	-	65%	94%	-	69%	55%	59%	78%	-	69%	-	-
	EL	34%	55%	52%	-	52%	-	-	-	-	-	51%	67%	17%	55%	52%	49%	56%	-	83%	-	-
	Male	50%	54%	59%	*	58%	*	-	-	-	-	54%	90%	*	59%	49%	59%	-	-	57%	-	-
	Female	62%	68%	73%	-	73%	-	-	-	-	-	71%	89%	0%	78%	56%	-	73%	-	83%	-	-
Mathematics	All Students	45%	29%	28%	*	27%	-	-	-	-	-	24%	64%	0%	30%	19%	26%	29%	-	27%	-	-
	CWD	24%	13%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	48%	30%	30%	*	29%	-	-	-	-	-	26%	70%	-	30%	21%	27%	33%	-	27%	-	-
	EL	31%	31%	19%	-	19%	-	-	-	-	-	18%	*	0%	21%	19%	21%	17%	-	33%	-	-
	Male	44%	27%	26%	*	25%	-	-	-	-	-	21%	67%	*	27%	21%	26%	-	-	40%	-	-
	Female	45%	31%	29%	-	29%	-	-	-	-	-	26%	60%	0%	33%	17%	-	29%	-	17%	-	-
Science	All Students	46%	41%	40%	*	40%	*	-	-	-	-	36%	74%	11%	42%	33%	39%	41%	-	15%	-	-
	CWD	24%	16%	11%	-	11%	-	-	-	-	-	13%	*	11%	-	17%	*	0%	-	-	-	-
	CWOD	49%	43%	42%	*	42%	*	-	-	-	-	37%	78%	-	42%	34%	39%	44%	-	15%	-	-
	EL	26%	37%	33%	-	33%	-	-	-	-	-	30%	67%	17%	34%	33%	37%	29%	-	17%	-	-
	Male	48%	43%	39%	*	39%	*	-	-	-	-	34%	70%	*	39%	37%	39%	-	-	14%	-	-
	Female	43%	39%	41%	-	41%	-	-	-	-	-	37%	78%	0%	44%	29%	-	41%	-	17%	-	-
End of Course																						
English I	All Students	50%	51%	49%	-	49%	*	-	-	-	-	48%	52%	16%	53%	38%	42%	56%	-	50%	-	-
	CWD	20%	14%	16%	-	17%	*	-	-	-	-	14%	*	16%	-	6%	13%	20%	-	*	-	-
	CWOD	54%	55%	53%	-	53%	-	-	-	-	-	53%	58%	-	53%	43%	47%	61%	-	58%	-	-
	EL	26%	39%	38%	-	38%	*	-	-	-	-	39%	25%	6%	43%	38%	31%	46%	-	33%	-	-
	Male	44%	45%	42%	-	43%	*	-	-	-	-	44%	31%	13%	47%	31%	42%	-	-	63%	-	-
	Female	57%	58%	56%	-	56%	-	-	-	-	-	54%	80%	20%	61%	46%	-	56%	-	33%	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	49%	-	49%	*	*	-	-	-	45%	68%	7%	57%	30%	41%	58%	-	50%	-	-
	CWD	22%	15%	7%	-	7%	*	-	-	-	-	8%	0%	7%	-	0%	6%	8%	-	*	-	-
	CWOD	57%	59%	57%	-	57%	*	*	-	-	-	52%	85%	-	57%	38%	48%	67%	-	56%	-	-
	EL	23%	43%	30%	-	31%	*	*	-	-	-	30%	33%	0%	38%	30%	22%	42%	-	38%	-	-
	Male	47%	48%	41%	-	41%	*	-	-	-	-	39%	55%	6%	48%	22%	41%	-	-	*	-	-
	Female	60%	62%	58%	-	58%	*	*	-	-	-	53%	79%	8%	67%	42%	-	58%	-	57%	-	-
Algebra I	All Students	42%	48%	42%	-	42%	*	*	-	-	-	40%	50%	14%	45%	35%	37%	47%	-	36%	-	-
	CWD	19%	11%	14%	-	14%	*	-	-	-	-	11%	*	14%	-	7%	8%	20%	-	*	-	-
	CWOD	45%	51%	45%	-	45%	*	*	-	-	-	43%	53%	-	45%	39%	39%	50%	-	42%	-	-
	EL	29%	42%	35%	-	36%	*	*	-	-	-	34%	46%	7%	39%	35%	30%	41%	-	14%	-	-
	Male	40%	46%	37%	-	36%	*	-	-	-	-	36%	39%	8%	39%	30%	37%	-	-	50%	-	-
	Female	44%	50%	47%	-	48%	-	*	-	-	-	45%	63%	20%	50%	41%	-	47%	-	17%	-	-
Biology	All Students	54%	47%	56%	-	56%	*	-	-	-	-	54%	65%	24%	59%	41%	56%	56%	-	42%	-	-
	CWD	27%	14%	24%	-	25%	*	-	-	-	-	21%	*	24%	-	9%	20%	29%	-	*	-	-
	CWOD	58%	51%	59%	-	59%	-	-	-	-	-	58%	71%	-	59%	45%	61%	58%	-	45%	-	-
	EL	29%	35%	41%	-	41%	*	-	-	-	-	40%	50%	9%	45%	41%	41%	40%	-	14%	-	-
	Male	53%	46%	56%	-	57%	*	-	-	-	-	56%	56%	20%	61%	41%	56%	-	-	57%	-	-
	Female	55%	49%	56%	-	56%	-	-	-	-	-	53%	73%	29%	58%	40%	-	56%	-	20%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	22%	-	22%	*	-	-	-	*	21%	29%	0%	24%	17%	19%	24%	-	*	-	-
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	19%	24%	-	24%	*	-	-	-	*	22%	33%	-	24%	18%	21%	26%	-	*	-	-
	EL	10%	14%	17%	-	17%	-	-	-	-	-	17%	15%	0%	18%	17%	16%	18%	-	*	-	-
	Male	19%	16%	19%	-	19%	-	-	-	-	*	19%	17%	0%	21%	16%	19%	-	-	*	-	-
	Female	24%	19%	24%	-	25%	*	-	-	-	-	22%	44%	0%	26%	18%	-	24%	-	*	-	-
Mathematics	All Students	15%	7%	8%	-	8%	*	-	-	-	*	8%	5%	8%	8%	8%	11%	5%	-	*	-	-
	CWD	8%	7%	8%	-	8%	-	-	-	-	-	10%	*	8%	-	13%	14%	0%	-	*	-	-
	CWOD	16%	7%	8%	-	8%	*	-	-	-	*	8%	6%	-	8%	8%	10%	6%	-	*	-	-
	EL	8%	6%	8%	-	8%	-	-	-	-	-	10%	0%	13%	8%	8%	10%	7%	-	*	-	-
	Male	17%	9%	11%	-	11%	-	-	-	-	*	11%	8%	14%	10%	10%	11%	-	-	*	-	-
	Female	13%	5%	5%	-	5%	*	-	-	-	-	6%	0%	0%	6%	7%	-	5%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	18%	*	19%	*	-	-	-	-	17%	28%	5%	20%	16%	10%	28%	-	22%	-	-
	CWD	7%	6%	5%	-	6%	*	-	-	-	-	6%	*	5%	-	0%	0%	17%	-	*	-	-
	CWOD	29%	23%	20%	*	21%	*	-	-	-	-	19%	31%	-	20%	18%	12%	29%	-	25%	-	-
	EL	11%	18%	16%	-	16%	*	-	-	-	-	15%	23%	0%	18%	16%	9%	22%	-	0%	-	-
	Male	23%	19%	10%	*	10%	*	-	-	-	-	9%	17%	0%	12%	9%	10%	-	-	20%	-	-
	Female	30%	25%	28%	-	28%	-	-	-	-	-	27%	33%	17%	29%	22%	-	28%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	4%	*	5%	*	-	-	-	-	5%	0%	0%	5%	2%	5%	4%	-	0%	-	-
	CWD	7%	6%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	12%	11%	5%	*	5%	*	-	-	-	-	6%	0%	-	5%	2%	6%	4%	-	0%	-	-
	EL	5%	10%	2%	-	2%	*	-	-	-	-	2%	0%	0%	2%	2%	0%	4%	-	0%	-	-
	Male	12%	12%	5%	*	5%	*	-	-	-	-	5%	0%	0%	6%	0%	5%	-	-	0%	-	-
	Female	10%	8%	4%	-	4%	-	-	-	-	-	5%	0%	0%	4%	4%	-	4%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	27%	24%	29%	*	28%	*	-	-	-	-	26%	47%	0%	30%	22%	29%	29%	-	15%	-	-
	CWD	7%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	30%	26%	30%	*	30%	*	-	-	-	-	28%	50%	-	30%	24%	30%	31%	-	15%	-	-
	EL	10%	19%	22%	-	22%	-	-	-	-	-	21%	33%	0%	24%	22%	22%	22%	-	17%	-	-
	Male	23%	20%	29%	*	28%	*	-	-	-	-	25%	50%	*	30%	22%	29%	-	-	14%	-	-
	Female	32%	28%	29%	-	29%	-	-	-	-	-	27%	44%	0%	31%	22%	-	29%	-	17%	-	-
Mathematics	All Students	17%	6%	6%	*	6%	-	-	-	-	-	6%	9%	0%	7%	5%	2%	10%	-	9%	-	-
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	18%	6%	7%	*	7%	-	-	-	-	-	6%	10%	-	7%	5%	2%	12%	-	9%	-	-
	EL	8%	6%	5%	-	5%	-	-	-	-	-	5%	*	0%	5%	5%	3%	7%	-	17%	-	-
	Male	17%	6%	2%	*	2%	-	-	-	-	-	2%	0%	*	2%	3%	2%	-	-	0%	-	-
	Female	16%	6%	10%	-	10%	-	-	-	-	-	9%	20%	0%	12%	7%	-	10%	-	17%	-	-
Science	All Students	16%	9%	11%	*	11%	*	-	-	-	-	9%	26%	0%	12%	10%	15%	8%	-	8%	-	-
	CWD	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	18%	10%	12%	*	12%	*	-	-	-	-	10%	28%	-	12%	11%	16%	9%	-	8%	-	-
	EL	5%	7%	10%	-	10%	-	-	-	-	-	9%	17%	0%	11%	10%	10%	10%	-	0%	-	-
	Male	18%	11%	15%	*	14%	*	-	-	-	-	11%	40%	*	16%	10%	15%	-	-	14%	-	-
	Female	14%	7%	8%	-	8%	-	-	-	-	-	8%	11%	0%	9%	10%	-	8%	-	0%	-	-
<b>End of Course</b>																						
English I	All Students	13%	10%	10%	-	10%	*	-	-	-	-	8%	26%	8%	10%	3%	7%	13%	-	14%	-	-
	CWD	5%	1%	8%	-	8%	*	-	-	-	-	5%	*	8%	-	6%	6%	10%	-	*	-	-
	CWOD	14%	11%	10%	-	10%	-	-	-	-	-	8%	26%	-	10%	3%	7%	13%	-	17%	-	-
	EL	2%	3%	3%	-	3%	*	-	-	-	-	3%	13%	6%	3%	3%	3%	4%	-	11%	-	-
	Male	10%	8%	7%	-	7%	*	-	-	-	-	6%	15%	6%	7%	3%	7%	-	-	25%	-	-
	Female	16%	12%	13%	-	13%	-	-	-	-	-	10%	40%	10%	13%	4%	-	13%	-	0%	-	-
English II	All Students	8%	5%	6%	-	6%	*	*	-	-	-	5%	12%	3%	7%	1%	8%	5%	-	10%	-	-
	CWD	5%	3%	3%	-	4%	*	-	-	-	-	4%	0%	3%	-	0%	6%	0%	-	*	-	-
	CWOD	9%	5%	7%	-	6%	*	*	-	-	-	6%	15%	-	7%	1%	8%	6%	-	11%	-	-
	EL	1%	1%	1%	-	1%	*	*	-	-	-	1%	0%	0%	1%	1%	2%	0%	-	0%	-	-
	Male	7%	4%	8%	-	8%	*	-	-	-	-	6%	18%	6%	8%	2%	8%	-	-	*	-	-
	Female	10%	5%	5%	-	4%	*	*	-	-	-	5%	7%	0%	6%	0%	-	5%	-	0%	-	-



Texas Education Agency  
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 YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	
Algebra I	All Students	22%	26%	22%	-	22%	*	*	-	-	-	19%	38%	5%	23%	19%	21%	23%	-	14%	-	-	
	CWD	7%	4%	5%	-	5%	*	-	-	-	-	6%	*	5%	-	0%	8%	0%	-	*	-	-	
	CWOD	24%	28%	23%	-	23%	*	*	-	-	-	20%	43%	-	23%	21%	22%	25%	-	17%	-	-	
	EL	12%	20%	19%	-	19%	*	*	-	-	-	17%	38%	0%	21%	19%	19%	19%	-	14%	-	-	
	Male	22%	26%	21%	-	20%	*	-	-	-	-	19%	33%	8%	22%	19%	21%	-	-	25%	-	-	
	Female	23%	26%	23%	-	23%	-	*	-	-	-	20%	44%	0%	25%	19%	-	23%	-	0%	-	-	
Biology	All Students	20%	10%	12%	-	12%	*	-	-	-	-	10%	20%	0%	13%	6%	12%	11%	-	8%	-	-	
	CWD	7%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	22%	11%	13%	-	13%	-	-	-	-	-	11%	24%	-	13%	7%	14%	12%	-	9%	-	-	
	EL	6%	5%	6%	-	6%	*	-	-	-	-	7%	0%	0%	7%	6%	6%	7%	-	14%	-	-	
	Male	21%	12%	12%	-	12%	*	-	-	-	-	12%	11%	0%	14%	6%	12%	-	-	14%	-	-	
	Female	20%	8%	11%	-	11%	-	-	-	-	-	9%	27%	0%	12%	7%	-	11%	-	0%	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	75%	76%	73%	80%	73%	63%	*	-	-	*	72%	81%	35%	77%	69%	70%	76%	-	70%	-	-	
	CWD	48%	42%	35%	-	37%	0%	-	-	-	-	37%	24%	35%	-	34%	29%	43%	-	30%	-	-	
	CWOD	79%	79%	77%	80%	77%	100%	*	-	-	*	76%	89%	-	77%	73%	75%	80%	-	74%	-	-	
	EL	62%	72%	69%	-	69%	33%	*	-	-	-	68%	74%	34%	73%	69%	65%	72%	-	70%	-	-	
	Male	73%	73%	70%	80%	71%	54%	-	-	-	*	69%	78%	29%	75%	65%	70%	-	-	70%	-	-	
	Female	77%	79%	76%	-	76%	*	*	-	-	-	75%	84%	43%	80%	72%	-	76%	-	70%	-	-	
Reading	All Students	76%	77%	75%	*	75%	63%	*	-	-	*	73%	84%	27%	81%	70%	69%	81%	-	73%	-	-	
	CWD	46%	38%	27%	-	28%	*	-	-	-	-	29%	20%	27%	-	23%	20%	37%	-	40%	-	-	
	CWOD	80%	81%	81%	*	81%	100%	*	-	-	*	79%	95%	-	81%	76%	76%	86%	-	77%	-	-	
	EL	60%	73%	70%	-	70%	*	*	-	-	-	69%	78%	23%	76%	70%	63%	77%	-	73%	-	-	
	Male	72%	72%	69%	*	69%	50%	-	-	-	*	67%	81%	20%	76%	63%	69%	-	-	67%	-	-	
	Female	80%	83%	81%	-	81%	*	*	-	-	-	80%	87%	37%	86%	77%	-	81%	-	80%	-	-	
Mathematics	All Students	74%	72%	68%	*	68%	67%	*	-	-	*	67%	76%	43%	71%	65%	67%	69%	-	65%	-	-	
	CWD	49%	43%	43%	-	44%	*	-	-	-	-	45%	30%	43%	-	44%	37%	50%	-	*	-	-	
	CWOD	78%	75%	71%	*	71%	*	*	-	-	*	69%	82%	-	71%	67%	71%	70%	-	70%	-	-	
	EL	65%	71%	65%	-	65%	*	*	-	-	-	64%	69%	44%	67%	65%	64%	65%	-	65%	-	-	
	Male	73%	70%	67%	*	68%	60%	-	-	-	*	66%	76%	37%	71%	64%	67%	-	-	63%	-	-	
	Female	74%	73%	69%	-	68%	*	*	-	-	-	68%	76%	50%	70%	65%	-	69%	-	67%	-	-	
Science	All Students	76%	79%	80%	*	81%	*	-	-	-	-	80%	82%	46%	83%	75%	80%	81%	-	72%	-	-	
	CWD	52%	47%	46%	-	48%	*	-	-	-	-	50%	*	46%	-	47%	46%	46%	-	*	-	-	
	CWOD	79%	82%	83%	*	83%	*	-	-	-	-	83%	89%	-	83%	78%	83%	84%	-	75%	-	-	
	EL	62%	75%	75%	-	75%	*	-	-	-	-	75%	71%	47%	78%	75%	75%	74%	-	69%	-	-	
	Male	76%	79%	80%	*	80%	*	-	-	-	-	81%	74%	46%	83%	75%	80%	-	-	86%	-	-	
	Female	75%	79%	81%	-	81%	-	-	-	-	-	79%	90%	46%	84%	74%	-	81%	-	55%	-	-	



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
SAT/ACT All Subjects	All Students	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	91%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

All Subjects	All Students	48%	46%	<b>45%</b>	60%	45%	44%	*	-	-	*	43%	57%	16%	48%	36%	40%	49%	-	42%	-	-
	CWD	24%	17%	<b>16%</b>	-	16%	0%	-	-	-	-	16%	14%	16%	-	11%	14%	18%	-	0%	-	-
	CWOD	52%	49%	<b>48%</b>	60%	48%	70%	*	-	-	*	46%	64%	-	48%	39%	44%	52%	-	47%	-	-
	EL	31%	40%	<b>36%</b>	-	36%	17%	*	-	-	-	35%	41%	11%	39%	36%	32%	40%	-	35%	-	-
	Male	46%	43%	<b>40%</b>	60%	40%	38%	-	-	-	*	39%	49%	14%	44%	32%	40%	-	-	42%	-	-
	Female	49%	49%	<b>49%</b>	-	49%	*	*	-	-	-	47%	66%	18%	52%	40%	-	49%	-	43%	-	-
Reading	All Students	52%	52%	<b>53%</b>	*	53%	63%	*	-	-	*	51%	66%	16%	58%	43%	45%	61%	-	59%	-	-
	CWD	24%	18%	<b>16%</b>	-	16%	*	-	-	-	-	16%	13%	16%	-	10%	15%	17%	-	0%	-	-
	CWOD	56%	56%	<b>58%</b>	*	57%	100%	*	-	-	*	55%	75%	-	58%	47%	49%	66%	-	66%	-	-
	EL	33%	45%	<b>43%</b>	-	43%	*	*	-	-	-	42%	50%	10%	47%	43%	35%	52%	-	53%	-	-
	Male	47%	46%	<b>45%</b>	*	45%	50%	-	-	-	*	44%	54%	15%	49%	35%	45%	-	-	50%	-	-
	Female	57%	59%	<b>61%</b>	-	61%	*	*	-	-	-	59%	78%	17%	66%	52%	-	61%	-	68%	-	-
Mathematics	All Students	44%	38%	<b>33%</b>	*	33%	17%	*	-	-	*	32%	40%	14%	35%	27%	31%	35%	-	30%	-	-
	CWD	24%	16%	<b>14%</b>	-	15%	*	-	-	-	-	15%	10%	14%	-	12%	9%	21%	-	*	-	-
	CWOD	47%	40%	<b>35%</b>	*	35%	*	*	-	-	*	34%	45%	-	35%	29%	33%	37%	-	33%	-	-
	EL	32%	35%	<b>27%</b>	-	27%	*	*	-	-	-	27%	26%	12%	29%	27%	26%	28%	-	20%	-	-
	Male	45%	38%	<b>31%</b>	*	31%	20%	-	-	-	*	30%	36%	9%	33%	26%	31%	-	-	37%	-	-
	Female	42%	38%	<b>35%</b>	-	35%	*	*	-	-	-	34%	45%	21%	37%	28%	-	35%	-	22%	-	-
Science	All Students	46%	44%	<b>48%</b>	*	48%	*	-	-	-	-	45%	69%	19%	51%	37%	48%	48%	-	28%	-	-
	CWD	24%	15%	<b>19%</b>	-	20%	*	-	-	-	-	18%	*	19%	-	12%	23%	15%	-	*	-	-
	CWOD	49%	47%	<b>51%</b>	*	51%	*	-	-	-	-	48%	74%	-	51%	40%	50%	51%	-	29%	-	-
	EL	26%	36%	<b>37%</b>	-	37%	*	-	-	-	-	35%	57%	12%	40%	37%	39%	35%	-	15%	-	-
	Male	47%	44%	<b>48%</b>	*	48%	*	-	-	-	-	46%	63%	23%	50%	39%	48%	-	-	36%	-	-
	Female	44%	44%	<b>48%</b>	-	48%	-	-	-	-	-	45%	75%	15%	51%	35%	-	48%	-	18%	-	-
SAT/ACT All Subjects	All Students	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	50%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	57%	64%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

**STAAR Percent at Masters Grade Level**

**All Grades**

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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
All Subjects	All Students	19%	14%	14%	0%	14%	25%	*	-	-	*	13%	23%	3%	15%	10%	13%	15%	-	11%	-	-
	CWD	7%	4%	3%	-	3%	0%	-	-	-	-	3%	3%	3%	-	2%	4%	2%	-	0%	-	-
	CWOD	21%	15%	15%	0%	15%	40%	*	-	-	*	14%	26%	-	15%	11%	14%	16%	-	12%	-	-
	EL	9%	11%	10%	-	10%	0%	*	-	-	-	10%	14%	2%	11%	10%	9%	11%	-	8%	-	-
	Male	18%	14%	13%	0%	13%	23%	-	-	-	*	12%	21%	4%	14%	9%	13%	-	-	16%	-	-
	Female	19%	15%	15%	-	15%	*	*	-	-	-	13%	25%	2%	16%	11%	-	15%	-	6%	-	-
Reading	All Students	20%	15%	16%	*	16%	25%	*	-	-	*	15%	27%	4%	18%	11%	13%	19%	-	14%	-	-
	CWD	7%	3%	4%	-	4%	*	-	-	-	-	4%	7%	4%	-	2%	4%	5%	-	0%	-	-
	CWOD	22%	17%	18%	*	18%	40%	*	-	-	*	16%	31%	-	18%	13%	15%	21%	-	16%	-	-
	EL	9%	11%	11%	-	11%	*	*	-	-	-	11%	17%	2%	13%	11%	10%	13%	-	7%	-	-
	Male	17%	13%	13%	*	14%	17%	-	-	-	*	12%	23%	4%	15%	10%	13%	-	-	21%	-	-
	Female	23%	18%	19%	-	19%	*	*	-	-	-	18%	31%	5%	21%	13%	-	19%	-	8%	-	-
Mathematics	All Students	18%	15%	12%	*	12%	17%	*	-	-	*	11%	18%	3%	13%	10%	12%	12%	-	8%	-	-
	CWD	8%	5%	3%	-	3%	*	-	-	-	-	4%	0%	3%	-	2%	6%	0%	-	*	-	-
	CWOD	20%	16%	13%	*	13%	*	*	-	-	*	12%	20%	-	13%	11%	12%	13%	-	9%	-	-
	EL	11%	12%	10%	-	10%	*	*	-	-	-	10%	12%	2%	11%	10%	10%	10%	-	10%	-	-
	Male	20%	16%	12%	*	12%	20%	-	-	-	*	11%	17%	6%	12%	10%	12%	-	-	11%	-	-
	Female	16%	14%	12%	-	12%	*	*	-	-	-	11%	19%	0%	13%	10%	-	12%	-	6%	-	-
Science	All Students	17%	10%	11%	*	11%	*	-	-	-	-	10%	23%	0%	13%	8%	13%	10%	-	8%	-	-
	CWD	7%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	13%	*	12%	*	-	-	-	-	11%	26%	-	13%	9%	15%	10%	-	8%	-	-
	EL	6%	6%	8%	-	8%	*	-	-	-	-	8%	7%	0%	9%	8%	8%	8%	-	8%	-	-
	Male	19%	11%	13%	*	13%	*	-	-	-	-	12%	26%	0%	15%	8%	13%	-	-	14%	-	-
	Female	16%	8%	10%	-	10%	-	-	-	-	-	8%	20%	0%	10%	8%	-	10%	-	0%	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

- 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 2022-23 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)

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	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	71	*	71	71	*	-	-	*	70	46	69
CWD	46	-	47	*	-	-	-	-	42	46	39
CWOD	73	*	73	100	*	-	-	*	72	-	72
EL ◇	69	-	69	*	*	-	-	-	68	39	69
Male	68	*	69	60	-	-	-	*	67	39	65
Female	74	-	74	*	*	-	-	-	72	54	73
<b>Mathematics</b>											
All Students	61	*	61	65	-	-	-	*	61	57	58
CWD	57	-	59	*	-	-	-	-	54	57	61
CWOD	62	*	61	*	-	-	-	*	62	-	58
EL ◇	58	-	58	*	-	-	-	-	59	61	58
Male	60	*	60	*	-	-	-	*	59	46	56
Female	62	-	62	*	-	-	-	-	63	70	61

- 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 2022.

	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 2022</b>													
All Students	94.6%	*	94.5%	-	*	-	-	-	95.0%	76.9%	85.0%	88.0%	-
CWD	76.9%	*	75.0%	-	-	-	-	-	83.3%	76.9%	*	*	-
CWOD	96.9%	-	96.9%	-	*	-	-	-	96.6%	-	87.5%	90.9%	-
EL ◇	85.0%	-	85.0%	-	-	-	-	-	85.0%	*	85.0%	85.7%	-
Male	94.9%	*	94.7%	-	*	-	-	-	94.6%	85.7%	75.0%	90.9%	-
Female	94.2%	-	94.2%	-	-	-	-	-	95.5%	66.7%	100.0%	85.7%	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
467	122	26%

- 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	44	47	44	44	*	-	-	*	43	18	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	79%	*	79%	-	*	-	-	-	79%	91%	76%

- 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)

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	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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N						N	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N	N	N
<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%
Target Met	Y		Y						Y	N	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	N	N
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	N		N						Y	N	N

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Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	N	N

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 2022-23 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	100%	100%	100%	100%	*	-	-	*	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	-	99%	100%	-	-	-	-	99%	100%	99%	-	99%	99%	100%	-
	CWOD	100%	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	*	-	-	-	100%	100%	99%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	-	*	100%	100%	99%	100%	100%	100%	-	-
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	-	99%	*	-	-	-	-	99%	100%	99%	-	98%	98%	100%	-
	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	98%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	98%	100%	100%	100%	-	-
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	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%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	99%	*	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	99%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	*	99%	*	-	-	-	-	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	*	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	-	-

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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	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	-	-	*	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	-	1%	0%	-	-	-	-	1%	0%	1%	-	1%	1%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	*	-	-	-	0%	0%	1%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	1%	0%	0%	0%	-	-
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	*	0%	0%	*	-	-	*	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	-	1%	*	-	-	-	-	1%	0%	1%	-	2%	2%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	2%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	2%	0%	0%	0%	-	-
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	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%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	1%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	*	1%	*	-	-	-	-	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	-	1%	-

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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
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 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	15	0	15	0	0	0	0	0	3		
	Female	17	0	17	0	0	0	0	0	4		
	Total	32	0	32	0	0	0	0	0	7		
<b>Out-of-School Suspensions</b>												
	Male	16	0	16	0	0	0	0	0	7		
	Female	8	0	8	0	0	0	0	0	2		
	Total	24	0	24	0	0	0	0	0	9		
<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	2	0	2	0	0	0	0	0	2		1
	Total	2	0	2	0	0	0	0	0	2		1
<b>Out-of-School Suspensions</b>												
	Male	3	0	3	0	0	0	0	0	2		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	2		1
<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	102	-8	101	-8	-8	-8	1	-8	39	13	6
	Female	83	-8	82	1	-8	-8	-8	-8	24	9	1
	Total	185	-8	183	1	-8	-8	1	-8	63	22	7

	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	2
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	2
On the basis of race	3
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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	144	0	143	1	0	0	0	0	21	5
	Female	173	0	170	2	0	0	0	1	25	5
	Total	317	0	313	3	0	0	0	1	46	10
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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	61.0	96.8%
Teachers Teaching with Emergency or Provisional Credentials	4.0	6.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

## 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	*	2%
Mathematics	6,481	2%	21	1%	*	2%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	*	1%
Mathematics	6,300	2%	23	1%	*	1%
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	*	1%
English II	5,771	1%	11	0%	*	1%
Algebra I	6,015	1%	10	0%	*	1%
Biology	6,041	1%	10	0%	*	2%
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	20	1%
Reading	52,275	1%	84	1%	9	1%
Mathematics	46,462	2%	73	1%	8	1%
Science	19,024	1%	21	0%	*	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

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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	55%	-	55%	*	-	-	-	-	55%	*	57%
In-State Private Institutions	9%	-	9%	-	-	-	-	-	9%	*	*
Out-of-State Institutions	5%	-	5%	-	-	-	-	-	5%	-	*

- 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 2021-22 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	29%	*	29%	25%	*	-	*	-	30%	46%	27%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%



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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	76%	78%	76%	-	-	-	-	-	77%	63%	40%	79%	74%	76%	76%	-	*	-	-
	CWD	45%	43%	40%	*	36%	-	-	-	-	-	36%	*	40%	-	29%	71%	13%	-	-	-	-
	CWOD	81%	78%	79%	100%	79%	-	-	-	-	-	82%	61%	-	79%	77%	76%	83%	-	*	-	-
	EL	62%	75%	74%	-	74%	-	-	-	-	-	78%	42%	29%	77%	74%	73%	74%	-	*	-	-
	Male	72%	70%	76%	80%	75%	-	-	-	-	-	79%	50%	71%	76%	73%	76%	-	-	*	-	-
	Female	80%	81%	76%	*	76%	-	-	-	-	-	75%	78%	13%	83%	74%	-	76%	-	*	-	-

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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	74%	68%	<b>76%</b>	67%	76%	-	-	-	-	-	76%	74%	53%	78%	74%	78%	73%	-	*	-	-
	CWD	51%	48%	<b>53%</b>	*	55%	-	-	-	-	-	57%	*	53%	-	43%	71%	38%	-	-	-	-
	CWOD	78%	70%	<b>78%</b>	80%	78%	-	-	-	-	-	78%	78%	-	78%	76%	79%	77%	-	*	-	-
	EL	65%	69%	<b>74%</b>	-	74%	-	-	-	-	-	74%	67%	43%	76%	74%	79%	69%	-	*	-	-
	Male	75%	69%	<b>78%</b>	80%	78%	-	-	-	-	-	79%	70%	71%	79%	79%	78%	-	-	*	-	-
	Female	73%	68%	<b>73%</b>	*	74%	-	-	-	-	-	72%	78%	38%	77%	69%	-	73%	-	*	-	-
<b>Grade 7</b>																						
Reading	All Students	77%	76%	<b>77%</b>	64%	78%	-	-	-	-	-	78%	70%	64%	78%	78%	72%	84%	-	*	-	-
	CWD	45%	44%	<b>64%</b>	*	88%	-	-	-	-	-	56%	*	64%	-	*	*	57%	-	-	-	-
	CWOD	82%	79%	<b>78%</b>	88%	78%	-	-	-	-	-	79%	63%	-	78%	78%	71%	87%	-	*	-	-
	EL	62%	73%	<b>78%</b>	-	78%	-	-	-	-	-	79%	67%	*	78%	78%	73%	84%	-	*	-	-
	Male	73%	70%	<b>72%</b>	*	73%	-	-	-	-	-	72%	67%	*	71%	73%	72%	-	-	*	-	-
	Female	81%	82%	<b>84%</b>	71%	86%	-	-	-	-	-	85%	*	57%	87%	84%	-	84%	-	-	-	-
Mathematics	All Students	61%	61%	<b>64%</b>	55%	65%	-	-	-	-	-	66%	45%	46%	66%	66%	63%	66%	-	*	-	-
	CWD	37%	31%	<b>46%</b>	*	60%	-	-	-	-	-	50%	*	46%	-	*	50%	43%	-	-	-	-
	CWOD	66%	64%	<b>66%</b>	75%	65%	-	-	-	-	-	67%	50%	-	66%	66%	64%	68%	-	*	-	-
	EL	47%	59%	<b>66%</b>	-	66%	-	-	-	-	-	68%	43%	*	66%	66%	67%	66%	-	*	-	-
	Male	62%	59%	<b>63%</b>	*	65%	-	-	-	-	-	65%	43%	50%	64%	67%	63%	-	-	*	-	-
	Female	60%	62%	<b>66%</b>	71%	65%	-	-	-	-	-	67%	*	43%	68%	66%	-	66%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	86%	<b>84%</b>	87%	84%	-	-	-	-	-	86%	64%	38%	89%	81%	79%	89%	-	100%	-	-
	CWD	51%	52%	<b>38%</b>	*	30%	-	-	-	-	-	38%	-	38%	-	33%	17%	57%	-	-	-	-
	CWOD	86%	89%	<b>89%</b>	92%	88%	-	-	-	-	-	91%	64%	-	89%	85%	85%	93%	-	100%	-	-
	EL	68%	85%	<b>81%</b>	-	81%	-	-	-	-	-	84%	50%	33%	85%	81%	77%	87%	-	*	-	-
	Male	78%	81%	<b>79%</b>	71%	80%	-	-	-	-	-	82%	57%	17%	85%	77%	79%	-	-	100%	-	-
	Female	86%	92%	<b>89%</b>	100%	88%	-	-	-	-	-	92%	71%	57%	93%	87%	-	89%	-	*	-	-
Mathematics	All Students	74%	69%	<b>86%</b>	87%	86%	-	-	-	-	-	87%	79%	38%	91%	88%	85%	88%	-	83%	-	-
	CWD	48%	48%	<b>38%</b>	*	30%	-	-	-	-	-	38%	-	38%	-	33%	33%	43%	-	-	-	-
	CWOD	79%	71%	<b>91%</b>	92%	91%	-	-	-	-	-	92%	79%	-	91%	92%	89%	93%	-	83%	-	-
	EL	64%	69%	<b>88%</b>	-	88%	-	-	-	-	-	91%	63%	33%	92%	88%	87%	89%	-	*	-	-
	Male	73%	67%	<b>85%</b>	100%	83%	-	-	-	-	-	85%	86%	33%	89%	87%	85%	-	-	80%	-	-
	Female	76%	71%	<b>88%</b>	75%	90%	-	-	-	-	-	90%	71%	43%	93%	89%	-	88%	-	*	-	-
Science	All Students	73%	72%	<b>71%</b>	87%	69%	-	-	-	-	-	71%	71%	38%	74%	67%	66%	77%	-	83%	-	-
	CWD	45%	38%	<b>38%</b>	*	30%	-	-	-	-	-	38%	-	38%	-	33%	33%	43%	-	-	-	-
	CWOD	76%	74%	<b>74%</b>	92%	73%	-	-	-	-	-	75%	71%	-	74%	69%	69%	81%	-	83%	-	-
	EL	56%	68%	<b>67%</b>	-	67%	-	-	-	-	-	67%	63%	33%	69%	67%	64%	70%	-	*	-	-
	Male	73%	71%	<b>66%</b>	86%	64%	-	-	-	-	-	66%	71%	33%	69%	64%	66%	-	-	80%	-	-
	Female	72%	72%	<b>77%</b>	88%	75%	-	-	-	-	-	78%	71%	43%	81%	70%	-	77%	-	*	-	-
<b>End of Course</b>																						

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English I	All Students	70%	73%	<b>76%</b>	63%	77%	*	-	-	-	*	76%	77%	26%	82%	66%	71%	82%	-	*	-	-
	CWD	37%	32%	<b>26%</b>	*	28%	-	-	-	-	-	24%	*	26%	-	33%	29%	20%	-	*	-	-
	CWOD	75%	78%	<b>82%</b>	71%	82%	*	-	-	-	*	83%	79%	-	82%	71%	78%	86%	-	*	-	-
	EL	49%	66%	<b>66%</b>	-	66%	-	-	-	-	-	65%	72%	33%	71%	66%	61%	73%	-	*	-	-
	Male	65%	69%	<b>71%</b>	*	70%	*	-	-	-	-	72%	63%	29%	78%	61%	71%	-	-	*	-	-
	Female	76%	79%	<b>82%</b>	50%	85%	-	-	-	-	*	82%	83%	20%	86%	73%	-	82%	-	*	-	-
English II	All Students	73%	76%	<b>81%</b>	*	81%	*	-	-	-	-	81%	78%	56%	84%	78%	75%	88%	-	80%	-	-
	CWD	39%	29%	<b>56%</b>	*	53%	-	-	-	-	-	50%	*	56%	-	50%	38%	70%	-	*	-	-
	CWOD	77%	82%	<b>84%</b>	*	85%	*	-	-	-	-	85%	79%	-	84%	81%	79%	91%	-	*	-	-
	EL	48%	68%	<b>78%</b>	-	78%	*	-	-	-	-	79%	70%	50%	81%	78%	71%	86%	-	*	-	-
	Male	68%	71%	<b>75%</b>	*	74%	*	-	-	-	-	75%	80%	38%	79%	71%	75%	-	-	*	-	-
	Female	78%	82%	<b>88%</b>	*	90%	*	-	-	-	-	90%	77%	70%	91%	86%	-	88%	-	*	-	-
Algebra I	All Students	77%	82%	<b>86%</b>	80%	86%	*	-	-	-	*	87%	79%	48%	91%	82%	84%	87%	-	*	-	-
	CWD	52%	47%	<b>48%</b>	*	47%	-	-	-	-	-	47%	*	48%	-	54%	50%	43%	-	*	-	-
	CWOD	81%	85%	<b>91%</b>	88%	91%	*	-	-	-	*	92%	82%	-	91%	88%	90%	91%	-	*	-	-
	EL	69%	80%	<b>82%</b>	-	82%	-	-	-	-	-	83%	81%	54%	88%	82%	80%	85%	-	-	-	-
	Male	74%	79%	<b>84%</b>	*	84%	*	-	-	-	-	86%	70%	50%	90%	80%	84%	-	-	*	-	-
	Female	81%	85%	<b>87%</b>	67%	89%	*	-	-	-	*	88%	86%	43%	91%	85%	-	87%	-	*	-	-
Biology	All Students	87%	86%	<b>82%</b>	75%	82%	*	-	-	-	*	83%	70%	39%	87%	80%	82%	81%	-	*	-	-
	CWD	67%	54%	<b>39%</b>	*	41%	-	-	-	-	-	41%	*	39%	-	58%	50%	*	-	*	-	-
	CWOD	90%	89%	<b>87%</b>	86%	88%	*	-	-	-	*	89%	74%	-	87%	84%	89%	86%	-	*	-	-
	EL	75%	82%	<b>80%</b>	-	80%	-	-	-	-	-	83%	64%	58%	84%	80%	80%	81%	-	-	-	-
	Male	85%	86%	<b>82%</b>	*	81%	*	-	-	-	-	85%	57%	50%	89%	80%	82%	-	-	*	-	-
	Female	89%	87%	<b>81%</b>	67%	84%	-	-	-	-	*	82%	77%	*	86%	81%	-	81%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

**Grade 6**

Reading	All Students	51%	48%	<b>42%</b>	33%	43%	-	-	-	-	-	43%	37%	13%	45%	42%	41%	43%	-	*	-	-
	CWD	24%	23%	<b>13%</b>	*	9%	-	-	-	-	-	14%	*	13%	-	14%	29%	0%	-	-	-	-
	CWOD	56%	50%	<b>45%</b>	40%	46%	-	-	-	-	-	46%	39%	-	45%	44%	43%	48%	-	*	-	-
	EL	34%	47%	<b>42%</b>	-	42%	-	-	-	-	-	44%	25%	14%	44%	42%	41%	43%	-	*	-	-
	Male	47%	41%	<b>41%</b>	40%	42%	-	-	-	-	-	42%	40%	29%	43%	41%	41%	-	-	*	-	-
	Female	56%	55%	<b>43%</b>	*	44%	-	-	-	-	-	45%	33%	0%	48%	43%	-	43%	-	*	-	-
Mathematics	All Students	38%	28%	<b>37%</b>	22%	38%	-	-	-	-	-	38%	32%	20%	39%	37%	43%	31%	-	*	-	-
	CWD	22%	20%	<b>20%</b>	*	27%	-	-	-	-	-	21%	*	20%	-	29%	43%	0%	-	-	-	-
	CWOD	41%	29%	<b>39%</b>	40%	39%	-	-	-	-	-	40%	33%	-	39%	38%	43%	35%	-	*	-	-
	EL	26%	27%	<b>37%</b>	-	37%	-	-	-	-	-	40%	17%	29%	38%	37%	45%	30%	-	*	-	-
	Male	41%	31%	<b>43%</b>	40%	43%	-	-	-	-	-	44%	30%	43%	43%	45%	43%	-	-	*	-	-
	Female	36%	26%	<b>31%</b>	*	33%	-	-	-	-	-	31%	33%	0%	35%	30%	-	31%	-	*	-	-

**Grade 7**

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Reading	All Students	53%	50%	<b>53%</b>	55%	53%	-	-	-	-	-	54%	40%	45%	54%	57%	48%	60%	-	*	-	-
	CWD	24%	20%	<b>45%</b>	*	63%	-	-	-	-	-	44%	*	45%	-	*	*	43%	-	-	-	-
	CWOD	58%	52%	<b>54%</b>	75%	53%	-	-	-	-	-	55%	38%	-	54%	56%	48%	62%	-	*	-	-
	EL	33%	45%	<b>57%</b>	-	57%	-	-	-	-	-	57%	50%	*	56%	57%	54%	61%	-	*	-	-
	Male	49%	43%	<b>48%</b>	*	48%	-	-	-	-	-	49%	33%	*	48%	54%	48%	-	-	*	-	-
	Female	57%	56%	<b>60%</b>	57%	60%	-	-	-	-	-	61%	*	43%	62%	61%	-	60%	-	-	-	-
Mathematics	All Students	36%	36%	<b>38%</b>	9%	40%	-	-	-	-	-	38%	36%	31%	39%	42%	42%	33%	-	*	-	-
	CWD	20%	19%	<b>31%</b>	*	40%	-	-	-	-	-	30%	*	31%	-	*	33%	29%	-	-	-	-
	CWOD	39%	37%	<b>39%</b>	13%	40%	-	-	-	-	-	39%	38%	-	39%	42%	43%	33%	-	*	-	-
	EL	22%	34%	<b>42%</b>	-	42%	-	-	-	-	-	44%	29%	*	42%	42%	44%	39%	-	*	-	-
	Male	38%	36%	<b>42%</b>	*	43%	-	-	-	-	-	42%	43%	33%	43%	44%	42%	-	-	*	-	-
	Female	34%	35%	<b>33%</b>	0%	37%	-	-	-	-	-	33%	*	29%	33%	39%	-	33%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	56%	61%	<b>59%</b>	47%	60%	-	-	-	-	-	62%	36%	23%	63%	58%	54%	65%	-	83%	-	-
	CWD	24%	21%	<b>23%</b>	*	20%	-	-	-	-	-	23%	-	23%	-	17%	17%	29%	-	-	-	-
	CWOD	61%	64%	<b>63%</b>	50%	64%	-	-	-	-	-	66%	36%	-	63%	61%	57%	69%	-	83%	-	-
	EL	34%	55%	<b>58%</b>	-	58%	-	-	-	-	-	60%	38%	17%	61%	58%	49%	68%	-	*	-	-
	Male	50%	54%	<b>54%</b>	43%	55%	-	-	-	-	-	56%	29%	17%	57%	49%	54%	-	-	80%	-	-
	Female	62%	68%	<b>65%</b>	50%	67%	-	-	-	-	-	68%	43%	29%	69%	68%	-	65%	-	*	-	-
Mathematics	All Students	45%	29%	<b>53%</b>	47%	53%	-	-	-	-	-	55%	36%	31%	55%	51%	50%	56%	-	83%	-	-
	CWD	24%	13%	<b>31%</b>	*	30%	-	-	-	-	-	31%	-	31%	-	33%	17%	43%	-	-	-	-
	CWOD	48%	30%	<b>55%</b>	50%	55%	-	-	-	-	-	57%	36%	-	55%	52%	53%	58%	-	83%	-	-
	EL	31%	31%	<b>51%</b>	-	51%	-	-	-	-	-	55%	13%	33%	52%	51%	49%	53%	-	*	-	-
	Male	44%	27%	<b>50%</b>	57%	49%	-	-	-	-	-	51%	43%	17%	53%	49%	50%	-	-	80%	-	-
	Female	45%	31%	<b>56%</b>	38%	59%	-	-	-	-	-	59%	29%	43%	58%	53%	-	56%	-	*	-	-
Science	All Students	46%	41%	<b>37%</b>	47%	36%	-	-	-	-	-	38%	36%	23%	39%	37%	38%	37%	-	50%	-	-
	CWD	24%	16%	<b>23%</b>	*	20%	-	-	-	-	-	23%	-	23%	-	17%	17%	29%	-	-	-	-
	CWOD	49%	43%	<b>39%</b>	50%	38%	-	-	-	-	-	39%	36%	-	39%	38%	39%	38%	-	50%	-	-
	EL	26%	37%	<b>37%</b>	-	37%	-	-	-	-	-	38%	25%	17%	38%	37%	36%	38%	-	*	-	-
	Male	48%	43%	<b>38%</b>	57%	36%	-	-	-	-	-	37%	43%	17%	39%	36%	38%	-	-	40%	-	-
	Female	43%	39%	<b>37%</b>	38%	37%	-	-	-	-	-	38%	29%	29%	38%	38%	-	37%	-	*	-	-
<b>End of Course</b>																						
English I	All Students	50%	51%	<b>55%</b>	50%	54%	*	-	-	-	*	55%	50%	21%	58%	42%	49%	60%	-	*	-	-
	CWD	20%	14%	<b>21%</b>	*	22%	-	-	-	-	-	24%	*	21%	-	33%	29%	0%	-	*	-	-
	CWOD	54%	55%	<b>58%</b>	57%	58%	*	-	-	-	*	59%	54%	-	58%	43%	52%	64%	-	*	-	-
	EL	26%	39%	<b>42%</b>	-	42%	-	-	-	-	-	41%	44%	33%	43%	42%	39%	45%	-	*	-	-
	Male	44%	45%	<b>49%</b>	*	47%	*	-	-	-	-	49%	50%	29%	52%	39%	49%	-	-	*	-	-
	Female	57%	58%	<b>60%</b>	33%	62%	-	-	-	-	*	63%	50%	0%	64%	45%	-	60%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	63%	*	63%	*	-	-	-	-	63%	61%	39%	66%	58%	54%	73%	-	40%	-	-
	CWD	22%	15%	39%	*	41%	-	-	-	-	-	29%	*	39%	-	38%	25%	50%	-	*	-	-
	CWOD	57%	59%	66%	*	66%	*	-	-	-	-	67%	57%	-	66%	60%	57%	77%	-	*	-	-
	EL	23%	43%	58%	-	58%	*	-	-	-	-	59%	50%	38%	60%	58%	48%	70%	-	*	-	-
	Male	47%	48%	54%	*	54%	*	-	-	-	-	54%	40%	25%	57%	48%	54%	-	-	*	-	-
	Female	60%	62%	73%	*	74%	*	-	-	-	-	74%	69%	50%	77%	70%	-	73%	-	*	-	-
Algebra I	All Students	42%	48%	54%	50%	55%	*	-	-	-	*	55%	50%	14%	60%	47%	55%	54%	-	*	-	-
	CWD	19%	11%	14%	*	16%	-	-	-	-	-	16%	*	14%	-	23%	21%	0%	-	*	-	-
	CWOD	45%	51%	60%	63%	60%	*	-	-	-	*	61%	55%	-	60%	51%	61%	59%	-	*	-	-
	EL	29%	42%	47%	-	47%	-	-	-	-	-	49%	38%	23%	51%	47%	46%	49%	-	-	-	-
	Male	40%	46%	55%	*	54%	*	-	-	-	-	55%	50%	21%	61%	46%	55%	-	-	*	-	-
	Female	44%	50%	54%	33%	56%	*	-	-	-	*	55%	50%	0%	59%	49%	-	54%	-	*	-	-
Biology	All Students	54%	47%	44%	25%	44%	*	-	-	-	*	43%	50%	17%	47%	33%	38%	49%	-	*	-	-
	CWD	27%	14%	17%	*	18%	-	-	-	-	-	18%	*	17%	-	25%	21%	*	-	*	-	-
	CWOD	58%	51%	47%	29%	48%	*	-	-	-	*	46%	53%	-	47%	34%	42%	51%	-	*	-	-
	EL	29%	35%	33%	-	33%	-	-	-	-	-	32%	36%	25%	34%	33%	27%	39%	-	-	-	-
	Male	53%	46%	38%	*	38%	*	-	-	-	-	38%	43%	21%	42%	27%	38%	-	-	*	-	-
	Female	55%	49%	49%	33%	51%	-	-	-	-	*	48%	54%	*	51%	39%	-	49%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	11%	0%	12%	-	-	-	-	-	11%	11%	0%	12%	9%	11%	11%	-	*	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	19%	12%	0%	13%	-	-	-	-	-	12%	11%	-	12%	10%	12%	12%	-	*	-	-
	EL	10%	14%	9%	-	9%	-	-	-	-	-	9%	8%	0%	10%	9%	9%	9%	-	*	-	-
	Male	19%	16%	11%	0%	12%	-	-	-	-	-	11%	10%	0%	12%	9%	11%	-	-	*	-	-
	Female	24%	19%	11%	*	11%	-	-	-	-	-	11%	11%	0%	12%	9%	-	11%	-	*	-	-
Mathematics	All Students	15%	7%	9%	11%	9%	-	-	-	-	-	9%	11%	0%	10%	9%	13%	4%	-	*	-	-
	CWD	8%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	16%	7%	10%	20%	10%	-	-	-	-	-	10%	11%	-	10%	10%	15%	5%	-	*	-	-
	EL	8%	6%	9%	-	9%	-	-	-	-	-	9%	8%	0%	10%	9%	14%	4%	-	*	-	-
	Male	17%	9%	13%	20%	13%	-	-	-	-	-	13%	20%	0%	15%	14%	13%	-	-	*	-	-
	Female	13%	5%	4%	*	4%	-	-	-	-	-	5%	0%	0%	5%	4%	-	4%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	17%	9%	18%	-	-	-	-	-	17%	20%	18%	17%	18%	17%	17%	-	*	-	-
	CWD	7%	6%	18%	*	25%	-	-	-	-	-	11%	*	18%	-	*	*	14%	-	-	-	-
	CWOD	29%	23%	17%	13%	17%	-	-	-	-	-	17%	13%	-	17%	17%	17%	17%	-	*	-	-
	EL	11%	18%	18%	-	18%	-	-	-	-	-	18%	17%	*	17%	18%	19%	16%	-	*	-	-
	Male	23%	19%	17%	*	17%	-	-	-	-	-	17%	17%	*	17%	19%	17%	-	-	*	-	-
	Female	30%	25%	17%	0%	19%	-	-	-	-	-	17%	*	14%	17%	16%	-	17%	-	-	-	-



Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	8%	0%	9%	-	-	-	-	-	8%	9%	8%	8%	10%	12%	3%	-	*	-	-
	CWD	7%	6%	8%	*	10%	-	-	-	-	-	10%	*	8%	-	*	17%	0%	-	-	-	-
	CWOD	12%	11%	8%	0%	9%	-	-	-	-	-	8%	13%	-	8%	9%	12%	3%	-	*	-	-
	EL	5%	10%	10%	-	10%	-	-	-	-	-	9%	14%	*	9%	10%	13%	5%	-	*	-	-
	Male	12%	12%	12%	*	13%	-	-	-	-	-	12%	14%	17%	12%	13%	12%	-	-	*	-	-
	Female	10%	8%	3%	0%	3%	-	-	-	-	-	3%	*	0%	3%	5%	-	3%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	27%	24%	26%	20%	27%	-	-	-	-	-	28%	14%	0%	29%	24%	26%	27%	-	50%	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	30%	26%	29%	25%	29%	-	-	-	-	-	31%	14%	-	29%	25%	28%	31%	-	50%	-	-
	EL	10%	19%	24%	-	24%	-	-	-	-	-	25%	13%	0%	25%	24%	21%	26%	-	*	-	-
	Male	23%	20%	26%	14%	27%	-	-	-	-	-	28%	0%	0%	28%	21%	26%	-	-	40%	-	-
	Female	32%	28%	27%	25%	28%	-	-	-	-	-	27%	29%	0%	31%	26%	-	27%	-	*	-	-
Mathematics	All Students	17%	6%	22%	20%	22%	-	-	-	-	-	23%	7%	23%	21%	20%	24%	18%	-	33%	-	-
	CWD	8%	4%	23%	*	20%	-	-	-	-	-	23%	-	23%	-	17%	17%	29%	-	-	-	-
	CWOD	18%	6%	21%	17%	22%	-	-	-	-	-	23%	7%	-	21%	20%	25%	17%	-	33%	-	-
	EL	8%	6%	20%	-	20%	-	-	-	-	-	22%	0%	17%	20%	20%	23%	16%	-	*	-	-
	Male	17%	6%	24%	14%	25%	-	-	-	-	-	27%	0%	17%	25%	23%	24%	-	-	40%	-	-
	Female	16%	6%	18%	25%	17%	-	-	-	-	-	19%	14%	29%	17%	16%	-	18%	-	*	-	-
Science	All Students	16%	9%	7%	0%	8%	-	-	-	-	-	8%	0%	0%	8%	6%	9%	5%	-	0%	-	-
	CWD	6%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	18%	10%	8%	0%	9%	-	-	-	-	-	9%	0%	-	8%	6%	10%	5%	-	0%	-	-
	EL	5%	7%	6%	-	6%	-	-	-	-	-	7%	0%	0%	6%	6%	9%	3%	-	*	-	-
	Male	18%	11%	9%	0%	10%	-	-	-	-	-	10%	0%	0%	10%	9%	9%	-	-	0%	-	-
	Female	14%	7%	5%	0%	5%	-	-	-	-	-	5%	0%	0%	5%	3%	-	5%	-	*	-	-
<b>End of Course</b>																						
English I	All Students	13%	10%	11%	0%	11%	*	-	-	-	*	11%	12%	0%	12%	3%	8%	13%	-	*	-	-
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	11%	12%	0%	12%	*	-	-	-	*	12%	13%	-	12%	3%	10%	14%	-	*	-	-
	EL	2%	3%	3%	-	3%	-	-	-	-	-	2%	6%	0%	3%	3%	2%	5%	-	*	-	-
	Male	10%	8%	8%	*	8%	*	-	-	-	-	7%	25%	0%	10%	2%	8%	-	-	*	-	-
	Female	16%	12%	13%	0%	14%	-	-	-	-	*	15%	6%	0%	14%	5%	-	13%	-	*	-	-
English II	All Students	8%	5%	7%	*	7%	*	-	-	-	-	6%	17%	11%	6%	4%	6%	8%	-	0%	-	-
	CWD	5%	3%	11%	*	12%	-	-	-	-	-	7%	*	11%	-	13%	13%	10%	-	*	-	-
	CWOD	9%	5%	6%	*	6%	*	-	-	-	-	6%	14%	-	6%	4%	5%	8%	-	*	-	-
	EL	1%	1%	4%	-	4%	*	-	-	-	-	5%	0%	13%	4%	4%	2%	7%	-	*	-	-
	Male	7%	4%	6%	*	6%	*	-	-	-	-	5%	20%	13%	5%	2%	6%	-	-	*	-	-
	Female	10%	5%	8%	*	7%	*	-	-	-	-	7%	15%	10%	8%	7%	-	8%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	<b>31%</b>	20%	32%	*	-	-	-	*	31%	29%	10%	34%	26%	33%	29%	-	*	-	-
	CWD	7%	4%	<b>10%</b>	*	11%	-	-	-	-	-	11%	*	10%	-	15%	14%	0%	-	*	-	-
	CWOD	24%	28%	<b>34%</b>	25%	35%	*	-	-	-	*	34%	32%	-	34%	28%	36%	31%	-	*	-	-
	EL	12%	20%	<b>26%</b>	-	26%	-	-	-	-	-	28%	19%	15%	28%	26%	26%	26%	-	-	-	-
	Male	22%	26%	<b>33%</b>	*	33%	*	-	-	-	-	33%	30%	14%	36%	26%	33%	-	-	*	-	-
	Female	23%	26%	<b>29%</b>	17%	30%	*	-	-	-	*	29%	29%	0%	31%	26%	-	29%	-	*	-	-
Biology	All Students	20%	10%	<b>5%</b>	0%	5%	*	-	-	-	*	4%	15%	0%	6%	0%	5%	5%	-	*	-	-
	CWD	7%	1%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	22%	11%	<b>6%</b>	0%	5%	*	-	-	-	*	4%	16%	-	6%	0%	6%	5%	-	*	-	-
	EL	6%	5%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	21%	12%	<b>5%</b>	*	4%	*	-	-	-	-	4%	14%	0%	6%	0%	5%	-	-	*	-	-
	Female	20%	8%	<b>5%</b>	0%	5%	-	-	-	-	*	3%	15%	*	5%	0%	-	5%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	75%	76%	<b>78%</b>	76%	78%	100%	-	-	-	*	79%	71%	44%	82%	76%	75%	81%	-	78%	-	-
	CWD	48%	42%	<b>44%</b>	43%	44%	-	-	-	-	-	42%	56%	44%	-	44%	46%	42%	-	*	-	-
	CWOD	79%	79%	<b>82%</b>	86%	82%	100%	-	-	-	*	83%	73%	-	82%	78%	79%	85%	-	86%	-	-
	EL	62%	72%	<b>76%</b>	-	75%	*	-	-	-	-	77%	64%	44%	78%	76%	73%	78%	-	100%	-	-
	Male	73%	73%	<b>75%</b>	79%	75%	100%	-	-	-	-	76%	64%	46%	79%	73%	75%	-	-	71%	-	-
	Female	77%	79%	<b>81%</b>	73%	82%	*	-	-	-	*	82%	77%	42%	85%	78%	-	81%	-	92%	-	-
Reading	All Students	76%	77%	<b>79%</b>	74%	79%	*	-	-	-	*	80%	71%	43%	82%	75%	74%	84%	-	84%	-	-
	CWD	46%	38%	<b>43%</b>	42%	44%	-	-	-	-	-	39%	78%	43%	-	38%	41%	46%	-	*	-	-
	CWOD	80%	81%	<b>82%</b>	86%	82%	*	-	-	-	*	84%	71%	-	82%	78%	78%	88%	-	94%	-	-
	EL	60%	73%	<b>75%</b>	-	75%	*	-	-	-	-	77%	61%	38%	78%	75%	71%	80%	-	100%	-	-
	Male	72%	72%	<b>74%</b>	74%	74%	*	-	-	-	-	76%	61%	41%	78%	71%	74%	-	-	77%	-	-
	Female	80%	83%	<b>84%</b>	75%	85%	*	-	-	-	*	85%	78%	46%	88%	80%	-	84%	-	100%	-	-
Mathematics	All Students	74%	72%	<b>78%</b>	73%	78%	*	-	-	-	*	79%	72%	47%	81%	77%	77%	79%	-	77%	-	-
	CWD	49%	43%	<b>47%</b>	42%	48%	-	-	-	-	-	48%	33%	47%	-	48%	52%	41%	-	*	-	-
	CWOD	78%	75%	<b>81%</b>	85%	81%	*	-	-	-	*	82%	76%	-	81%	80%	80%	83%	-	83%	-	-
	EL	65%	71%	<b>77%</b>	-	77%	-	-	-	-	-	78%	67%	48%	80%	77%	78%	76%	-	*	-	-
	Male	73%	70%	<b>77%</b>	80%	77%	*	-	-	-	-	78%	68%	52%	80%	78%	77%	-	-	67%	-	-
	Female	74%	73%	<b>79%</b>	68%	80%	*	-	-	-	*	79%	76%	41%	83%	76%	-	79%	-	*	-	-
Science	All Students	76%	79%	<b>77%</b>	83%	76%	*	-	-	-	*	77%	71%	39%	81%	73%	74%	79%	-	63%	-	-
	CWD	52%	47%	<b>39%</b>	*	37%	-	-	-	-	-	40%	*	39%	-	50%	45%	27%	-	*	-	-
	CWOD	79%	82%	<b>81%</b>	89%	81%	*	-	-	-	*	82%	73%	-	81%	76%	79%	84%	-	71%	-	-
	EL	62%	75%	<b>73%</b>	-	73%	-	-	-	-	-	75%	64%	50%	76%	73%	71%	75%	-	*	-	-
	Male	76%	79%	<b>74%</b>	89%	73%	*	-	-	-	-	75%	64%	45%	79%	71%	74%	-	-	67%	-	-
	Female	75%	79%	<b>79%</b>	79%	80%	-	-	-	-	*	80%	75%	27%	84%	75%	-	79%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**  
**All Grades**

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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
All Subjects	All Students	48%	46%	<b>49%</b>	40%	49%	78%	-	-	-	*	49%	43%	24%	51%	46%	47%	51%	-	48%	-	-
	CWD	24%	17%	<b>24%</b>	14%	26%	-	-	-	-	-	24%	31%	24%	-	28%	26%	22%	-	*	-	-
	CWOD	52%	49%	<b>51%</b>	48%	52%	78%	-	-	-	*	52%	45%	-	51%	47%	49%	54%	-	53%	-	-
	EL	31%	40%	<b>46%</b>	-	45%	*	-	-	-	-	47%	34%	28%	47%	46%	44%	48%	-	54%	-	-
	Male	46%	43%	<b>47%</b>	48%	46%	86%	-	-	-	-	47%	40%	26%	49%	44%	47%	-	-	50%	-	-
	Female	49%	49%	<b>51%</b>	34%	53%	*	-	-	-	*	52%	46%	22%	54%	48%	-	51%	-	42%	-	-
Reading	All Students	52%	52%	<b>54%</b>	47%	55%	*	-	-	-	*	55%	46%	28%	57%	51%	49%	60%	-	53%	-	-
	CWD	24%	18%	<b>28%</b>	17%	30%	-	-	-	-	-	25%	44%	28%	-	29%	28%	27%	-	*	-	-
	CWOD	56%	56%	<b>57%</b>	57%	57%	*	-	-	-	*	58%	46%	-	57%	52%	51%	64%	-	59%	-	-
	EL	33%	45%	<b>51%</b>	-	50%	*	-	-	-	-	52%	41%	29%	52%	51%	46%	56%	-	57%	-	-
	Male	47%	46%	<b>49%</b>	47%	49%	*	-	-	-	-	50%	39%	28%	51%	46%	49%	-	-	54%	-	-
	Female	57%	59%	<b>60%</b>	46%	61%	*	-	-	-	*	62%	51%	27%	64%	56%	-	60%	-	50%	-	-
Mathematics	All Students	44%	38%	<b>46%</b>	33%	47%	*	-	-	-	*	46%	40%	23%	48%	44%	47%	44%	-	46%	-	-
	CWD	24%	16%	<b>23%</b>	8%	26%	-	-	-	-	-	23%	17%	23%	-	31%	27%	17%	-	*	-	-
	CWOD	47%	40%	<b>48%</b>	42%	49%	*	-	-	-	*	49%	42%	-	48%	45%	50%	47%	-	50%	-	-
	EL	32%	35%	<b>44%</b>	-	44%	-	-	-	-	-	46%	26%	31%	45%	44%	46%	41%	-	*	-	-
	Male	45%	38%	<b>47%</b>	50%	47%	*	-	-	-	-	48%	41%	27%	50%	46%	47%	-	-	56%	-	-
	Female	42%	38%	<b>44%</b>	20%	46%	*	-	-	-	*	44%	38%	17%	47%	41%	-	44%	-	*	-	-
Science	All Students	46%	44%	<b>41%</b>	39%	41%	*	-	-	-	*	40%	44%	19%	43%	35%	38%	43%	-	38%	-	-
	CWD	24%	15%	<b>19%</b>	*	19%	-	-	-	-	-	20%	*	19%	-	22%	20%	18%	-	*	-	-
	CWOD	49%	47%	<b>43%</b>	42%	43%	*	-	-	-	*	43%	45%	-	43%	36%	41%	46%	-	43%	-	-
	EL	26%	36%	<b>35%</b>	-	35%	-	-	-	-	-	35%	32%	22%	36%	35%	32%	38%	-	*	-	-
	Male	47%	44%	<b>38%</b>	44%	37%	*	-	-	-	-	38%	43%	20%	41%	32%	38%	-	-	33%	-	-
	Female	44%	44%	<b>43%</b>	36%	45%	-	-	-	-	*	43%	45%	18%	46%	38%	-	43%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	19%	14%	<b>14%</b>	10%	14%	33%	-	-	-	*	14%	14%	6%	15%	11%	15%	13%	-	15%	-	-
	CWD	7%	4%	<b>6%</b>	4%	6%	-	-	-	-	-	5%	13%	6%	-	7%	7%	5%	-	*	-	-
	CWOD	21%	15%	<b>15%</b>	11%	15%	33%	-	-	-	*	15%	14%	-	15%	12%	16%	14%	-	17%	-	-
	EL	9%	11%	<b>11%</b>	-	11%	*	-	-	-	-	12%	8%	7%	12%	11%	12%	10%	-	15%	-	-
	Male	18%	14%	<b>15%</b>	10%	15%	43%	-	-	-	-	15%	14%	7%	16%	12%	15%	-	-	18%	-	-
	Female	19%	15%	<b>13%</b>	9%	13%	*	-	-	-	*	13%	13%	5%	14%	10%	-	13%	-	8%	-	-
Reading	All Students	20%	15%	<b>14%</b>	11%	14%	*	-	-	-	*	14%	14%	5%	15%	11%	13%	15%	-	16%	-	-
	CWD	7%	3%	<b>5%</b>	0%	6%	-	-	-	-	-	3%	22%	5%	-	6%	5%	5%	-	*	-	-
	CWOD	22%	17%	<b>15%</b>	14%	15%	*	-	-	-	*	15%	13%	-	15%	12%	14%	16%	-	18%	-	-
	EL	9%	11%	<b>11%</b>	-	11%	*	-	-	-	-	12%	7%	6%	12%	11%	10%	12%	-	14%	-	-
	Male	17%	13%	<b>13%</b>	11%	13%	*	-	-	-	-	13%	14%	5%	14%	10%	13%	-	-	15%	-	-
	Female	23%	18%	<b>15%</b>	11%	15%	*	-	-	-	*	15%	14%	5%	16%	12%	-	15%	-	17%	-	-

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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	18%	15%	<b>18%</b>	13%	18%	*	-	-	-	*	18%	16%	10%	18%	16%	21%	14%	-	23%	-	-
	CWD	8%	5%	<b>10%</b>	8%	10%	-	-	-	-	-	11%	0%	10%	-	14%	12%	7%	-	*	-	-
	CWOD	20%	16%	<b>18%</b>	15%	19%	*	-	-	-	*	18%	18%	-	18%	16%	21%	15%	-	25%	-	-
	EL	11%	12%	<b>16%</b>	-	16%	-	-	-	-	-	16%	12%	14%	16%	16%	19%	12%	-	*	-	-
	Male	20%	16%	<b>21%</b>	15%	21%	*	-	-	-	-	21%	18%	12%	21%	19%	21%	-	-	33%	-	-
	Female	16%	14%	<b>14%</b>	12%	14%	*	-	-	-	*	14%	15%	7%	15%	12%	-	14%	-	*	-	-
Science	All Students	17%	10%	<b>6%</b>	0%	6%	*	-	-	-	*	6%	9%	0%	7%	3%	7%	5%	-	0%	-	-
	CWD	7%	1%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	<b>7%</b>	0%	7%	*	-	-	-	*	6%	9%	-	7%	3%	8%	5%	-	0%	-	-
	EL	6%	6%	<b>3%</b>	-	3%	-	-	-	-	-	4%	0%	0%	3%	3%	4%	1%	-	*	-	-
	Male	19%	11%	<b>7%</b>	0%	7%	*	-	-	-	-	7%	7%	0%	8%	4%	7%	-	-	0%	-	-
	Female	16%	8%	<b>5%</b>	0%	5%	-	-	-	-	*	4%	10%	0%	5%	1%	-	5%	-	*	-	-

- 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 2022-23 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	73	54	74	*	-	-	-	*	74	57	72
CWD	57	25	65	-	-	-	-	-	51	57	56
CWOD	75	64	75	*	-	-	-	*	76	-	73
EL ◇	72	-	72	*	-	-	-	-	72	56	72
Male	73	50	74	*	-	-	-	-	74	56	72
Female	74	57	75	*	-	-	-	*	73	59	72
<b>Mathematics</b>											
All Students	70	62	71	*	-	-	-	*	70	74	68
CWD	74	38	83	-	-	-	-	-	76	74	80
CWOD	70	70	70	*	-	-	-	*	69	-	67
EL ◇	68	-	68	-	-	-	-	-	68	80	68

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	71	67	72	*	-	-	-	-	71	83	70
Female	69	58	70	-	-	-	-	*	69	64	66

- 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 2022.

	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 2022</b>													
All Students	94.7%	60.0%	96.3%	-	*	-	-	-	97.1%	90.9%	86.7%	88.9%	-
CWD	90.9%	*	100.0%	-	-	-	-	-	100.0%	90.9%	*	-	-
CWOD	95.1%	*	96.0%	-	*	-	-	-	96.8%	-	83.3%	88.9%	-
EL ◇	86.7%	-	86.7%	-	-	-	-	-	92.9%	*	86.7%	*	-
Male	94.6%	*	96.2%	-	*	-	-	-	96.0%	87.5%	100.0%	100.0%	-
Female	94.8%	*	96.4%	-	-	-	-	-	98.2%	*	77.8%	80.0%	-

- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
484	137	28%

- 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.

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**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	47	42	47	70	-	-	-	*	47	25	44
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	77%	*	80%	-	*	-	-	-	79%	92%	85%

- 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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
<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	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	Y						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<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%
Target Met	Y		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	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	N		Y						Y	N	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	N	N

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 2022-23 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	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%	-	-

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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>All Subjects</b>	Female	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	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%	-
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	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%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	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%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	99%	100%	99%	*	-	-	-	*	99%	100%	100%	99%	99%	99%	99%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	-	-	-	*	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	-	-	-	-	*	99%	100%	100%	99%	99%	-	99%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	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%	-



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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>Reading</b>	All Students	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%	-
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
<b>Mathematics</b>	All Students	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%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
<b>Science</b>	All Students	1%	0%	1%	*	-	-	-	*	1%	0%	0%	1%	1%	1%	1%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	-	-	-	*	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	0%	1%	-	-	-	-	*	1%	0%	0%	1%	1%	-	1%	-
<b>SAT/ACT All Subjects</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.

### 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)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	38	2	35	0	1	0	0	0	16		
	Female	30	1	28	1	0	0	0	0	11		
	Total	68	3	63	1	1	0	0	0	27		
<b>Out-of-School Suspensions</b>												
	Male	10	0	10	0	0	0	0	0	5		
	Female	3	0	2	1	0	0	0	0	1		
	Total	13	0	12	1	0	0	0	0	6		
<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>												
	Male	8	1	6	0	1	0	0	0	0		1
	Female	1	0	1	0	0	0	0	0	0		0
	Total	9	1	7	0	1	0	0	0	0		1
<b>Out-of-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	3	0	3	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	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	69	6	62	-8	-8	-8	-8	1	25	9	-8
	Female	53	9	44	-8	-8	-8	-8	-8	13	5	2
	Total	122	15	106	-8	-8	-8	-8	1	38	14	2

	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	8
Incidents of threats of physical attack with a weapon	0

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	Total
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	6
On the basis of race	0
On the basis of disability	1
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	99	1	97	0	1	0	0	0	12	4
	Female	123	5	117	1	0	0	0	0	17	4
	Total	222	6	214	1	1	0	0	0	29	8
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	57.3	98.3%
Teachers Teaching with Emergency or Provisional Credentials	4.0	7.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	*	1%
Mathematics	6,300	2%	23	1%	*	1%

	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 8</b>						
Reading	6,168	1%	11	0%	*	2%
Mathematics	6,162	2%	11	1%	*	2%
Science	6,163	1%	11	0%	*	2%
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	*	3%
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	17	1%
Reading	52,275	1%	84	1%	9	1%
Mathematics	46,462	2%	73	1%	5	1%
Science	19,024	1%	21	0%	*	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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	72%	*	71%	-	-	-	-	-	72%	*	*
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 2021-22 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	37%	52%	36%	50%	*	-	-	*	37%	55%	34%

- Indicates there are no students in the group.

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



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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	67%	63%	67%	*	-	86%	-	*	66%	89%	27%	70%	67%	62%	73%	-	-	-	-
	CWD	45%	43%	27%	-	27%	-	-	-	-	-	20%	*	27%	-	25%	40%	17%	-	-	-	-
	CWOD	81%	78%	70%	63%	70%	*	-	86%	-	*	69%	88%	-	70%	69%	63%	78%	-	-	-	-
	EL	62%	75%	67%	*	65%	*	-	86%	-	*	66%	86%	25%	69%	67%	62%	71%	-	-	-	-
	Male	72%	70%	62%	*	63%	-	-	*	-	-	61%	*	40%	63%	62%	62%	-	-	-	-	-
	Female	80%	81%	73%	*	71%	*	-	*	-	*	71%	100%	17%	78%	71%	-	73%	-	-	-	-

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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	74%	68%	68%	50%	69%	*	-	86%	-	*	68%	56%	55%	68%	67%	71%	65%	-	-	-	-	
	CWD	51%	48%	55%	-	55%	-	-	-	-	-	50%	*	55%	-	50%	80%	33%	-	-	-	-	
	CWOD	78%	70%	68%	50%	69%	*	-	86%	-	*	69%	50%	-	68%	67%	70%	67%	-	-	-	-	
	EL	65%	69%	67%	*	66%	*	-	86%	-	*	68%	43%	50%	67%	67%	71%	63%	-	-	-	-	
	Male	75%	69%	71%	*	70%	-	-	*	-	-	71%	*	80%	70%	71%	71%	-	-	-	-	-	
	Female	73%	68%	65%	*	67%	*	-	*	-	*	65%	60%	33%	67%	63%	-	65%	-	-	-	-	
Grade 7																							
Reading	All Students	77%	76%	80%	83%	81%	*	-	86%	-	-	80%	100%	57%	83%	77%	76%	85%	-	-	*	-	
	CWD	45%	44%	57%	*	58%	-	-	-	-	-	57%	-	57%	-	50%	57%	57%	-	-	-	-	
	CWOD	82%	79%	83%	*	82%	*	-	86%	-	-	82%	100%	-	83%	79%	78%	88%	-	-	*	-	
	EL	62%	73%	77%	*	77%	*	-	80%	-	-	76%	*	50%	79%	77%	72%	83%	-	-	*	-	
	Male	73%	70%	76%	*	75%	-	-	80%	-	-	76%	*	57%	78%	72%	76%	-	-	-	-	-	
	Female	81%	82%	85%	*	87%	*	-	*	-	-	84%	100%	57%	88%	83%	-	85%	-	-	*	-	
Mathematics	All Students	61%	61%	75%	83%	74%	*	-	86%	-	-	75%	67%	57%	76%	72%	76%	73%	-	-	*	-	
	CWD	37%	31%	57%	*	50%	-	-	-	-	-	57%	-	57%	-	50%	86%	29%	-	-	-	-	
	CWOD	66%	64%	76%	*	76%	*	-	86%	-	-	77%	67%	-	76%	74%	75%	78%	-	-	*	-	
	EL	47%	59%	72%	*	72%	*	-	80%	-	-	73%	*	50%	74%	72%	74%	69%	-	-	*	-	
	Male	62%	59%	76%	*	76%	-	-	80%	-	-	76%	*	86%	75%	74%	76%	-	-	-	-	-	
	Female	60%	62%	73%	*	72%	*	-	*	-	-	74%	60%	29%	78%	69%	-	73%	-	-	*	-	
Grade 8																							
Reading	All Students	82%	86%	88%	80%	88%	*	*	100%	-	*	87%	100%	50%	90%	85%	78%	97%	-	-	-	-	
	CWD	51%	52%	50%	*	57%	-	-	-	-	-	50%	-	50%	-	33%	57%	*	-	-	-	-	
	CWOD	86%	89%	90%	*	89%	*	*	100%	-	*	90%	100%	-	90%	88%	80%	98%	-	-	-	-	
	EL	68%	85%	85%	*	85%	-	*	*	-	-	84%	100%	33%	88%	85%	74%	95%	-	-	-	-	
	Male	78%	81%	78%	*	78%	*	-	*	-	-	76%	100%	57%	80%	74%	78%	-	-	-	-	-	
	Female	86%	92%	97%	*	96%	-	*	*	-	*	96%	100%	*	98%	95%	-	97%	-	-	-	-	
Mathematics	All Students	74%	69%	79%	*	79%	-	*	*	-	*	77%	100%	50%	80%	77%	71%	85%	-	-	-	-	
	CWD	48%	48%	50%	*	57%	-	-	-	-	-	50%	-	50%	-	33%	43%	*	-	-	-	-	
	CWOD	79%	71%	80%	*	80%	-	*	*	-	*	79%	100%	-	80%	79%	75%	85%	-	-	-	-	
	EL	64%	69%	77%	*	76%	-	*	*	-	-	75%	100%	33%	79%	77%	67%	84%	-	-	-	-	
	Male	73%	67%	71%	*	73%	-	-	*	-	-	69%	*	43%	75%	67%	71%	-	-	-	-	-	
	Female	76%	71%	85%	*	84%	-	*	*	-	*	84%	*	*	85%	84%	-	85%	-	-	-	-	
Science	All Students	73%	72%	55%	80%	54%	*	*	50%	-	*	53%	90%	25%	57%	47%	48%	61%	-	-	-	-	
	CWD	45%	38%	25%	*	29%	-	-	-	-	-	25%	-	25%	-	0%	29%	*	-	-	-	-	
	CWOD	76%	74%	57%	*	55%	*	*	50%	-	*	54%	90%	-	57%	50%	50%	62%	-	-	-	-	
	EL	56%	68%	47%	*	46%	-	*	*	-	-	43%	100%	0%	50%	47%	38%	55%	-	-	-	-	
	Male	73%	71%	48%	*	46%	*	-	*	-	-	46%	80%	29%	50%	38%	48%	-	-	-	-	-	
	Female	72%	72%	61%	*	60%	-	*	*	-	*	59%	100%	*	62%	55%	-	61%	-	-	-	-	
End of Course																							

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 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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 I	All Students	70%	73%	72%	100%	72%	*	-	70%	-	*	71%	83%	24%	76%	63%	64%	83%	-	-	-	-
	CWD	37%	32%	24%	*	19%	-	-	-	-	-	24%	-	24%	-	19%	25%	20%	-	-	-	-
	CWOD	75%	78%	76%	*	77%	*	-	70%	-	*	76%	83%	-	76%	67%	68%	86%	-	-	-	-
	EL	49%	66%	63%	*	62%	*	-	67%	-	*	61%	75%	19%	67%	63%	57%	73%	-	-	-	-
	Male	65%	69%	64%	*	63%	*	-	67%	-	-	63%	86%	25%	68%	57%	64%	-	-	-	-	-
	Female	76%	79%	83%	*	84%	*	-	*	-	*	82%	80%	20%	86%	73%	-	83%	-	-	-	-
English II	All Students	73%	76%	73%	100%	74%	*	-	50%	-	*	70%	100%	47%	75%	65%	69%	79%	-	-	-	-
	CWD	39%	29%	47%	*	40%	-	-	-	-	-	47%	-	47%	-	44%	46%	*	-	-	-	-
	CWOD	77%	82%	75%	100%	77%	*	-	50%	-	*	73%	100%	-	75%	68%	72%	81%	-	-	-	-
	EL	48%	68%	65%	*	66%	*	-	45%	-	*	62%	100%	44%	68%	65%	59%	75%	-	-	-	-
	Male	68%	71%	69%	100%	69%	-	-	38%	-	-	65%	100%	46%	72%	59%	69%	-	-	-	-	-
	Female	78%	82%	79%	*	81%	*	-	67%	-	*	77%	100%	*	81%	75%	-	79%	-	-	-	-
Algebra I	All Students	77%	82%	87%	100%	88%	*	-	71%	-	*	87%	80%	70%	88%	82%	82%	93%	-	-	-	-
	CWD	52%	47%	70%	-	70%	-	-	-	-	-	70%	-	70%	-	67%	83%	*	-	-	-	-
	CWOD	81%	85%	88%	100%	89%	*	-	71%	-	*	88%	80%	-	88%	82%	82%	95%	-	-	-	-
	EL	69%	80%	82%	*	82%	*	-	60%	-	*	81%	80%	67%	82%	82%	80%	83%	-	-	-	-
	Male	74%	79%	82%	*	83%	*	-	*	-	-	82%	*	83%	82%	80%	82%	-	-	-	-	-
	Female	81%	85%	93%	*	92%	-	-	*	-	*	93%	83%	*	95%	83%	-	93%	-	-	-	-
Biology	All Students	87%	86%	84%	*	85%	*	-	71%	-	*	84%	86%	50%	87%	77%	80%	90%	-	-	-	-
	CWD	67%	54%	50%	-	50%	-	-	-	-	-	50%	-	50%	-	44%	50%	*	-	-	-	-
	CWOD	90%	89%	87%	*	87%	*	-	71%	-	*	87%	86%	-	87%	80%	83%	91%	-	-	-	-
	EL	75%	82%	77%	-	78%	*	-	67%	-	*	78%	*	44%	80%	77%	75%	82%	-	-	-	-
	Male	85%	86%	80%	*	80%	*	-	*	-	-	80%	*	50%	83%	75%	80%	-	-	-	-	-
	Female	89%	87%	90%	*	91%	-	-	*	-	*	89%	*	*	91%	82%	-	90%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	44%	38%	44%	*	-	57%	-	*	44%	44%	27%	45%	43%	37%	50%	-	-	-	-
	CWD	24%	23%	27%	-	27%	-	-	-	-	-	20%	*	27%	-	25%	40%	17%	-	-	-	-
	CWOD	56%	50%	45%	38%	46%	*	-	57%	-	*	45%	38%	-	45%	44%	37%	53%	-	-	-	-
	EL	34%	47%	43%	*	43%	*	-	57%	-	*	43%	43%	25%	44%	43%	37%	49%	-	-	-	-
	Male	47%	41%	37%	*	37%	-	-	*	-	-	36%	*	40%	37%	37%	37%	-	-	-	-	-
	Female	56%	55%	50%	*	51%	*	-	*	-	*	51%	40%	17%	53%	49%	-	50%	-	-	-	-
Mathematics	All Students	38%	28%	25%	25%	24%	*	-	43%	-	*	24%	33%	27%	24%	21%	33%	16%	-	-	-	-
	CWD	22%	20%	27%	-	27%	-	-	-	-	-	20%	*	27%	-	25%	40%	17%	-	-	-	-
	CWOD	41%	29%	24%	25%	24%	*	-	43%	-	*	24%	25%	-	24%	21%	33%	16%	-	-	-	-
	EL	26%	27%	21%	*	20%	*	-	43%	-	*	21%	29%	25%	21%	21%	29%	13%	-	-	-	-
	Male	41%	31%	33%	*	33%	-	-	*	-	-	32%	*	40%	33%	29%	33%	-	-	-	-	-
	Female	36%	26%	16%	*	16%	*	-	*	-	*	16%	20%	17%	16%	13%	-	16%	-	-	-	-
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	53%	50%	50%	33%	50%	*	-	86%	-	-	50%	50%	21%	53%	45%	47%	54%	-	-	*	-
	CWD	24%	20%	21%	*	17%	-	-	-	-	-	21%	-	21%	-	10%	43%	0%	-	-	-	-
	CWOD	58%	52%	53%	*	53%	*	-	86%	-	-	53%	50%	-	53%	48%	48%	60%	-	-	*	-
	EL	33%	45%	45%	*	44%	*	-	80%	-	-	45%	*	10%	48%	45%	39%	53%	-	-	*	-
	Male	49%	43%	47%	*	45%	-	-	80%	-	-	47%	*	43%	48%	39%	47%	-	-	-	-	-
	Female	57%	56%	54%	*	55%	*	-	*	-	-	55%	40%	0%	60%	53%	-	54%	-	-	*	-
Mathematics	All Students	36%	36%	47%	67%	47%	*	-	43%	-	-	48%	17%	29%	49%	44%	57%	35%	-	-	*	-
	CWD	20%	19%	29%	*	25%	-	-	-	-	-	29%	-	29%	-	20%	57%	0%	-	-	-	-
	CWOD	39%	37%	49%	*	49%	*	-	43%	-	-	50%	17%	-	49%	46%	57%	39%	-	-	*	-
	EL	22%	34%	44%	*	45%	*	-	20%	-	-	45%	*	20%	46%	44%	52%	34%	-	-	*	-
	Male	38%	36%	57%	*	56%	-	-	60%	-	-	57%	*	57%	57%	52%	57%	-	-	-	-	-
	Female	34%	35%	35%	*	36%	*	-	*	-	-	36%	20%	0%	39%	34%	-	35%	-	-	*	-
Grade 8																						
Reading	All Students	56%	61%	58%	80%	55%	*	*	67%	-	*	56%	80%	25%	59%	48%	47%	67%	-	-	-	-
	CWD	24%	21%	25%	*	29%	-	-	-	-	-	25%	-	25%	-	0%	29%	*	-	-	-	-
	CWOD	61%	64%	59%	*	57%	*	*	67%	-	*	58%	80%	-	59%	51%	48%	68%	-	-	-	-
	EL	34%	55%	48%	*	46%	-	*	*	-	-	46%	86%	0%	51%	48%	40%	56%	-	-	-	-
	Male	50%	54%	47%	*	45%	*	-	*	-	-	46%	60%	29%	48%	40%	47%	-	-	-	-	-
	Female	62%	68%	67%	*	65%	-	*	*	-	*	65%	100%	*	68%	56%	-	67%	-	-	-	-
Mathematics	All Students	45%	29%	44%	*	45%	-	*	*	-	*	44%	50%	25%	45%	42%	40%	48%	-	-	-	-
	CWD	24%	13%	25%	*	29%	-	-	-	-	-	25%	-	25%	-	0%	29%	*	-	-	-	-
	CWOD	48%	30%	45%	*	46%	-	*	*	-	*	45%	50%	-	45%	44%	41%	49%	-	-	-	-
	EL	31%	31%	42%	*	42%	-	*	*	-	-	41%	50%	0%	44%	42%	33%	49%	-	-	-	-
	Male	44%	27%	40%	*	40%	-	-	*	-	-	39%	*	29%	41%	33%	40%	-	-	-	-	-
	Female	45%	31%	48%	*	49%	-	*	*	-	*	48%	*	*	49%	49%	-	48%	-	-	-	-
Science	All Students	46%	41%	30%	40%	29%	*	*	33%	-	*	29%	50%	25%	30%	22%	29%	31%	-	-	-	-
	CWD	24%	16%	25%	*	29%	-	-	-	-	-	25%	-	25%	-	0%	29%	*	-	-	-	-
	CWOD	49%	43%	30%	*	29%	*	*	33%	-	*	29%	50%	-	30%	23%	29%	31%	-	-	-	-
	EL	26%	37%	22%	*	22%	-	*	*	-	-	20%	57%	0%	23%	22%	23%	22%	-	-	-	-
	Male	48%	43%	29%	*	27%	*	-	*	-	-	28%	40%	29%	29%	23%	29%	-	-	-	-	-
	Female	43%	39%	31%	*	31%	-	*	*	-	*	29%	60%	*	31%	22%	-	31%	-	-	-	-
End of Course																						
English I	All Students	50%	51%	55%	80%	55%	*	-	50%	-	*	55%	58%	18%	58%	41%	43%	71%	-	-	-	-
	CWD	20%	14%	18%	*	19%	-	-	-	-	-	18%	-	18%	-	13%	17%	20%	-	-	-	-
	CWOD	54%	55%	58%	*	58%	*	-	50%	-	*	58%	58%	-	58%	44%	46%	73%	-	-	-	-
	EL	26%	39%	41%	*	41%	*	-	44%	-	*	41%	50%	13%	44%	41%	34%	55%	-	-	-	-
	Male	44%	45%	43%	*	43%	*	-	33%	-	-	43%	43%	17%	46%	34%	43%	-	-	-	-	-
	Female	57%	58%	71%	*	70%	*	-	*	-	*	69%	80%	20%	73%	55%	-	71%	-	-	-	-



Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	47%	50%	49%	*	-	21%	-	*	47%	47%	18%	50%	38%	38%	61%	-	-	-	-
	CWD	22%	15%	18%	*	13%	-	-	-	-	-	18%	-	18%	-	19%	15%	*	-	-	-	-
	CWOD	57%	59%	50%	50%	53%	*	-	21%	-	*	51%	47%	-	50%	40%	41%	63%	-	-	-	-
	EL	23%	43%	38%	*	40%	*	-	9%	-	*	37%	50%	19%	40%	38%	27%	55%	-	-	-	-
	Male	47%	48%	38%	43%	40%	-	-	13%	-	-	38%	45%	15%	41%	27%	38%	-	-	-	-	-
	Female	60%	62%	61%	*	63%	*	-	33%	-	*	62%	50%	*	63%	55%	-	61%	-	-	-	-
Algebra I	All Students	42%	48%	68%	100%	67%	*	-	71%	-	*	68%	50%	10%	71%	54%	59%	77%	-	-	-	-
	CWD	19%	11%	10%	-	10%	-	-	-	-	-	10%	-	10%	-	0%	0%	*	-	-	-	-
	CWOD	45%	51%	71%	100%	70%	*	-	71%	-	*	71%	50%	-	71%	58%	62%	79%	-	-	-	-
	EL	29%	42%	54%	*	55%	*	-	60%	-	*	55%	40%	0%	58%	54%	52%	57%	-	-	-	-
	Male	40%	46%	59%	*	59%	*	-	*	-	-	60%	*	0%	62%	52%	59%	-	-	-	-	-
	Female	44%	50%	77%	*	76%	-	-	*	-	*	77%	67%	*	79%	57%	-	77%	-	-	-	-
Biology	All Students	54%	47%	48%	*	49%	*	-	29%	-	*	48%	57%	10%	51%	29%	38%	60%	-	-	-	-
	CWD	27%	14%	10%	-	10%	-	-	-	-	-	10%	-	10%	-	0%	0%	*	-	-	-	-
	CWOD	58%	51%	51%	*	51%	*	-	29%	-	*	50%	57%	-	51%	32%	42%	60%	-	-	-	-
	EL	29%	35%	29%	-	30%	*	-	33%	-	*	29%	*	0%	32%	29%	26%	34%	-	-	-	-
	Male	53%	46%	38%	*	40%	*	-	*	-	-	38%	*	0%	42%	26%	38%	-	-	-	-	-
	Female	55%	49%	60%	*	59%	-	-	*	-	*	59%	*	*	60%	34%	-	60%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	20%	25%	19%	*	-	43%	-	*	19%	22%	18%	20%	17%	20%	20%	-	-	-	-
	CWD	7%	5%	18%	-	18%	-	-	-	-	-	10%	*	18%	-	13%	20%	17%	-	-	-	-
	CWOD	24%	19%	20%	25%	19%	*	-	43%	-	*	20%	13%	-	20%	17%	20%	20%	-	-	-	-
	EL	10%	14%	17%	*	16%	*	-	43%	-	*	17%	14%	13%	17%	17%	18%	16%	-	-	-	-
	Male	19%	16%	20%	*	18%	-	-	*	-	-	21%	*	20%	20%	18%	20%	-	-	-	-	-
	Female	24%	19%	20%	*	19%	*	-	*	-	*	18%	40%	17%	20%	16%	-	20%	-	-	-	-
Mathematics	All Students	15%	7%	9%	25%	7%	*	-	29%	-	*	9%	11%	18%	8%	8%	12%	6%	-	-	-	-
	CWD	8%	7%	18%	-	18%	-	-	-	-	-	10%	*	18%	-	13%	20%	17%	-	-	-	-
	CWOD	16%	7%	8%	25%	6%	*	-	29%	-	*	9%	0%	-	8%	8%	11%	5%	-	-	-	-
	EL	8%	6%	8%	*	7%	*	-	29%	-	*	8%	0%	13%	8%	8%	10%	6%	-	-	-	-
	Male	17%	9%	12%	*	9%	-	-	*	-	-	12%	*	20%	11%	10%	12%	-	-	-	-	-
	Female	13%	5%	6%	*	6%	*	-	*	-	*	5%	20%	17%	5%	6%	-	6%	-	-	-	-
Grade 7																						
Reading	All Students	26%	22%	28%	33%	27%	*	-	43%	-	-	27%	50%	14%	29%	23%	33%	22%	-	-	*	-
	CWD	7%	6%	14%	*	8%	-	-	-	-	-	14%	-	14%	-	10%	29%	0%	-	-	-	-
	CWOD	29%	23%	29%	*	28%	*	-	43%	-	-	28%	50%	-	29%	24%	33%	24%	-	-	*	-
	EL	11%	18%	23%	*	23%	*	-	40%	-	-	22%	*	10%	24%	23%	27%	19%	-	-	*	-
	Male	23%	19%	33%	*	30%	-	-	60%	-	-	32%	*	29%	33%	27%	33%	-	-	-	-	-
	Female	30%	25%	22%	*	23%	*	-	*	-	-	20%	40%	0%	24%	19%	-	22%	-	-	*	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	19%	50%	18%	*	-	29%	-	-	19%	17%	7%	20%	16%	26%	11%	-	-	*	-
	CWD	7%	6%	7%	*	0%	-	-	-	-	-	7%	-	7%	-	0%	14%	0%	-	-	-	-
	CWOD	12%	11%	20%	*	19%	*	-	29%	-	-	20%	17%	-	20%	17%	27%	12%	-	-	*	-
	EL	5%	10%	16%	*	15%	*	-	20%	-	-	16%	*	0%	17%	16%	22%	8%	-	-	*	-
	Male	12%	12%	26%	*	24%	-	-	40%	-	-	26%	*	14%	27%	22%	26%	-	-	-	-	-
	Female	10%	8%	11%	*	10%	*	-	*	-	-	10%	20%	0%	12%	8%	-	11%	-	-	*	-
Grade 8																						
Reading	All Students	27%	24%	24%	40%	20%	*	*	67%	-	*	23%	40%	0%	25%	16%	14%	32%	-	-	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	30%	26%	25%	*	21%	*	*	67%	-	*	24%	40%	-	25%	17%	15%	32%	-	-	-	-
	EL	10%	19%	16%	*	14%	-	*	*	-	-	15%	29%	0%	17%	16%	11%	20%	-	-	-	-
	Male	23%	20%	14%	*	9%	*	-	*	-	-	12%	40%	0%	15%	11%	14%	-	-	-	-	-
	Female	32%	28%	32%	*	29%	-	*	*	-	*	31%	40%	*	32%	20%	-	32%	-	-	-	-
Mathematics	All Students	17%	6%	10%	*	11%	-	*	*	-	*	10%	13%	0%	11%	10%	8%	12%	-	-	-	-
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	6%	11%	*	12%	-	*	*	-	*	11%	13%	-	11%	10%	9%	13%	-	-	-	-
	EL	8%	6%	10%	*	10%	-	*	*	-	-	9%	17%	0%	10%	10%	4%	14%	-	-	-	-
	Male	17%	6%	8%	*	8%	-	-	*	-	-	8%	*	0%	9%	4%	8%	-	-	-	-	-
	Female	16%	6%	12%	*	13%	-	*	*	-	*	12%	*	*	13%	14%	-	12%	-	-	-	-
Science	All Students	16%	9%	7%	20%	6%	*	*	17%	-	*	6%	20%	0%	7%	4%	8%	6%	-	-	-	-
	CWD	6%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	10%	7%	*	6%	*	*	17%	-	*	6%	20%	-	7%	4%	9%	6%	-	-	-	-
	EL	5%	7%	4%	*	3%	-	*	*	-	-	3%	14%	0%	4%	4%	6%	2%	-	-	-	-
	Male	18%	11%	8%	*	6%	*	-	*	-	-	7%	20%	0%	9%	6%	8%	-	-	-	-	-
	Female	14%	7%	6%	*	5%	-	*	*	-	*	5%	20%	*	6%	2%	-	6%	-	-	-	-
End of Course																						
English I	All Students	13%	10%	10%	0%	11%	*	-	0%	-	*	10%	8%	0%	11%	1%	5%	17%	-	-	-	-
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	14%	11%	11%	*	12%	*	-	0%	-	*	11%	8%	-	11%	1%	5%	18%	-	-	-	-
	EL	2%	3%	1%	*	1%	*	-	0%	-	*	1%	0%	0%	1%	1%	2%	0%	-	-	-	-
	Male	10%	8%	5%	*	5%	*	-	0%	-	-	5%	0%	0%	5%	2%	5%	-	-	-	-	-
	Female	16%	12%	17%	*	19%	*	-	*	-	*	17%	20%	0%	18%	0%	-	17%	-	-	-	-
English II	All Students	8%	5%	2%	13%	1%	*	-	0%	-	*	2%	0%	0%	2%	0%	3%	0%	-	-	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	5%	2%	17%	1%	*	-	0%	-	*	2%	0%	-	2%	0%	3%	0%	-	-	-	-
	EL	1%	1%	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	4%	3%	14%	2%	-	-	0%	-	-	3%	0%	0%	3%	0%	3%	-	-	-	-	-
	Female	10%	5%	0%	*	0%	*	-	0%	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	<b>50%</b>	67%	49%	*	-	57%	-	*	50%	40%	0%	52%	35%	42%	57%	-	-	-	-
	CWD	7%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	24%	28%	<b>52%</b>	67%	52%	*	-	57%	-	*	52%	40%	-	52%	38%	45%	59%	-	-	-	-
	EL	12%	20%	<b>35%</b>	*	34%	*	-	60%	-	*	35%	40%	0%	38%	35%	37%	32%	-	-	-	-
	Male	22%	26%	<b>42%</b>	*	44%	*	-	*	-	-	43%	*	0%	45%	37%	42%	-	-	-	-	-
	Female	23%	26%	<b>57%</b>	*	55%	-	-	*	-	*	57%	50%	*	59%	32%	-	57%	-	-	-	-
Biology	All Students	20%	10%	<b>11%</b>	*	11%	*	-	0%	-	*	11%	0%	0%	12%	4%	11%	11%	-	-	-	-
	CWD	7%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	11%	<b>12%</b>	*	12%	*	-	0%	-	*	12%	0%	-	12%	4%	12%	12%	-	-	-	-
	EL	6%	5%	<b>4%</b>	-	4%	*	-	0%	-	*	4%	*	0%	4%	4%	6%	0%	-	-	-	-
	Male	21%	12%	<b>11%</b>	*	10%	*	-	*	-	-	11%	*	0%	12%	6%	11%	-	-	-	-	-
	Female	20%	8%	<b>11%</b>	*	12%	-	-	*	-	*	12%	*	*	12%	0%	-	11%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	75%	76%	<b>76%</b>	81%	76%	70%	*	73%	-	44%	75%	90%	46%	78%	70%	71%	81%	-	-	*	-
	CWD	48%	42%	<b>46%</b>	60%	45%	-	-	-	-	-	46%	*	46%	-	39%	51%	37%	-	-	-	-
	CWOD	79%	79%	<b>78%</b>	85%	78%	70%	*	73%	-	44%	77%	90%	-	78%	73%	73%	83%	-	-	*	-
	EL	62%	72%	<b>70%</b>	79%	70%	57%	*	71%	-	33%	69%	88%	39%	73%	70%	66%	75%	-	-	*	-
	Male	73%	73%	<b>71%</b>	75%	71%	83%	-	64%	-	-	70%	88%	51%	73%	66%	71%	-	-	-	-	-
	Female	77%	79%	<b>81%</b>	89%	81%	50%	*	84%	-	44%	80%	92%	37%	83%	75%	-	81%	-	-	*	-
Reading	All Students	76%	77%	<b>76%</b>	84%	76%	67%	*	73%	-	*	75%	96%	40%	79%	70%	69%	84%	-	-	*	-
	CWD	46%	38%	<b>40%</b>	67%	38%	-	-	-	-	-	39%	*	40%	-	34%	43%	35%	-	-	-	-
	CWOD	80%	81%	<b>79%</b>	88%	79%	67%	*	73%	-	*	78%	96%	-	79%	74%	72%	86%	-	-	*	-
	EL	60%	73%	<b>70%</b>	87%	70%	57%	*	69%	-	*	69%	95%	34%	74%	70%	63%	79%	-	-	*	-
	Male	72%	72%	<b>69%</b>	80%	69%	*	-	64%	-	-	68%	93%	43%	72%	63%	69%	-	-	-	-	-
	Female	80%	83%	<b>84%</b>	92%	84%	60%	*	84%	-	*	83%	100%	35%	86%	79%	-	84%	-	-	*	-
Mathematics	All Students	74%	72%	<b>78%</b>	74%	78%	57%	*	80%	-	*	78%	78%	60%	79%	74%	76%	80%	-	-	*	-
	CWD	49%	43%	<b>60%</b>	*	59%	-	-	-	-	-	59%	*	60%	-	53%	72%	39%	-	-	-	-
	CWOD	78%	75%	<b>79%</b>	75%	79%	57%	*	80%	-	*	79%	77%	-	79%	75%	76%	82%	-	-	*	-
	EL	65%	71%	<b>74%</b>	70%	74%	40%	*	80%	-	*	74%	71%	53%	75%	74%	74%	74%	-	-	*	-
	Male	73%	70%	<b>76%</b>	67%	76%	*	-	71%	-	-	75%	77%	72%	76%	74%	76%	-	-	-	-	-
	Female	74%	73%	<b>80%</b>	82%	80%	*	*	91%	-	*	80%	79%	39%	82%	74%	-	80%	-	-	*	-
Science	All Students	76%	79%	<b>70%</b>	89%	70%	*	*	62%	-	*	69%	88%	39%	72%	62%	66%	75%	-	-	-	-
	CWD	52%	47%	<b>39%</b>	*	41%	-	-	-	-	-	39%	-	39%	-	27%	40%	*	-	-	-	-
	CWOD	79%	82%	<b>72%</b>	100%	72%	*	*	62%	-	*	71%	88%	-	72%	64%	68%	76%	-	-	-	-
	EL	62%	75%	<b>62%</b>	*	62%	*	*	60%	-	*	61%	90%	27%	64%	62%	59%	65%	-	-	-	-
	Male	76%	79%	<b>66%</b>	*	65%	*	-	50%	-	-	65%	75%	40%	68%	59%	66%	-	-	-	-	-
	Female	75%	79%	<b>75%</b>	100%	75%	-	*	71%	-	*	73%	100%	*	76%	65%	-	75%	-	-	-	-

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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
SAT/ACT All Subjects	All Students	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	91%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	46%	<b>48%</b>	56%	48%	45%	*	48%	-	11%	47%	51%	21%	50%	39%	43%	53%	-	-	*	-
	CWD	24%	17%	<b>21%</b>	30%	21%	-	-	-	-	-	20%	*	21%	-	12%	25%	14%	-	-	-	-
	CWOD	52%	49%	<b>50%</b>	61%	50%	45%	*	48%	-	11%	50%	51%	-	50%	41%	45%	55%	-	-	*	-
	EL	31%	40%	<b>39%</b>	43%	39%	21%	*	42%	-	0%	38%	49%	12%	41%	39%	36%	43%	-	-	*	-
	Male	46%	43%	<b>43%</b>	50%	43%	58%	-	40%	-	-	43%	46%	25%	45%	36%	43%	-	-	-	-	-
	Female	49%	49%	<b>53%</b>	64%	53%	25%	*	57%	-	11%	53%	57%	14%	55%	43%	-	53%	-	-	*	-
Reading	All Students	52%	52%	<b>51%</b>	53%	51%	56%	*	50%	-	*	51%	57%	21%	53%	43%	42%	61%	-	-	*	-
	CWD	24%	18%	<b>21%</b>	33%	20%	-	-	-	-	-	20%	*	21%	-	14%	25%	13%	-	-	-	-
	CWOD	56%	56%	<b>53%</b>	58%	54%	56%	*	50%	-	*	53%	56%	-	53%	45%	44%	64%	-	-	*	-
	EL	33%	45%	<b>43%</b>	47%	43%	43%	*	44%	-	*	42%	57%	14%	45%	43%	35%	53%	-	-	*	-
	Male	47%	46%	<b>42%</b>	45%	42%	*	-	40%	-	-	42%	50%	25%	44%	35%	42%	-	-	-	-	-
	Female	57%	59%	<b>61%</b>	67%	61%	40%	*	63%	-	*	61%	64%	13%	64%	53%	-	61%	-	-	*	-
Mathematics	All Students	44%	38%	<b>47%</b>	57%	47%	29%	*	52%	-	*	48%	41%	24%	49%	40%	49%	46%	-	-	*	-
	CWD	24%	16%	<b>24%</b>	*	23%	-	-	-	-	-	22%	*	24%	-	13%	32%	11%	-	-	-	-
	CWOD	47%	40%	<b>49%</b>	60%	49%	29%	*	52%	-	*	49%	39%	-	49%	42%	50%	48%	-	-	*	-
	EL	32%	35%	<b>40%</b>	40%	40%	0%	*	45%	-	*	40%	33%	13%	42%	40%	43%	37%	-	-	*	-
	Male	45%	38%	<b>49%</b>	58%	48%	*	-	50%	-	-	49%	38%	32%	50%	43%	49%	-	-	-	-	-
	Female	42%	38%	<b>46%</b>	55%	47%	*	*	55%	-	*	46%	42%	11%	48%	37%	-	46%	-	-	*	-
Science	All Students	46%	44%	<b>40%</b>	67%	39%	*	*	31%	-	*	39%	53%	17%	41%	26%	34%	45%	-	-	-	-
	CWD	24%	15%	<b>17%</b>	*	18%	-	-	-	-	-	17%	-	17%	-	0%	13%	*	-	-	-	-
	CWOD	49%	47%	<b>41%</b>	75%	41%	*	*	31%	-	*	40%	53%	-	41%	27%	36%	45%	-	-	-	-
	EL	26%	36%	<b>26%</b>	*	26%	*	*	30%	-	*	24%	50%	0%	27%	26%	25%	27%	-	-	-	-
	Male	47%	44%	<b>34%</b>	*	34%	*	-	17%	-	-	34%	38%	13%	36%	25%	34%	-	-	-	-	-
	Female	44%	44%	<b>45%</b>	80%	45%	-	*	43%	-	*	44%	67%	*	45%	27%	-	45%	-	-	-	-
SAT/ACT All Subjects	All Students	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	50%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	57%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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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
All Subjects	All Students	19%	14%	<b>18%</b>	28%	17%	20%	*	23%	-	11%	17%	19%	6%	18%	12%	16%	19%	-	-	*	-
	CWD	7%	4%	<b>6%</b>	20%	4%	-	-	-	-	-	4%	*	6%	-	3%	6%	5%	-	-	-	-
	CWOD	21%	15%	<b>18%</b>	30%	18%	20%	*	23%	-	11%	18%	17%	-	18%	13%	17%	19%	-	-	*	-
	EL	9%	11%	<b>12%</b>	18%	12%	0%	*	23%	-	0%	12%	13%	3%	13%	12%	13%	11%	-	-	*	-
	Male	18%	14%	<b>16%</b>	28%	15%	33%	-	27%	-	-	17%	10%	6%	17%	13%	16%	-	-	-	-	-
	Female	19%	15%	<b>19%</b>	29%	19%	0%	*	19%	-	11%	18%	26%	5%	19%	11%	-	19%	-	-	*	-
Reading	All Students	20%	15%	<b>16%</b>	22%	15%	22%	*	23%	-	*	16%	19%	6%	17%	11%	13%	19%	-	-	*	-
	CWD	7%	3%	<b>6%</b>	17%	5%	-	-	-	-	-	5%	*	6%	-	4%	7%	4%	-	-	-	-
	CWOD	22%	17%	<b>17%</b>	23%	16%	22%	*	23%	-	*	16%	17%	-	17%	12%	14%	19%	-	-	*	-
	EL	9%	11%	<b>11%</b>	13%	10%	0%	*	22%	-	*	11%	14%	4%	12%	11%	11%	11%	-	-	*	-
	Male	17%	13%	<b>13%</b>	25%	12%	*	-	24%	-	-	13%	11%	7%	14%	11%	13%	-	-	-	-	-
	Female	23%	18%	<b>19%</b>	17%	19%	0%	*	21%	-	*	18%	28%	4%	19%	11%	-	19%	-	-	*	-
Mathematics	All Students	18%	15%	<b>24%</b>	39%	24%	14%	*	32%	-	*	24%	22%	7%	25%	17%	24%	24%	-	-	*	-
	CWD	8%	5%	<b>7%</b>	*	5%	-	-	-	-	-	5%	*	7%	-	3%	8%	6%	-	-	-	-
	CWOD	20%	16%	<b>25%</b>	40%	25%	14%	*	32%	-	*	26%	19%	-	25%	18%	26%	25%	-	-	*	-
	EL	11%	12%	<b>17%</b>	30%	17%	0%	*	30%	-	*	17%	14%	3%	18%	17%	20%	14%	-	-	*	-
	Male	20%	16%	<b>24%</b>	33%	23%	*	-	36%	-	-	25%	8%	8%	26%	20%	24%	-	-	-	-	-
	Female	16%	14%	<b>24%</b>	45%	24%	*	*	27%	-	*	24%	32%	6%	25%	14%	-	24%	-	-	*	-
Science	All Students	17%	10%	<b>9%</b>	22%	9%	*	*	8%	-	*	9%	12%	0%	9%	4%	10%	8%	-	-	-	-
	CWD	7%	1%	<b>0%</b>	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	19%	10%	<b>9%</b>	25%	9%	*	*	8%	-	*	9%	12%	-	9%	4%	11%	9%	-	-	-	-
	EL	6%	6%	<b>4%</b>	*	3%	*	*	10%	-	*	3%	10%	0%	4%	4%	6%	1%	-	-	-	-
	Male	19%	11%	<b>10%</b>	*	8%	*	-	17%	-	-	9%	13%	0%	11%	6%	10%	-	-	-	-	-
	Female	16%	8%	<b>8%</b>	20%	9%	-	*	0%	-	*	8%	11%	*	9%	1%	-	8%	-	-	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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 2022-23 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)

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	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	72	59	73	72	*	71	-	*	72	62	71
CWD	62	*	61	-	-	-	-	-	61	62	58
CWOD	73	57	74	72	*	71	-	*	73	-	72
EL ◇	71	69	72	63	*	71	-	*	71	58	71
Male	69	59	70	*	-	64	-	-	69	66	68
Female	76	60	77	*	*	78	-	*	76	57	76
<b>Mathematics</b>											
All Students	77	79	77	54	*	80	-	*	77	71	74
CWD	71	*	67	-	-	-	-	-	70	71	69
CWOD	77	74	77	54	*	80	-	*	78	-	74
EL ◇	74	73	74	55	*	80	-	*	74	69	74
Male	77	79	77	*	-	90	-	-	77	78	75
Female	76	78	76	*	*	68	-	*	77	62	72

- 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 2022.

	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 2022</b>													
All Students	86.9%	*	86.1%	-	*	*	*	-	86.5%	50.0%	74.5%	100.0%	-
CWD	50.0%	*	45.5%	-	-	-	-	-	50.0%	50.0%	50.0%	-	-
CWOD	90.7%	*	90.1%	-	*	*	*	-	90.4%	-	79.5%	100.0%	-
EL ◇	74.5%	*	72.7%	-	-	*	-	-	74.5%	50.0%	74.5%	-	-
Male	83.6%	*	82.5%	-	-	*	-	-	82.8%	50.0%	73.1%	*	-
Female	90.5%	*	89.8%	-	*	*	*	-	90.3%	50.0%	76.2%	*	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
716	188	26%

- 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	47	55	47	45	*	48	-	22	46	24	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	56%	*	57%	-	*	*	*	-	56%	86%	28%

- 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)

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	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			N			Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	Y	Y			N			Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	N			N			N	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N			N			N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y			N			Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y			N			Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	Y	N			N			N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N			N			N	N	N
<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%
Target Met	N		N						N	N	N
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	N		N						N	N	N
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	N		N						N	N	N



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	N	N

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 2022-23 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	99%	100%	98%	100%	*	100%	-	100%	99%	97%	99%	99%	98%	98%	99%	-
	CWD	99%	100%	99%	-	-	-	-	-	99%	*	99%	-	99%	100%	98%	-
	CWOD	99%	100%	98%	100%	*	100%	-	100%	99%	97%	-	99%	98%	98%	99%	-
	EL	98%	100%	98%	100%	*	100%	-	100%	98%	96%	99%	98%	98%	98%	99%	-
	Male	98%	100%	98%	100%	-	100%	-	-	98%	98%	100%	98%	98%	98%	-	-
	Female	99%	100%	99%	100%	*	100%	-	100%	99%	96%	98%	99%	99%	-	99%	-
<b>Reading</b>	All Students	99%	100%	99%	100%	*	100%	-	*	99%	98%	100%	99%	99%	99%	99%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	*	100%	-	*	99%	98%	-	99%	99%	99%	99%	-
	EL	99%	100%	99%	100%	*	100%	-	*	99%	98%	100%	99%	99%	99%	99%	-
	Male	99%	100%	99%	*	-	100%	-	-	99%	100%	100%	99%	99%	99%	-	-
	Female	99%	100%	99%	100%	*	100%	-	*	100%	96%	100%	99%	99%	-	99%	-
<b>Mathematics</b>	All Students	98%	100%	98%	100%	*	100%	-	*	98%	94%	98%	98%	97%	97%	98%	-
	CWD	98%	*	98%	-	-	-	-	-	98%	*	98%	-	97%	100%	94%	-
	CWOD	98%	100%	98%	100%	*	100%	-	*	98%	94%	-	98%	97%	97%	98%	-
	EL	97%	100%	97%	100%	*	100%	-	*	97%	91%	97%	97%	97%	97%	97%	-
	Male	97%	100%	97%	*	-	100%	-	-	98%	92%	100%	97%	97%	97%	-	-
	Female	98%	100%	98%	*	*	100%	-	*	98%	95%	94%	98%	97%	-	98%	-
<b>Science</b>	All Students	99%	100%	98%	*	*	100%	-	*	98%	100%	100%	98%	98%	98%	99%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	98%	100%	98%	*	*	100%	-	*	98%	100%	-	98%	98%	97%	99%	-
	EL	98%	*	98%	*	*	100%	-	*	98%	100%	100%	98%	98%	97%	99%	-
	Male	98%	*	97%	*	-	100%	-	-	98%	100%	100%	97%	97%	98%	-	-

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 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	99%	100%	99%	-	*	100%	-	*	99%	100%	*	99%	99%	-	99%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	2%	0%	*	0%	-	0%	1%	3%	1%	1%	2%	2%	1%	-
	CWD	1%	0%	1%	-	-	-	-	-	1%	*	1%	-	1%	0%	2%	-
	CWOD	1%	0%	2%	0%	*	0%	-	0%	1%	3%	-	1%	2%	2%	1%	-
	EL	2%	0%	2%	0%	*	0%	-	0%	2%	4%	1%	2%	2%	2%	1%	-
	Male	2%	0%	2%	0%	-	0%	-	-	2%	2%	0%	2%	2%	2%	-	-
	Female	1%	0%	1%	0%	*	0%	-	0%	1%	4%	2%	1%	1%	-	1%	-
Reading	All Students	1%	0%	1%	0%	*	0%	-	*	1%	2%	0%	1%	1%	1%	1%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	*	0%	-	*	1%	2%	-	1%	1%	1%	1%	-
	EL	1%	0%	1%	0%	*	0%	-	*	1%	2%	0%	1%	1%	1%	1%	-
	Male	1%	0%	1%	*	-	0%	-	-	1%	0%	0%	1%	1%	1%	-	-
	Female	1%	0%	1%	0%	*	0%	-	*	0%	4%	0%	1%	1%	-	1%	-
Mathematics	All Students	2%	0%	2%	0%	*	0%	-	*	2%	6%	2%	2%	3%	3%	2%	-
	CWD	2%	*	2%	-	-	-	-	-	2%	*	2%	-	3%	0%	6%	-
	CWOD	2%	0%	2%	0%	*	0%	-	*	2%	6%	-	2%	3%	3%	2%	-
	EL	3%	0%	3%	0%	*	0%	-	*	3%	9%	3%	3%	3%	3%	3%	-
	Male	3%	0%	3%	*	-	0%	-	-	2%	8%	0%	3%	3%	3%	-	-
	Female	2%	0%	2%	*	*	0%	-	*	2%	5%	6%	2%	3%	-	2%	-
Science	All Students	1%	0%	2%	*	*	0%	-	*	2%	0%	0%	2%	2%	2%	1%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	2%	0%	2%	*	*	0%	-	*	2%	0%	-	2%	2%	3%	1%	-
	EL	2%	*	2%	*	*	0%	-	*	2%	0%	0%	2%	2%	3%	1%	-
	Male	2%	*	3%	*	-	0%	-	-	2%	0%	0%	3%	3%	2%	-	-
	Female	1%	0%	1%	-	*	0%	-	*	1%	0%	*	1%	1%	-	1%	-

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 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
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 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	35	1	27	2	1	4	0	0	24		
	Female	15	0	13	2	0	0	0	0	8		
	Total	50	1	40	4	1	4	0	0	32		
<b>Out-of-School Suspensions</b>												
	Male	12	1	11	0	0	0	0	0	9		
	Female	3	0	3	0	0	0	0	0	0		
	Total	15	1	14	0	0	0	0	0	9		
<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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 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	4	0	4	0	0	0	0	0	3		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	4	0	0	0	0	0	3		2
<b>Out-of-School Suspensions</b>												
	Male	4	1	3	0	0	0	0	0	4		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	1	3	0	0	0	0	0	4		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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 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	112	2	103	3	-8	4	-8	-8	72	8	1
	Female	90	2	82	4	-8	2	-8	-8	45	9	2
	Total	202	4	185	7	-8	6	-8	-8	117	17	3

												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												16
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												1
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	115	4	107	1	0	3	0	0	29	2
	Female	131	1	126	2	1	1	0	0	26	1
	Total	246	5	233	3	1	4	0	0	55	3
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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.

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		63.3 98.4%
Teachers Teaching with Emergency or Provisional Credentials		3.0 4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	*	2%
Mathematics	6,481	2%	21	1%	*	2%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	*	2%
Mathematics	6,300	2%	23	1%	*	2%
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	*	1%
Mathematics	6,162	2%	11	1%	*	1%
Science	6,163	1%	11	0%	*	1%
<b>End of Course</b>						
English I	6,032	1%	10	0%	*	0%
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	*	0%
Biology	6,041	1%	10	0%	*	1%
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	21	1%
Reading	52,275	1%	84	1%	9	1%
Mathematics	46,462	2%	73	1%	9	1%
Science	19,024	1%	21	0%	*	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



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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	46%	*	48%	-	-	-	-	-	46%	*	34%
In-State Private Institutions	7%	-	7%	-	-	-	-	-	7%	-	*
Out-of-State Institutions	5%	-	4%	-	-	*	-	-	5%	-	*

- 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 2021-22 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	30%	21%	31%	8%	*	26%	*	38%	30%	45%	28%

- Indicates there are no students in the group.

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

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 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	70%	50%	73%	*	-	-	-	*	69%	77%	38%	74%	71%	65%	77%	-	*	-	-
	CWD	45%	43%	38%	*	42%	-	-	-	-	-	33%	*	38%	-	33%	30%	*	-	*	-	-
	CWOD	81%	78%	74%	53%	77%	*	-	-	-	*	74%	75%	-	74%	75%	71%	78%	-	*	-	-
	EL	62%	75%	71%	-	71%	-	-	-	-	-	72%	*	33%	75%	71%	62%	84%	-	-	-	-
	Male	72%	70%	65%	56%	66%	-	-	-	-	*	64%	71%	30%	71%	62%	65%	-	-	*	-	-
	Female	80%	81%	77%	44%	83%	*	-	-	-	-	76%	83%	*	78%	84%	-	77%	-	-	-	-

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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	74%	68%	<b>59%</b>	44%	62%	*	-	-	-	*	58%	62%	54%	59%	63%	60%	58%	-	*	-	-
	CWD	51%	48%	<b>54%</b>	*	50%	-	-	-	-	-	50%	*	54%	-	67%	60%	*	-	-	-	-
	CWOD	78%	70%	<b>59%</b>	41%	63%	*	-	-	-	*	59%	58%	-	59%	63%	59%	59%	-	*	-	-
	EL	65%	69%	<b>63%</b>	-	63%	-	-	-	-	-	64%	*	67%	63%	63%	65%	60%	-	-	-	-
	Male	75%	69%	<b>60%</b>	44%	63%	-	-	-	-	*	60%	57%	60%	59%	65%	60%	-	-	*	-	-
	Female	73%	68%	<b>58%</b>	44%	60%	*	-	-	-	-	57%	67%	*	59%	60%	-	58%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	77%	76%	<b>70%</b>	60%	70%	*	-	*	-	*	74%	36%	8%	80%	56%	52%	84%	-	*	-	-
	CWD	45%	44%	<b>8%</b>	*	9%	-	-	-	-	-	8%	*	8%	-	0%	10%	*	-	*	-	-
	CWOD	82%	79%	<b>80%</b>	75%	79%	*	-	*	-	*	86%	40%	-	80%	65%	66%	90%	-	*	-	-
	EL	62%	73%	<b>56%</b>	-	54%	-	-	*	-	-	61%	20%	0%	65%	56%	35%	74%	-	-	-	-
	Male	73%	70%	<b>52%</b>	40%	50%	*	-	*	-	-	58%	17%	10%	66%	35%	52%	-	-	*	-	-
	Female	81%	82%	<b>84%</b>	80%	84%	-	-	-	-	*	87%	60%	*	90%	74%	-	84%	-	*	-	-
Mathematics	All Students	61%	61%	<b>62%</b>	50%	63%	*	-	*	-	*	65%	45%	23%	69%	58%	50%	73%	-	*	-	-
	CWD	37%	31%	<b>23%</b>	*	27%	-	-	-	-	-	25%	*	23%	-	20%	30%	*	-	*	-	-
	CWOD	66%	64%	<b>69%</b>	63%	69%	*	-	*	-	*	71%	50%	-	69%	65%	56%	77%	-	*	-	-
	EL	47%	59%	<b>58%</b>	-	57%	-	-	*	-	-	61%	40%	20%	65%	58%	59%	58%	-	-	-	-
	Male	62%	59%	<b>50%</b>	40%	50%	*	-	*	-	-	56%	17%	30%	56%	59%	50%	-	-	*	-	-
	Female	60%	62%	<b>73%</b>	60%	73%	-	-	-	-	*	72%	80%	*	77%	58%	-	73%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	86%	<b>80%</b>	70%	83%	*	*	-	-	-	81%	78%	78%	81%	72%	75%	87%	-	*	-	-
	CWD	51%	52%	<b>78%</b>	*	100%	-	-	-	-	-	75%	*	78%	-	*	67%	*	-	*	-	-
	CWOD	86%	89%	<b>81%</b>	78%	82%	*	*	-	-	-	81%	76%	-	81%	71%	76%	86%	-	*	-	-
	EL	68%	85%	<b>72%</b>	-	73%	-	*	-	-	-	76%	43%	*	71%	72%	64%	82%	-	-	-	-
	Male	78%	81%	<b>75%</b>	70%	77%	-	*	-	-	-	74%	80%	67%	76%	64%	75%	-	-	*	-	-
	Female	86%	92%	<b>87%</b>	70%	90%	*	-	-	-	-	88%	75%	*	86%	82%	-	87%	-	*	-	-
Mathematics	All Students	74%	69%	<b>60%</b>	79%	54%	*	*	-	-	-	59%	64%	50%	61%	46%	59%	61%	-	*	-	-
	CWD	48%	48%	<b>50%</b>	*	*	-	-	-	-	-	50%	-	50%	-	*	*	*	-	*	-	-
	CWOD	79%	71%	<b>61%</b>	82%	54%	*	*	-	-	-	60%	64%	-	61%	46%	60%	62%	-	*	-	-
	EL	64%	69%	<b>46%</b>	-	47%	-	*	-	-	-	48%	33%	*	46%	46%	50%	40%	-	-	-	-
	Male	73%	67%	<b>59%</b>	70%	57%	-	*	-	-	-	58%	67%	*	60%	50%	59%	-	-	*	-	-
	Female	76%	71%	<b>61%</b>	89%	50%	*	-	-	-	-	61%	60%	*	62%	40%	-	61%	-	*	-	-
Science	All Students	73%	72%	<b>74%</b>	68%	75%	*	*	-	-	-	74%	72%	56%	75%	69%	79%	68%	-	*	-	-
	CWD	45%	38%	<b>56%</b>	*	71%	-	-	-	-	-	50%	*	56%	-	*	50%	*	-	*	-	-
	CWOD	76%	74%	<b>75%</b>	72%	75%	*	*	-	-	-	76%	71%	-	75%	68%	82%	68%	-	*	-	-
	EL	56%	68%	<b>69%</b>	-	68%	-	*	-	-	-	72%	43%	*	68%	69%	73%	64%	-	-	-	-
	Male	73%	71%	<b>79%</b>	60%	81%	-	*	-	-	-	79%	80%	50%	82%	73%	79%	-	-	*	-	-
	Female	72%	72%	<b>68%</b>	70%	67%	*	-	-	-	-	69%	63%	*	68%	64%	-	68%	-	*	-	-
<b>End of Course</b>																						



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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 I	All Students	70%	73%	86%	64%	88%	*	*	*	-	-	83%	96%	63%	87%	79%	83%	91%	-	*	-	-
	CWD	37%	32%	63%	*	80%	-	-	-	-	-	57%	*	63%	-	*	*	*	-	-	-	-
	CWOD	75%	78%	87%	75%	88%	*	*	*	-	-	85%	95%	-	87%	79%	84%	92%	-	*	-	-
	EL	49%	66%	79%	-	79%	-	-	-	-	-	78%	89%	*	79%	79%	78%	82%	-	-	-	-
	Male	65%	69%	83%	63%	85%	-	*	-	-	-	80%	92%	*	84%	78%	83%	-	-	-	-	-
	Female	76%	79%	91%	*	90%	*	-	*	-	-	89%	100%	*	92%	82%	-	91%	-	*	-	-
Algebra I	All Students	77%	82%	84%	33%	88%	*	-	*	-	-	83%	90%	70%	85%	86%	79%	90%	-	*	-	-
	CWD	52%	47%	70%	*	88%	-	-	-	-	-	63%	*	70%	-	*	*	80%	-	-	-	-
	CWOD	81%	85%	85%	43%	88%	*	-	*	-	-	84%	89%	-	85%	85%	79%	91%	-	*	-	-
	EL	69%	80%	86%	-	86%	-	-	-	-	-	87%	78%	*	85%	86%	79%	94%	-	*	-	-
	Male	74%	79%	79%	33%	83%	-	-	-	-	-	78%	82%	*	79%	79%	79%	-	-	*	-	-
	Female	81%	85%	90%	*	93%	*	-	*	-	-	89%	100%	80%	91%	94%	-	90%	-	*	-	-
Biology	All Students	87%	86%	91%	73%	92%	*	*	*	-	-	91%	91%	63%	93%	88%	88%	96%	-	*	-	-
	CWD	67%	54%	63%	*	80%	-	-	-	-	-	57%	*	63%	-	*	*	*	-	-	-	-
	CWOD	90%	89%	93%	88%	93%	*	*	*	-	-	93%	91%	-	93%	88%	89%	98%	-	*	-	-
	EL	75%	82%	88%	-	88%	-	-	-	-	-	90%	78%	*	88%	88%	83%	95%	-	-	-	-
	Male	85%	86%	88%	75%	89%	-	*	-	-	-	88%	85%	*	89%	83%	88%	-	-	-	-	-
	Female	89%	87%	96%	*	96%	*	-	*	-	-	95%	100%	*	98%	95%	-	96%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	41%	6%	47%	*	-	-	-	*	37%	69%	15%	44%	48%	40%	42%	-	*	-	-
	CWD	24%	23%	15%	*	17%	-	-	-	-	-	8%	*	15%	-	17%	20%	*	-	*	-	-
	CWOD	56%	50%	44%	6%	51%	*	-	-	-	*	41%	67%	-	44%	52%	43%	45%	-	*	-	-
	EL	34%	47%	48%	-	48%	-	-	-	-	-	48%	*	17%	52%	48%	43%	56%	-	-	-	-
	Male	47%	41%	40%	11%	45%	-	-	-	-	*	36%	71%	20%	43%	43%	40%	-	-	*	-	-
	Female	56%	55%	42%	0%	50%	*	-	-	-	-	39%	67%	*	45%	56%	-	42%	-	-	-	-
Mathematics	All Students	38%	28%	26%	6%	30%	*	-	-	-	*	24%	46%	8%	28%	26%	30%	21%	-	*	-	-
	CWD	22%	20%	8%	*	8%	-	-	-	-	-	8%	*	8%	-	17%	10%	*	-	-	-	-
	CWOD	41%	29%	28%	6%	33%	*	-	-	-	*	25%	50%	-	28%	27%	33%	22%	-	*	-	-
	EL	26%	27%	26%	-	26%	-	-	-	-	-	26%	*	17%	27%	26%	32%	16%	-	-	-	-
	Male	41%	31%	30%	11%	33%	-	-	-	-	*	28%	43%	10%	33%	32%	30%	-	-	*	-	-
	Female	36%	26%	21%	0%	26%	*	-	-	-	-	17%	50%	*	22%	16%	-	21%	-	-	-	-
Grade 7																						
Reading	All Students	53%	50%	49%	50%	47%	*	-	*	-	*	52%	27%	0%	58%	50%	36%	61%	-	*	-	-
	CWD	24%	20%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	58%	52%	58%	63%	54%	*	-	*	-	*	61%	30%	-	58%	58%	47%	65%	-	*	-	-
	EL	33%	45%	50%	-	49%	-	-	*	-	-	55%	20%	0%	58%	50%	35%	63%	-	-	-	-
	Male	49%	43%	36%	40%	29%	*	-	*	-	-	42%	0%	0%	47%	35%	36%	-	-	*	-	-
	Female	57%	56%	61%	60%	60%	-	-	-	-	*	61%	60%	*	65%	63%	-	61%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	36%	36%	33%	20%	34%	*	-	*	-	*	33%	36%	0%	39%	36%	21%	43%	-	*	-	-
	CWD	20%	19%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	39%	37%	39%	25%	40%	*	-	*	-	*	39%	40%	-	39%	42%	28%	46%	-	*	-	-
	EL	22%	34%	36%	-	34%	-	-	*	-	-	35%	40%	0%	42%	36%	29%	42%	-	-	-	-
	Male	38%	36%	21%	0%	24%	*	-	*	-	-	22%	17%	0%	28%	29%	21%	-	-	*	-	-
	Female	34%	35%	43%	40%	42%	-	-	-	-	*	41%	60%	*	46%	42%	-	43%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	52%	35%	56%	*	*	-	-	-	53%	50%	33%	54%	41%	43%	63%	-	*	-	-
	CWD	24%	21%	33%	*	43%	-	-	-	-	-	38%	*	33%	-	*	33%	*	-	*	-	-
	CWOD	61%	64%	54%	39%	57%	*	*	-	-	-	54%	53%	-	54%	41%	44%	65%	-	*	-	-
	EL	34%	55%	41%	-	42%	-	*	-	-	-	44%	14%	*	41%	41%	36%	46%	-	-	-	-
	Male	50%	54%	43%	10%	49%	-	*	-	-	-	41%	50%	33%	44%	36%	43%	-	-	*	-	-
	Female	62%	68%	63%	60%	63%	*	-	-	-	-	65%	50%	*	65%	46%	-	63%	-	*	-	-
Mathematics	All Students	45%	29%	7%	11%	7%	*	*	-	-	-	8%	0%	0%	8%	5%	7%	8%	-	*	-	-
	CWD	24%	13%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	48%	30%	8%	12%	7%	*	*	-	-	-	9%	0%	-	8%	6%	7%	9%	-	*	-	-
	EL	31%	31%	5%	-	6%	-	*	-	-	-	6%	0%	*	6%	5%	5%	7%	-	-	-	-
	Male	44%	27%	7%	0%	9%	-	*	-	-	-	8%	0%	*	7%	5%	7%	-	-	*	-	-
	Female	45%	31%	8%	22%	4%	*	-	-	-	-	10%	0%	*	9%	7%	-	8%	-	*	-	-
Science	All Students	46%	41%	40%	21%	43%	*	*	-	-	-	41%	33%	33%	41%	34%	42%	38%	-	*	-	-
	CWD	24%	16%	33%	*	43%	-	-	-	-	-	38%	*	33%	-	*	33%	*	-	*	-	-
	CWOD	49%	43%	41%	22%	43%	*	*	-	-	-	42%	35%	-	41%	34%	43%	39%	-	*	-	-
	EL	26%	37%	34%	-	35%	-	*	-	-	-	37%	14%	*	34%	34%	42%	25%	-	-	-	-
	Male	48%	43%	42%	0%	49%	-	*	-	-	-	46%	20%	33%	43%	42%	42%	-	-	*	-	-
	Female	43%	39%	38%	40%	37%	*	-	-	-	-	37%	50%	*	39%	25%	-	38%	-	*	-	-
End of Course																						
English I	All Students	50%	51%	68%	36%	70%	*	*	*	-	-	67%	74%	38%	70%	55%	66%	72%	-	*	-	-
	CWD	20%	14%	38%	*	40%	-	-	-	-	-	29%	*	38%	-	*	*	*	-	-	-	-
	CWOD	54%	55%	70%	38%	72%	*	*	*	-	-	70%	73%	-	70%	56%	67%	74%	-	*	-	-
	EL	26%	39%	55%	-	55%	-	-	-	-	-	55%	56%	*	56%	55%	53%	59%	-	-	-	-
	Male	44%	45%	66%	38%	69%	-	*	-	-	-	63%	77%	*	67%	53%	66%	-	-	-	-	-
	Female	57%	58%	72%	*	72%	*	-	*	-	-	73%	70%	*	74%	59%	-	72%	-	*	-	-
Algebra I	All Students	42%	48%	43%	11%	47%	*	-	*	-	-	46%	30%	20%	45%	39%	39%	48%	-	*	-	-
	CWD	19%	11%	20%	*	25%	-	-	-	-	-	25%	*	20%	-	*	*	20%	-	-	-	-
	CWOD	45%	51%	45%	14%	48%	*	-	*	-	-	48%	33%	-	45%	40%	40%	51%	-	*	-	-
	EL	29%	42%	39%	-	39%	-	-	-	-	-	42%	22%	*	40%	39%	35%	45%	-	*	-	-
	Male	40%	46%	39%	0%	43%	-	-	-	-	-	42%	27%	*	40%	35%	39%	-	-	*	-	-
	Female	44%	50%	48%	*	50%	*	-	*	-	-	51%	33%	20%	51%	45%	-	48%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Biology	All Students	54%	47%	55%	36%	57%	*	*	*	-	-	56%	52%	25%	58%	36%	55%	57%	-	*	-	-
	CWD	27%	14%	25%	*	20%	-	-	-	-	-	29%	*	25%	-	*	*	*	-	-	-	-
	CWOD	58%	51%	58%	38%	59%	*	*	*	-	-	58%	55%	-	58%	37%	56%	60%	-	*	-	-
	EL	29%	35%	36%	-	36%	-	-	-	-	-	39%	22%	*	37%	36%	39%	32%	-	-	-	-
	Male	53%	46%	55%	25%	58%	-	*	-	-	-	53%	62%	*	56%	39%	55%	-	-	-	-	-
	Female	55%	49%	57%	*	56%	*	-	*	-	-	61%	40%	*	60%	32%	-	57%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	12%	0%	14%	*	-	-	-	*	9%	31%	0%	13%	11%	16%	6%	-	*	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	24%	19%	13%	0%	16%	*	-	-	-	*	11%	33%	-	13%	13%	19%	6%	-	*	-	-
	EL	10%	14%	11%	-	11%	-	-	-	-	-	10%	*	0%	13%	11%	16%	4%	-	-	-	-
	Male	19%	16%	16%	0%	19%	-	-	-	-	*	13%	43%	0%	19%	16%	16%	-	-	*	-	-
	Female	24%	19%	6%	0%	7%	*	-	-	-	-	4%	17%	*	6%	4%	-	6%	-	-	-	-
Mathematics	All Students	15%	7%	5%	0%	6%	*	-	-	-	*	4%	15%	0%	6%	2%	9%	0%	-	*	-	-
	CWD	8%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	16%	7%	6%	0%	7%	*	-	-	-	*	4%	17%	-	6%	2%	10%	0%	-	*	-	-
	EL	8%	6%	2%	-	2%	-	-	-	-	-	0%	*	0%	2%	2%	3%	0%	-	-	-	-
	Male	17%	9%	9%	0%	11%	-	-	-	-	*	7%	29%	0%	10%	3%	9%	-	-	*	-	-
	Female	13%	5%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	26%	22%	28%	20%	27%	*	-	*	-	*	29%	18%	0%	33%	28%	17%	37%	-	*	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	29%	23%	33%	25%	31%	*	-	*	-	*	34%	20%	-	33%	32%	22%	40%	-	*	-	-
	EL	11%	18%	28%	-	26%	-	-	*	-	-	32%	0%	0%	32%	28%	18%	37%	-	-	-	-
	Male	23%	19%	17%	20%	12%	*	-	*	-	-	19%	0%	0%	22%	18%	17%	-	-	*	-	-
	Female	30%	25%	37%	20%	38%	-	-	-	-	*	37%	40%	*	40%	37%	-	37%	-	*	-	-
Mathematics	All Students	11%	10%	12%	0%	13%	*	-	*	-	*	13%	0%	0%	14%	14%	12%	12%	-	*	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	12%	11%	14%	0%	15%	*	-	*	-	*	16%	0%	-	14%	16%	16%	13%	-	*	-	-
	EL	5%	10%	14%	-	11%	-	-	*	-	-	16%	0%	0%	16%	14%	18%	11%	-	-	-	-
	Male	12%	12%	12%	0%	12%	*	-	*	-	-	14%	0%	0%	16%	18%	12%	-	-	*	-	-
	Female	10%	8%	12%	0%	13%	-	-	-	-	*	13%	0%	*	13%	11%	-	12%	-	*	-	-
Grade 8																						
Reading	All Students	27%	24%	19%	10%	20%	*	*	-	-	-	20%	11%	0%	20%	16%	13%	25%	-	*	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	30%	26%	20%	11%	21%	*	*	-	-	-	22%	12%	-	20%	17%	15%	26%	-	*	-	-
	EL	10%	19%	16%	-	17%	-	*	-	-	-	19%	0%	*	17%	16%	15%	18%	-	-	-	-
	Male	23%	20%	13%	0%	16%	-	*	-	-	-	16%	0%	0%	15%	15%	13%	-	-	*	-	-
	Female	32%	28%	25%	20%	24%	*	-	-	-	-	25%	25%	*	26%	18%	-	25%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	17%	6%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	8%	4%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	*	*	-	*	-	-
	CWOD	18%	6%	0%	0%	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	8%	6%	0%	-	0%	-	*	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	6%	0%	0%	0%	-	*	-	-	-	0%	0%	*	0%	0%	0%	-	-	*	-	-
	Female	16%	6%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-
Science	All Students	16%	9%	9%	5%	9%	*	*	-	-	-	10%	6%	0%	10%	10%	9%	10%	-	*	-	-
	CWD	6%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	18%	10%	10%	6%	10%	*	*	-	-	-	11%	6%	-	10%	10%	10%	11%	-	*	-	-
	EL	5%	7%	10%	-	10%	-	*	-	-	-	11%	0%	*	10%	10%	9%	11%	-	-	-	-
	Male	18%	11%	9%	0%	11%	-	*	-	-	-	11%	0%	0%	10%	9%	9%	-	-	*	-	-
	Female	14%	7%	10%	10%	8%	*	-	-	-	-	10%	13%	*	11%	11%	-	10%	-	*	-	-
End of Course																						
English I	All Students	13%	10%	18%	0%	19%	*	*	*	-	-	15%	30%	0%	19%	5%	16%	20%	-	*	-	-
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	14%	11%	19%	0%	20%	*	*	*	-	-	16%	32%	-	19%	5%	16%	22%	-	*	-	-
	EL	2%	3%	5%	-	5%	-	-	-	-	-	2%	22%	*	5%	5%	6%	5%	-	-	-	-
	Male	10%	8%	16%	0%	16%	-	*	-	-	-	10%	38%	*	16%	6%	16%	-	-	-	-	-
	Female	16%	12%	20%	*	22%	*	-	*	-	-	20%	20%	*	22%	5%	-	20%	-	*	-	-
Algebra I	All Students	22%	26%	19%	0%	20%	*	-	*	-	-	20%	10%	10%	19%	16%	18%	19%	-	*	-	-
	CWD	7%	4%	10%	*	13%	-	-	-	-	-	13%	*	10%	-	*	*	20%	-	-	-	-
	CWOD	24%	28%	19%	0%	21%	*	-	*	-	-	21%	11%	-	19%	16%	19%	19%	-	*	-	-
	EL	12%	20%	16%	-	16%	-	-	-	-	-	16%	11%	*	16%	16%	16%	15%	-	*	-	-
	Male	22%	26%	18%	0%	20%	-	-	-	-	-	20%	9%	*	19%	16%	18%	-	-	*	-	-
	Female	23%	26%	19%	*	21%	*	-	*	-	-	21%	11%	20%	19%	15%	-	19%	-	*	-	-
Biology	All Students	20%	10%	11%	0%	11%	*	*	*	-	-	6%	30%	0%	12%	3%	11%	11%	-	*	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	11%	12%	0%	12%	*	*	*	-	-	7%	32%	-	12%	4%	11%	12%	-	*	-	-
	EL	6%	5%	3%	-	3%	-	-	-	-	-	0%	22%	*	4%	3%	6%	0%	-	-	-	-
	Male	21%	12%	11%	0%	11%	-	*	-	-	-	6%	31%	*	11%	6%	11%	-	-	-	-	-
	Female	20%	8%	11%	*	12%	*	-	*	-	-	7%	30%	*	12%	0%	-	11%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	74%	61%	76%	83%	60%	100%	-	*	74%	76%	48%	77%	71%	71%	79%	-	52%	-	-
	CWD	48%	42%	48%	20%	54%	-	-	-	-	-	44%	80%	48%	-	48%	45%	58%	-	11%	-	-
	CWOD	79%	79%	77%	67%	78%	83%	60%	100%	-	*	77%	75%	-	77%	72%	74%	81%	-	77%	-	-
	EL	62%	72%	71%	-	71%	-	*	*	-	-	73%	57%	48%	72%	71%	68%	75%	-	*	-	-
	Male	73%	73%	71%	58%	73%	*	60%	*	-	*	70%	71%	45%	74%	68%	71%	-	-	36%	-	-
	Female	77%	79%	79%	67%	81%	88%	-	*	-	*	79%	82%	58%	81%	75%	-	79%	-	75%	-	-

Texas Education Agency  
**2023 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	76%	77%	77%	61%	79%	100%	*	*	-	*	77%	77%	42%	81%	71%	70%	85%	-	44%	-	-
	CWD	46%	38%	42%	13%	49%	-	-	-	-	-	38%	*	42%	-	36%	34%	62%	-	*	-	-
	CWOD	80%	81%	81%	69%	82%	100%	*	*	-	*	81%	77%	-	81%	73%	75%	86%	-	80%	-	-
	EL	60%	73%	71%	-	71%	-	*	*	-	-	73%	56%	36%	73%	71%	63%	81%	-	-	-	-
	Male	72%	72%	70%	59%	72%	*	*	*	-	*	70%	72%	34%	75%	63%	70%	-	-	33%	-	-
	Female	80%	83%	85%	65%	87%	*	-	*	-	*	85%	83%	62%	86%	81%	-	85%	-	*	-	-
Mathematics	All Students	74%	72%	67%	55%	69%	60%	*	*	-	*	67%	69%	49%	69%	67%	63%	72%	-	50%	-	-
	CWD	49%	43%	49%	29%	53%	-	-	-	-	-	46%	*	49%	-	50%	52%	46%	-	*	-	-
	CWOD	78%	75%	69%	59%	71%	60%	*	*	-	*	69%	69%	-	69%	69%	65%	74%	-	67%	-	-
	EL	65%	71%	67%	-	67%	-	*	*	-	-	69%	54%	50%	69%	67%	66%	68%	-	*	-	-
	Male	73%	70%	63%	50%	66%	*	*	*	-	*	64%	60%	52%	65%	66%	63%	-	-	43%	-	-
	Female	74%	73%	72%	64%	73%	*	-	*	-	*	71%	80%	46%	74%	68%	-	72%	-	*	-	-
Science	All Students	76%	79%	82%	70%	83%	*	*	*	-	-	82%	83%	59%	84%	78%	83%	82%	-	*	-	-
	CWD	52%	47%	59%	20%	75%	-	-	-	-	-	53%	*	59%	-	*	56%	71%	-	*	-	-
	CWOD	79%	82%	84%	80%	84%	*	*	*	-	-	84%	82%	-	84%	78%	85%	82%	-	*	-	-
	EL	62%	75%	78%	-	78%	-	*	-	-	-	81%	63%	*	78%	78%	78%	78%	-	-	-	-
	Male	76%	79%	83%	67%	85%	-	*	-	-	-	83%	83%	56%	85%	78%	83%	-	-	*	-	-
	Female	75%	79%	82%	75%	82%	*	-	*	-	-	81%	83%	71%	82%	78%	-	82%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	46%	43%	21%	46%	58%	40%	60%	-	*	43%	45%	16%	46%	38%	39%	47%	-	29%	-	-
	CWD	24%	17%	16%	10%	17%	-	-	-	-	-	15%	20%	16%	-	13%	15%	18%	-	0%	-	-
	CWOD	52%	49%	46%	23%	48%	58%	40%	60%	-	*	45%	46%	-	46%	40%	42%	49%	-	46%	-	-
	EL	31%	40%	38%	-	38%	-	*	*	-	-	40%	26%	13%	40%	38%	37%	40%	-	*	-	-
	Male	46%	43%	39%	13%	43%	*	40%	*	-	*	39%	42%	15%	42%	37%	39%	-	-	7%	-	-
	Female	49%	49%	47%	33%	48%	63%	-	*	-	*	47%	49%	18%	49%	40%	-	47%	-	63%	-	-
Reading	All Students	52%	52%	53%	29%	56%	100%	*	*	-	*	52%	58%	19%	56%	48%	47%	60%	-	33%	-	-
	CWD	24%	18%	19%	13%	20%	-	-	-	-	-	15%	*	19%	-	14%	17%	23%	-	*	-	-
	CWOD	56%	56%	56%	31%	59%	100%	*	*	-	*	56%	59%	-	56%	51%	51%	62%	-	60%	-	-
	EL	33%	45%	48%	-	48%	-	*	*	-	-	50%	36%	14%	51%	48%	43%	55%	-	-	-	-
	Male	47%	46%	47%	22%	50%	*	*	*	-	*	45%	56%	17%	51%	43%	47%	-	-	17%	-	-
	Female	57%	59%	60%	38%	62%	*	-	*	-	*	60%	62%	23%	62%	55%	-	60%	-	*	-	-
Mathematics	All Students	44%	38%	29%	11%	32%	0%	*	*	-	*	29%	29%	7%	32%	29%	26%	33%	-	10%	-	-
	CWD	24%	16%	7%	0%	9%	-	-	-	-	-	8%	*	7%	-	7%	7%	8%	-	*	-	-
	CWOD	47%	40%	32%	12%	35%	0%	*	*	-	*	32%	31%	-	32%	30%	29%	35%	-	17%	-	-
	EL	32%	35%	29%	-	29%	-	*	*	-	-	30%	21%	7%	30%	29%	28%	30%	-	*	-	-
	Male	45%	38%	26%	3%	30%	*	*	*	-	*	27%	23%	7%	29%	28%	26%	-	-	0%	-	-
	Female	42%	38%	33%	20%	35%	*	-	*	-	*	32%	36%	8%	35%	30%	-	33%	-	*	-	-

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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	46%	44%	48%	27%	50%	*	*	*	-	-	48%	44%	29%	49%	35%	48%	47%	-	*	-	-
	CWD	24%	15%	29%	20%	33%	-	-	-	-	-	33%	*	29%	-	*	33%	29%	-	*	-	-
	CWOD	49%	47%	49%	28%	51%	*	*	*	-	-	49%	46%	-	49%	35%	49%	49%	-	*	-	-
	EL	26%	36%	35%	-	36%	-	*	-	-	-	38%	19%	*	35%	35%	41%	28%	-	-	-	-
	Male	47%	44%	48%	11%	54%	-	*	-	-	-	49%	43%	33%	49%	41%	48%	-	-	*	-	-
	Female	44%	44%	47%	50%	46%	*	-	*	-	-	48%	44%	29%	49%	28%	-	47%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	14%	13%	3%	14%	25%	40%	40%	-	*	13%	17%	1%	15%	10%	12%	15%	-	5%	-	-
	CWD	7%	4%	1%	0%	1%	-	-	-	-	-	1%	0%	1%	-	0%	0%	3%	-	0%	-	-
	CWOD	21%	15%	15%	4%	16%	25%	40%	40%	-	*	14%	18%	-	15%	11%	14%	15%	-	8%	-	-
	EL	9%	11%	10%	-	10%	-	*	*	-	-	10%	11%	0%	11%	10%	10%	10%	-	*	-	-
	Male	18%	14%	12%	1%	13%	*	40%	*	-	*	11%	17%	0%	14%	10%	12%	-	-	7%	-	-
	Female	19%	15%	15%	6%	16%	25%	-	*	-	*	14%	17%	3%	15%	10%	-	15%	-	0%	-	-
Reading	All Students	20%	15%	18%	7%	19%	40%	*	*	-	*	18%	23%	0%	20%	14%	15%	22%	-	11%	-	-
	CWD	7%	3%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	17%	20%	8%	21%	40%	*	*	-	*	20%	25%	-	20%	15%	17%	24%	-	20%	-	-
	EL	9%	11%	14%	-	13%	-	*	*	-	-	14%	12%	0%	15%	14%	13%	15%	-	-	-	-
	Male	17%	13%	15%	3%	16%	*	*	*	-	*	14%	22%	0%	17%	13%	15%	-	-	17%	-	-
	Female	23%	18%	22%	12%	23%	*	-	*	-	*	22%	24%	0%	24%	15%	-	22%	-	*	-	-
Mathematics	All Students	18%	15%	10%	0%	11%	0%	*	*	-	*	10%	7%	2%	10%	9%	10%	9%	-	0%	-	-
	CWD	8%	5%	2%	0%	3%	-	-	-	-	-	3%	*	2%	-	0%	0%	8%	-	*	-	-
	CWOD	20%	16%	10%	0%	12%	0%	*	*	-	*	11%	8%	-	10%	9%	12%	9%	-	0%	-	-
	EL	11%	12%	9%	-	8%	-	*	*	-	-	9%	8%	0%	9%	9%	9%	8%	-	*	-	-
	Male	20%	16%	10%	0%	12%	*	*	*	-	*	10%	10%	0%	12%	9%	10%	-	-	0%	-	-
	Female	16%	14%	9%	0%	11%	*	-	*	-	*	10%	4%	8%	9%	8%	-	9%	-	*	-	-
Science	All Students	17%	10%	10%	3%	10%	*	*	*	-	-	8%	20%	0%	11%	7%	10%	11%	-	*	-	-
	CWD	7%	1%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	19%	10%	11%	4%	11%	*	*	*	-	-	9%	21%	-	11%	7%	11%	11%	-	*	-	-
	EL	6%	6%	7%	-	7%	-	*	-	-	-	6%	13%	*	7%	7%	7%	6%	-	-	-	-
	Male	19%	11%	10%	0%	11%	-	*	-	-	-	8%	17%	0%	11%	7%	10%	-	-	*	-	-
	Female	16%	8%	11%	8%	10%	*	-	*	-	-	8%	22%	0%	11%	6%	-	11%	-	*	-	-

- 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 2022-23 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)

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	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	73	61	74	*	*	*	-	*	73	49	70
CWD	49	29	54	-	-	-	-	-	45	49	45
CWOD	75	67	76	*	*	*	-	*	76	-	72
EL ◇	70	-	70	-	*	*	-	-	71	45	70
Male	72	59	73	*	*	*	-	*	69	53	67
Female	74	68	75	*	-	*	-	*	76	46	74
<b>Mathematics</b>											
All Students	60	64	59	*	*	*	-	*	59	57	58
CWD	57	75	54	-	-	-	-	-	55	57	52
CWOD	60	62	60	*	*	*	-	*	60	-	59
EL ◇	58	-	58	-	*	*	-	-	58	52	58
Male	57	57	57	*	*	*	-	*	57	55	60
Female	62	71	61	*	-	*	-	*	62	58	56

- 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 2022.

	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 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
219	44	20%

- 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	43	28	45	55	47	67	-	*	43	22	40
<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)



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	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%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y	N	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N	N	Y						N	N	Y
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N	N	N						N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N	N	N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
Target Met											N
<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											

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2022-23 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	100%	99%	100%	100%	100%	100%	-	*	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	99%	-	-	-	-	-	99%	100%	99%	-	100%	98%	100%	-
	CWOD	100%	99%	100%	100%	100%	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	*	100%	*	-	*	100%	100%	98%	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%	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%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	98%	100%	100%	100%	100%	-
	CWD	98%	100%	97%	-	-	-	-	-	97%	*	98%	-	100%	96%	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%	99%	*	*	*	-	*	99%	100%	96%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	100%	97%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	100%	96%	100%	*	*	*	-	-	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	*	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	94%	100%	-	*	-	-	-	99%	100%	100%	99%	100%	99%	-	-

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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	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	1%	0%	0%	0%	0%	-	*	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	1%	-	-	-	-	-	1%	0%	1%	-	0%	2%	0%	-
	CWOD	0%	1%	0%	0%	0%	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	*	0%	*	-	*	0%	0%	2%	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%	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%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	2%	0%	0%	0%	0%	-
	CWD	2%	0%	3%	-	-	-	-	-	3%	*	2%	-	0%	4%	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%	1%	*	*	*	-	*	1%	0%	4%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	3%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	4%	0%	*	*	*	-	-	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	*	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	6%	0%	-	*	-	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	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
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 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	8	0	8	0	0	0	0	0	3		
	Female	10	0	10	0	0	0	0	0	6		
	Total	18	0	18	0	0	0	0	0	9		
<b>Out-of-School Suspensions</b>												
	Male	4	0	4	0	0	0	0	0	0		
	Female	7	0	7	0	0	0	0	0	5		
	Total	11	0	11	0	0	0	0	0	5		
<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	1	0	1	0	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		1
<b>Out-of-School Suspensions</b>												
	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	1	1	0	0	0	0	0	0	0		1
<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	12	2	10	-8	-8	-8	-8	-8	2	1	1
	Female	9	1	8	-8	-8	-8	-8	-8	4	-8	-8
	Total	21	3	18	-8	-8	-8	-8	-8	6	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	4
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	5
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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	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
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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	28.1	93.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	7.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

## 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	-	-
Reading	52,275	1%	84	1%	-	-
Mathematics	46,462	2%	73	1%	-	-
Science	19,024	1%	21	0%	-	-

- 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

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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	27%	55%	25%	*	*	*	-	20%	28%	50%	22%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	85%	*	85%	-	-	-	-	-	83%	100%	29%	88%	84%	80%	91%	-	78%	*	-
	CWD	45%	43%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	*	40%	*	-	-	-	-
	CWOD	81%	78%	88%	*	88%	-	-	-	-	-	87%	100%	-	88%	87%	83%	94%	-	78%	*	-
	EL	62%	75%	84%	-	84%	-	-	-	-	-	83%	100%	*	87%	84%	82%	87%	-	71%	-	-
	Male	72%	70%	80%	-	80%	-	-	-	-	-	78%	100%	40%	83%	82%	80%	-	-	60%	*	-
	Female	80%	81%	91%	*	91%	-	-	-	-	-	90%	100%	*	94%	87%	-	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	74%	68%	80%	*	80%	-	-	-	-	-	79%	86%	43%	82%	79%	83%	77%	-	89%	*	-	
	CWD	51%	48%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	*	40%	*	-	-	-	-	
	CWOD	78%	70%	82%	*	82%	-	-	-	-	-	82%	86%	-	82%	80%	86%	78%	-	89%	*	-	
	EL	65%	69%	79%	-	79%	-	-	-	-	-	79%	71%	*	80%	79%	84%	73%	-	86%	-	-	
	Male	75%	69%	83%	-	83%	-	-	-	-	-	82%	86%	40%	86%	84%	83%	-	-	80%	*	-	
	Female	73%	68%	77%	*	77%	-	-	-	-	-	76%	86%	*	78%	73%	-	77%	-	*	-	-	
Grade 7																							
Reading	All Students	77%	76%	79%	*	79%	-	-	-	-	*	78%	84%	22%	82%	78%	67%	90%	-	80%	-	-	
	CWD	45%	44%	22%	*	25%	-	-	-	-	-	22%	-	22%	-	*	25%	*	-	-	-	-	
	CWOD	82%	79%	82%	-	82%	-	-	-	-	*	82%	84%	-	82%	78%	72%	91%	-	80%	-	-	
	EL	62%	73%	78%	-	77%	-	-	-	-	*	76%	89%	*	78%	78%	70%	85%	-	75%	-	-	
	Male	73%	70%	67%	-	67%	-	-	-	-	*	65%	79%	25%	72%	70%	67%	-	-	67%	-	-	
	Female	81%	82%	90%	*	91%	-	-	-	-	-	89%	100%	*	91%	85%	-	90%	-	*	-	-	
Mathematics	All Students	61%	61%	73%	*	73%	-	-	-	-	*	71%	84%	33%	76%	73%	73%	73%	-	100%	-	-	
	CWD	37%	31%	33%	*	38%	-	-	-	-	-	33%	-	33%	-	*	38%	*	-	-	-	-	
	CWOD	66%	64%	76%	-	75%	-	-	-	-	*	74%	84%	-	76%	74%	77%	74%	-	100%	-	-	
	EL	47%	59%	73%	-	73%	-	-	-	-	*	71%	89%	*	74%	73%	73%	73%	-	100%	-	-	
	Male	62%	59%	73%	-	73%	-	-	-	-	*	70%	86%	38%	77%	73%	73%	-	-	100%	-	-	
	Female	60%	62%	73%	*	74%	-	-	-	-	-	73%	80%	*	74%	73%	-	73%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	86%	91%	*	91%	*	*	-	-	*	91%	91%	57%	92%	83%	88%	93%	-	91%	-	-	
	CWD	51%	52%	57%	-	57%	-	-	-	-	-	67%	*	57%	-	60%	60%	*	-	-	-	-	
	CWOD	86%	89%	92%	*	93%	*	*	-	-	*	92%	95%	-	92%	85%	90%	95%	-	91%	-	-	
	EL	68%	85%	83%	-	84%	*	*	-	-	-	84%	80%	60%	85%	83%	81%	86%	-	83%	-	-	
	Male	78%	81%	88%	-	88%	*	-	-	-	-	89%	83%	60%	90%	81%	88%	-	-	88%	-	-	
	Female	86%	92%	93%	*	94%	*	*	-	-	*	92%	100%	*	95%	86%	-	93%	-	*	-	-	
Mathematics	All Students	74%	69%	80%	*	81%	*	*	-	-	*	79%	85%	29%	84%	79%	76%	84%	-	100%	-	-	
	CWD	48%	48%	29%	-	29%	-	-	-	-	-	33%	*	29%	-	40%	20%	*	-	-	-	-	
	CWOD	79%	71%	84%	*	85%	*	*	-	-	*	82%	92%	-	84%	82%	82%	85%	-	100%	-	-	
	EL	64%	69%	79%	-	81%	*	*	-	-	-	77%	89%	40%	82%	79%	79%	79%	-	*	-	-	
	Male	73%	67%	76%	-	75%	*	-	-	-	-	73%	88%	20%	82%	79%	76%	-	-	100%	-	-	
	Female	76%	71%	84%	*	87%	*	*	-	-	*	84%	80%	*	85%	79%	-	84%	-	*	-	-	
Science	All Students	73%	72%	90%	*	90%	*	*	-	-	*	89%	91%	57%	91%	86%	91%	88%	-	91%	-	-	
	CWD	45%	38%	57%	-	57%	-	-	-	-	-	67%	*	57%	-	60%	40%	*	-	-	-	-	
	CWOD	76%	74%	91%	*	92%	*	*	-	-	*	90%	95%	-	91%	88%	94%	88%	-	91%	-	-	
	EL	56%	68%	86%	-	88%	*	*	-	-	-	87%	80%	60%	88%	86%	88%	83%	-	83%	-	-	
	Male	73%	71%	91%	-	91%	*	-	-	-	-	92%	83%	40%	94%	88%	91%	-	-	88%	-	-	
	Female	72%	72%	88%	*	90%	*	*	-	-	*	86%	100%	*	88%	83%	-	88%	-	*	-	-	
End of Course																							

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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 I	All Students	70%	73%	81%	*	82%	60%	-	*	-	-	79%	93%	29%	86%	66%	79%	84%	-	80%	*	-
	CWD	37%	32%	29%	-	33%	*	-	-	-	-	23%	*	29%	-	17%	40%	*	-	*	-	-
	CWOD	75%	78%	86%	*	85%	*	-	*	-	-	85%	92%	-	86%	71%	84%	88%	-	*	*	-
	EL	49%	66%	66%	-	67%	*	-	-	-	-	64%	80%	17%	71%	66%	62%	71%	-	*	*	-
	Male	65%	69%	79%	-	79%	*	-	*	-	-	77%	90%	40%	84%	62%	79%	-	-	*	-	-
	Female	76%	79%	84%	*	85%	*	-	-	-	-	82%	100%	*	88%	71%	-	84%	-	*	*	-
English II	All Students	73%	76%	83%	*	83%	*	*	-	-	-	81%	91%	7%	92%	68%	76%	91%	-	*	-	-
	CWD	39%	29%	7%	-	7%	*	-	-	-	-	7%	*	7%	-	0%	0%	17%	-	-	-	-
	CWOD	77%	82%	92%	*	91%	*	*	-	-	-	91%	95%	-	92%	80%	86%	98%	-	*	-	-
	EL	48%	68%	68%	-	70%	*	-	-	-	-	68%	67%	0%	80%	68%	61%	79%	-	-	-	-
	Male	68%	71%	76%	-	76%	*	*	-	-	-	74%	81%	0%	86%	61%	76%	-	-	-	-	-
	Female	78%	82%	91%	*	92%	*	-	-	-	-	90%	100%	17%	98%	79%	-	91%	-	*	-	-
Algebra I	All Students	77%	82%	96%	*	97%	60%	-	*	-	-	95%	100%	45%	99%	94%	95%	97%	-	100%	*	-
	CWD	52%	47%	45%	-	56%	*	-	-	-	-	40%	*	45%	-	40%	57%	*	-	*	-	-
	CWOD	81%	85%	99%	*	98%	*	-	*	-	-	98%	100%	-	99%	98%	97%	100%	-	100%	*	-
	EL	69%	80%	94%	-	96%	*	-	-	-	-	93%	100%	40%	98%	94%	91%	97%	-	*	*	-
	Male	74%	79%	95%	-	95%	*	-	*	-	-	93%	100%	57%	97%	91%	95%	-	-	100%	-	-
	Female	81%	85%	97%	*	99%	*	-	-	-	-	97%	100%	*	100%	97%	-	97%	-	*	*	-
Biology	All Students	87%	86%	96%	*	97%	80%	-	*	-	-	96%	100%	70%	98%	95%	97%	96%	-	100%	*	-
	CWD	67%	54%	70%	-	75%	*	-	-	-	-	67%	*	70%	-	80%	83%	*	-	*	-	-
	CWOD	90%	89%	98%	*	98%	*	-	*	-	-	98%	100%	-	98%	96%	98%	99%	-	*	*	-
	EL	75%	82%	95%	-	95%	*	-	-	-	-	94%	100%	80%	96%	95%	93%	97%	-	*	*	-
	Male	85%	86%	97%	-	96%	*	-	*	-	-	96%	100%	83%	98%	93%	97%	-	-	*	-	-
	Female	89%	87%	96%	*	97%	*	-	-	-	-	95%	100%	*	99%	97%	-	96%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	57%	*	57%	-	-	-	-	-	56%	71%	0%	60%	50%	48%	68%	-	67%	*	-
	CWD	24%	23%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	56%	50%	60%	*	60%	-	-	-	-	-	59%	71%	-	60%	52%	51%	70%	-	67%	*	-
	EL	34%	47%	50%	-	50%	-	-	-	-	-	51%	43%	*	52%	50%	43%	58%	-	57%	-	-
	Male	47%	41%	48%	-	48%	-	-	-	-	-	47%	57%	0%	51%	43%	48%	-	-	60%	*	-
	Female	56%	55%	68%	*	67%	-	-	-	-	-	66%	86%	*	70%	58%	-	68%	-	*	-	-
Mathematics	All Students	38%	28%	44%	*	44%	-	-	-	-	-	42%	57%	14%	45%	38%	44%	43%	-	44%	*	-
	CWD	22%	20%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	*	20%	*	-	-	-	-
	CWOD	41%	29%	45%	*	45%	-	-	-	-	-	44%	57%	-	45%	40%	46%	44%	-	44%	*	-
	EL	26%	27%	38%	-	38%	-	-	-	-	-	38%	43%	*	40%	38%	45%	31%	-	43%	-	-
	Male	41%	31%	44%	-	44%	-	-	-	-	-	44%	43%	20%	46%	45%	44%	-	-	60%	*	-
	Female	36%	26%	43%	*	44%	-	-	-	-	-	40%	71%	*	44%	31%	-	43%	-	*	-	-
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	53%	50%	55%	*	55%	-	-	-	-	*	56%	53%	11%	58%	48%	46%	64%	-	60%	-	-
	CWD	24%	20%	11%	*	13%	-	-	-	-	-	11%	-	11%	-	*	13%	*	-	-	-	-
	CWOD	58%	52%	58%	-	58%	-	-	-	-	*	59%	53%	-	58%	49%	50%	65%	-	60%	-	-
	EL	33%	45%	48%	-	47%	-	-	-	-	*	49%	33%	*	49%	48%	39%	56%	-	50%	-	-
	Male	49%	43%	46%	-	45%	-	-	-	-	*	44%	57%	13%	50%	39%	46%	-	-	33%	-	-
	Female	57%	56%	64%	*	65%	-	-	-	-	-	66%	40%	*	65%	56%	-	64%	-	*	-	-
Mathematics	All Students	36%	36%	46%	*	46%	-	-	-	-	*	45%	53%	22%	48%	42%	47%	45%	-	70%	-	-
	CWD	20%	19%	22%	*	25%	-	-	-	-	-	22%	-	22%	-	*	25%	*	-	-	-	-
	CWOD	39%	37%	48%	-	47%	-	-	-	-	*	47%	53%	-	48%	43%	50%	45%	-	70%	-	-
	EL	22%	34%	42%	-	41%	-	-	-	-	*	43%	33%	*	43%	42%	36%	48%	-	75%	-	-
	Male	38%	36%	47%	-	47%	-	-	-	-	*	43%	64%	25%	50%	36%	47%	-	-	67%	-	-
	Female	34%	35%	45%	*	45%	-	-	-	-	-	47%	20%	*	45%	48%	-	45%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	63%	*	64%	*	*	-	-	*	62%	68%	0%	66%	48%	57%	68%	-	91%	-	-
	CWD	24%	21%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	61%	64%	66%	*	67%	*	*	-	-	*	65%	71%	-	66%	51%	61%	70%	-	91%	-	-
	EL	34%	55%	48%	-	50%	*	*	-	-	-	49%	40%	0%	51%	48%	45%	51%	-	83%	-	-
	Male	50%	54%	57%	-	58%	*	-	-	-	-	60%	42%	0%	61%	45%	57%	-	-	88%	-	-
	Female	62%	68%	68%	*	70%	*	*	-	-	*	64%	100%	*	70%	51%	-	68%	-	*	-	-
Mathematics	All Students	45%	29%	34%	*	33%	*	*	-	-	*	33%	38%	0%	36%	33%	33%	35%	-	33%	-	-
	CWD	24%	13%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	48%	30%	36%	*	36%	*	*	-	-	*	35%	42%	-	36%	36%	36%	36%	-	33%	-	-
	EL	31%	31%	33%	-	33%	*	*	-	-	-	33%	33%	0%	36%	33%	33%	32%	-	*	-	-
	Male	44%	27%	33%	-	31%	*	-	-	-	-	32%	38%	0%	36%	33%	33%	-	-	40%	-	-
	Female	45%	31%	35%	*	36%	*	*	-	-	*	34%	40%	*	36%	32%	-	35%	-	*	-	-
Science	All Students	46%	41%	64%	*	64%	*	*	-	-	*	61%	82%	14%	66%	51%	68%	61%	-	73%	-	-
	CWD	24%	16%	14%	-	14%	-	-	-	-	-	17%	*	14%	-	20%	20%	*	-	-	-	-
	CWOD	49%	43%	66%	*	66%	*	*	-	-	*	63%	86%	-	66%	53%	71%	62%	-	73%	-	-
	EL	26%	37%	51%	-	51%	*	*	-	-	-	48%	70%	20%	53%	51%	52%	49%	-	50%	-	-
	Male	48%	43%	68%	-	67%	*	-	-	-	-	66%	75%	20%	71%	52%	68%	-	-	75%	-	-
	Female	43%	39%	61%	*	61%	*	*	-	-	*	56%	90%	*	62%	49%	-	61%	-	*	-	-
End of Course																						
English I	All Students	50%	51%	58%	*	57%	60%	-	*	-	-	55%	74%	21%	61%	32%	58%	58%	-	60%	*	-
	CWD	20%	14%	21%	-	25%	*	-	-	-	-	15%	*	21%	-	17%	30%	*	-	*	-	-
	CWOD	54%	55%	61%	*	60%	*	-	*	-	-	58%	73%	-	61%	34%	61%	61%	-	*	*	-
	EL	26%	39%	32%	-	33%	*	-	-	-	-	27%	60%	17%	34%	32%	32%	32%	-	*	*	-
	Male	44%	45%	58%	-	57%	*	-	*	-	-	54%	75%	30%	61%	32%	58%	-	-	*	-	-
	Female	57%	58%	58%	*	57%	*	-	-	-	-	56%	71%	*	61%	32%	-	58%	-	*	*	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	64%	*	63%	*	*	-	-	-	60%	83%	7%	70%	40%	59%	70%	-	*	-	-
	CWD	22%	15%	7%	-	7%	*	-	-	-	-	7%	*	7%	-	0%	0%	17%	-	-	-	-
	CWOD	57%	59%	70%	*	70%	*	*	-	-	-	67%	86%	-	70%	48%	66%	75%	-	*	-	-
	EL	23%	43%	40%	-	41%	*	-	-	-	-	39%	50%	0%	48%	40%	36%	47%	-	-	-	-
	Male	47%	48%	59%	-	58%	*	*	-	-	-	55%	69%	0%	66%	36%	59%	-	-	-	-	-
	Female	60%	62%	70%	*	70%	*	-	-	-	-	66%	100%	17%	75%	47%	-	70%	-	*	-	-
Algebra I	All Students	42%	48%	76%	*	76%	40%	-	*	-	-	74%	84%	9%	79%	69%	77%	75%	-	80%	*	-
	CWD	19%	11%	9%	-	11%	*	-	-	-	-	10%	*	9%	-	0%	14%	*	-	*	-	-
	CWOD	45%	51%	79%	*	79%	*	-	*	-	-	78%	87%	-	79%	75%	81%	78%	-	78%	*	-
	EL	29%	42%	69%	-	70%	*	-	-	-	-	68%	75%	0%	75%	69%	69%	69%	-	*	*	-
	Male	40%	46%	77%	-	77%	*	-	*	-	-	76%	80%	14%	81%	69%	77%	-	-	83%	-	-
	Female	44%	50%	75%	*	75%	*	-	-	-	-	72%	92%	*	78%	69%	-	75%	-	*	*	-
Biology	All Students	54%	47%	59%	*	60%	20%	-	*	-	-	58%	67%	30%	61%	37%	63%	55%	-	80%	*	-
	CWD	27%	14%	30%	-	38%	*	-	-	-	-	33%	*	30%	-	0%	50%	*	-	*	-	-
	CWOD	58%	51%	61%	*	61%	*	-	*	-	-	60%	70%	-	61%	40%	64%	58%	-	*	*	-
	EL	29%	35%	37%	-	38%	*	-	-	-	-	38%	33%	0%	40%	37%	39%	34%	-	*	*	-
	Male	53%	46%	63%	-	64%	*	-	*	-	-	63%	65%	50%	64%	39%	63%	-	-	*	-	-
	Female	55%	49%	55%	*	56%	*	-	-	-	-	53%	71%	*	58%	34%	-	55%	-	*	*	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	29%	*	29%	-	-	-	-	-	26%	57%	0%	31%	21%	28%	31%	-	22%	*	-
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	19%	31%	*	31%	-	-	-	-	-	28%	57%	-	31%	22%	30%	32%	-	22%	*	-
	EL	10%	14%	21%	-	21%	-	-	-	-	-	20%	43%	*	22%	21%	22%	20%	-	14%	-	-
	Male	19%	16%	28%	-	28%	-	-	-	-	-	26%	43%	0%	30%	22%	28%	-	-	40%	*	-
	Female	24%	19%	31%	*	31%	-	-	-	-	-	26%	71%	*	32%	20%	-	31%	-	*	-	-
Mathematics	All Students	15%	7%	9%	*	9%	-	-	-	-	-	10%	7%	0%	10%	7%	12%	6%	-	0%	*	-
	CWD	8%	7%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	7%	10%	*	10%	-	-	-	-	-	10%	7%	-	10%	8%	13%	6%	-	0%	*	-
	EL	8%	6%	7%	-	7%	-	-	-	-	-	8%	0%	*	8%	7%	8%	7%	-	0%	-	-
	Male	17%	9%	12%	-	12%	-	-	-	-	-	13%	0%	0%	13%	8%	12%	-	-	0%	*	-
	Female	13%	5%	6%	*	6%	-	-	-	-	-	5%	14%	*	6%	7%	-	6%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	20%	*	20%	-	-	-	-	*	21%	16%	11%	21%	14%	17%	23%	-	30%	-	-
	CWD	7%	6%	11%	*	13%	-	-	-	-	-	11%	-	11%	-	*	13%	*	-	-	-	-
	CWOD	29%	23%	21%	-	21%	-	-	-	-	*	21%	16%	-	21%	14%	18%	23%	-	30%	-	-
	EL	11%	18%	14%	-	14%	-	-	-	-	*	14%	11%	*	14%	14%	9%	19%	-	25%	-	-
	Male	23%	19%	17%	-	17%	-	-	-	-	*	18%	14%	13%	18%	9%	17%	-	-	33%	-	-
	Female	30%	25%	23%	*	23%	-	-	-	-	-	23%	20%	*	23%	19%	-	23%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	14%	*	14%	-	-	-	-	*	14%	16%	11%	15%	11%	19%	10%	-	10%	-	-	
	CWD	7%	6%	11%	*	13%	-	-	-	-	-	11%	-	11%	-	*	13%	*	-	-	-	-	
	CWOD	12%	11%	15%	-	14%	-	-	-	-	*	15%	16%	-	15%	11%	20%	10%	-	10%	-	-	
	EL	5%	10%	11%	-	10%	-	-	-	-	*	11%	11%	*	11%	11%	13%	8%	-	13%	-	-	
	Male	12%	12%	19%	-	18%	-	-	-	-	*	20%	14%	13%	20%	13%	19%	-	-	17%	-	-	
	Female	10%	8%	10%	*	10%	-	-	-	-	-	10%	20%	*	10%	8%	-	10%	-	*	-	-	
Grade 8																							
Reading	All Students	27%	24%	31%	*	31%	*	*	-	-	*	30%	36%	0%	32%	19%	27%	34%	-	73%	-	-	
	CWD	7%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	30%	26%	32%	*	33%	*	*	-	-	*	31%	38%	-	32%	21%	29%	35%	-	73%	-	-	
	EL	10%	19%	19%	-	20%	*	*	-	-	-	19%	20%	0%	21%	19%	17%	23%	-	50%	-	-	
	Male	23%	20%	27%	-	28%	*	-	-	-	-	28%	25%	0%	29%	17%	27%	-	-	75%	-	-	
	Female	32%	28%	34%	*	35%	*	*	-	-	*	32%	50%	*	35%	23%	-	34%	-	*	-	-	
Mathematics	All Students	17%	6%	6%	*	6%	*	*	-	-	*	6%	8%	0%	7%	5%	8%	4%	-	17%	-	-	
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	18%	6%	7%	*	7%	*	*	-	-	*	6%	8%	-	7%	5%	9%	4%	-	17%	-	-	
	EL	8%	6%	5%	-	5%	*	*	-	-	-	4%	11%	0%	5%	5%	9%	0%	-	*	-	-	
	Male	17%	6%	8%	-	8%	*	-	-	-	-	7%	13%	0%	9%	9%	8%	-	-	20%	-	-	
	Female	16%	6%	4%	*	4%	*	*	-	-	*	5%	0%	*	4%	0%	-	4%	-	*	-	-	
Science	All Students	16%	9%	26%	*	27%	*	*	-	-	*	26%	27%	0%	27%	9%	27%	25%	-	36%	-	-	
	CWD	6%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	18%	10%	27%	*	28%	*	*	-	-	*	27%	29%	-	27%	10%	29%	26%	-	36%	-	-	
	EL	5%	7%	9%	-	9%	*	*	-	-	-	9%	10%	0%	10%	9%	10%	9%	-	0%	-	-	
	Male	18%	11%	27%	-	28%	*	-	-	-	-	26%	33%	0%	29%	10%	27%	-	-	38%	-	-	
	Female	14%	7%	25%	*	25%	*	*	-	-	*	26%	20%	*	26%	9%	-	25%	-	*	-	-	
End of Course																							
English I	All Students	13%	10%	13%	*	13%	0%	-	*	-	-	12%	19%	0%	14%	0%	14%	11%	-	40%	*	-	
	CWD	5%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-	
	CWOD	14%	11%	14%	*	14%	*	-	*	-	-	13%	19%	-	14%	0%	15%	12%	-	*	*	-	
	EL	2%	3%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	*	-	
	Male	10%	8%	14%	-	14%	*	-	*	-	-	12%	20%	0%	15%	0%	14%	-	-	*	-	-	
	Female	16%	12%	11%	*	12%	*	-	-	-	-	11%	14%	*	12%	0%	-	11%	-	*	*	-	
English II	All Students	8%	5%	7%	*	6%	*	*	-	-	-	6%	9%	0%	8%	0%	3%	12%	-	*	-	-	
	CWD	5%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	9%	5%	8%	*	7%	*	*	-	-	-	7%	9%	-	8%	0%	3%	13%	-	*	-	-	
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	
	Male	7%	4%	3%	-	1%	*	*	-	-	-	3%	0%	0%	3%	0%	3%	-	-	-	-	-	
	Female	10%	5%	12%	*	13%	*	-	-	-	-	10%	25%	0%	13%	0%	-	12%	-	*	-	-	

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	50%	*	50%	20%	-	*	-	-	49%	56%	9%	53%	31%	54%	46%	-	70%	*	-
	CWD	7%	4%	9%	-	11%	*	-	-	-	-	10%	*	9%	-	0%	14%	*	-	*	-	-
	CWOD	24%	28%	53%	*	52%	*	-	*	-	-	52%	58%	-	53%	33%	57%	48%	-	67%	*	-
	EL	12%	20%	31%	-	31%	*	-	-	-	-	32%	25%	0%	33%	31%	44%	19%	-	*	*	-
	Male	22%	26%	54%	-	55%	*	-	*	-	-	53%	60%	14%	57%	44%	54%	-	-	83%	-	-
	Female	23%	26%	46%	*	46%	*	-	-	-	-	46%	50%	*	48%	19%	-	46%	-	*	*	-
Biology	All Students	20%	10%	21%	*	21%	0%	-	*	-	-	19%	29%	0%	22%	4%	29%	11%	-	40%	*	-
	CWD	7%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	22%	11%	22%	*	22%	*	-	*	-	-	20%	30%	-	22%	4%	31%	12%	-	*	*	-
	EL	6%	5%	4%	-	4%	*	-	-	-	-	2%	11%	0%	4%	4%	7%	0%	-	*	*	-
	Male	21%	12%	29%	-	28%	*	-	*	-	-	27%	35%	0%	31%	7%	29%	-	-	*	-	-
	Female	20%	8%	11%	*	12%	*	-	-	-	-	11%	14%	*	12%	0%	-	11%	-	*	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	85%	87%	86%	65%	*	*	-	100%	84%	92%	36%	89%	80%	83%	88%	-	91%	100%	-
	CWD	48%	42%	36%	*	38%	14%	-	-	-	-	35%	43%	36%	-	38%	38%	30%	-	*	-	-
	CWOD	79%	79%	89%	100%	89%	88%	*	*	-	100%	88%	94%	-	89%	83%	87%	90%	-	90%	100%	-
	EL	62%	72%	80%	-	81%	50%	*	-	-	*	80%	86%	38%	83%	80%	79%	82%	-	84%	*	-
	Male	73%	73%	83%	-	83%	100%	*	*	-	*	82%	90%	38%	87%	79%	83%	-	-	87%	*	-
	Female	77%	79%	88%	87%	89%	50%	*	-	-	*	87%	96%	30%	90%	82%	-	88%	-	97%	*	-
Reading	All Students	76%	77%	84%	86%	84%	67%	*	*	-	*	82%	91%	25%	88%	77%	78%	90%	-	83%	*	-
	CWD	46%	38%	25%	*	27%	*	-	-	-	-	24%	*	25%	-	22%	30%	13%	-	*	-	-
	CWOD	80%	81%	88%	100%	88%	100%	*	*	-	*	87%	93%	-	88%	81%	83%	93%	-	83%	*	-
	EL	60%	73%	77%	-	78%	*	*	-	-	*	76%	83%	22%	81%	77%	72%	83%	-	73%	*	-
	Male	72%	72%	78%	-	78%	*	*	*	-	*	77%	87%	30%	83%	72%	78%	-	-	77%	*	-
	Female	80%	83%	90%	86%	91%	50%	*	-	-	*	88%	100%	13%	93%	83%	-	90%	-	93%	*	-
Mathematics	All Students	74%	72%	84%	80%	84%	57%	*	*	-	*	83%	91%	38%	87%	80%	84%	84%	-	97%	*	-
	CWD	49%	43%	38%	*	42%	*	-	-	-	-	38%	*	38%	-	40%	40%	33%	-	*	-	-
	CWOD	78%	75%	87%	*	87%	80%	*	*	-	*	86%	92%	-	87%	82%	87%	86%	-	97%	*	-
	EL	65%	71%	80%	-	81%	*	*	-	-	*	80%	88%	40%	82%	80%	81%	80%	-	95%	*	-
	Male	73%	70%	84%	-	83%	*	-	*	-	*	82%	92%	40%	87%	81%	84%	-	-	95%	*	-
	Female	74%	73%	84%	80%	85%	40%	*	-	-	*	83%	90%	33%	86%	80%	-	84%	-	100%	*	-
Science	All Students	76%	79%	93%	*	94%	71%	*	*	-	*	93%	96%	65%	95%	90%	94%	92%	-	94%	*	-
	CWD	52%	47%	65%	-	67%	*	-	-	-	-	67%	*	65%	-	70%	64%	67%	-	*	-	-
	CWOD	79%	82%	95%	*	95%	80%	*	*	-	*	94%	98%	-	95%	91%	96%	93%	-	93%	*	-
	EL	62%	75%	90%	-	91%	*	*	-	-	-	90%	89%	70%	91%	90%	90%	89%	-	86%	*	-
	Male	76%	79%	94%	-	94%	*	-	*	-	-	94%	93%	64%	96%	90%	94%	-	-	91%	-	-
	Female	75%	79%	92%	*	94%	60%	*	-	-	*	91%	100%	67%	93%	89%	-	92%	-	100%	*	-

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
SAT/ACT All Subjects	All Students	90%	100%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	91%	100%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	89%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

All Subjects	All Students	48%	46%	<b>58%</b>	73%	58%	39%	*	*	-	80%	56%	69%	13%	61%	45%	56%	59%	-	68%	100%	-
	CWD	24%	17%	<b>13%</b>	*	14%	0%	-	-	-	-	13%	14%	13%	-	4%	16%	3%	-	*	-	-
	CWOD	52%	49%	<b>61%</b>	85%	61%	56%	*	*	-	80%	59%	71%	-	61%	47%	60%	62%	-	67%	100%	-
	EL	31%	40%	<b>45%</b>	-	45%	20%	*	-	-	*	45%	47%	4%	47%	45%	43%	47%	-	55%	*	-
	Male	46%	43%	<b>56%</b>	-	56%	57%	*	*	-	*	55%	65%	16%	60%	43%	56%	-	-	67%	*	-
	Female	49%	49%	<b>59%</b>	73%	60%	31%	*	-	-	*	57%	77%	3%	62%	47%	-	59%	-	69%	*	-
Reading	All Students	52%	52%	<b>59%</b>	71%	59%	44%	*	*	-	*	58%	70%	10%	63%	45%	54%	65%	-	72%	*	-
	CWD	24%	18%	<b>10%</b>	*	10%	*	-	-	-	-	8%	*	10%	-	4%	11%	7%	-	*	-	-
	CWOD	56%	56%	<b>63%</b>	83%	63%	67%	*	*	-	*	61%	72%	-	63%	47%	58%	68%	-	71%	*	-
	EL	33%	45%	<b>45%</b>	-	45%	*	*	-	-	*	45%	45%	4%	47%	45%	40%	51%	-	59%	*	-
	Male	47%	46%	<b>54%</b>	-	53%	*	*	*	-	*	52%	63%	11%	58%	40%	54%	-	-	64%	*	-
	Female	57%	59%	<b>65%</b>	71%	66%	33%	*	-	-	*	63%	84%	7%	68%	51%	-	65%	-	86%	*	-
Mathematics	All Students	44%	38%	<b>54%</b>	60%	54%	43%	*	*	-	*	52%	65%	12%	57%	45%	55%	53%	-	60%	*	-
	CWD	24%	16%	<b>12%</b>	*	13%	*	-	-	-	-	13%	*	12%	-	0%	16%	0%	-	*	-	-
	CWOD	47%	40%	<b>57%</b>	*	56%	60%	*	*	-	*	55%	66%	-	57%	47%	58%	55%	-	59%	*	-
	EL	32%	35%	<b>45%</b>	-	45%	*	*	-	-	*	45%	45%	0%	47%	45%	45%	45%	-	55%	*	-
	Male	45%	38%	<b>55%</b>	-	55%	*	-	*	-	*	53%	64%	16%	58%	45%	55%	-	-	64%	*	-
	Female	42%	38%	<b>53%</b>	60%	54%	40%	*	-	-	*	52%	66%	0%	55%	45%	-	53%	-	54%	*	-
Science	All Students	46%	44%	<b>62%</b>	*	62%	29%	*	*	-	*	60%	74%	24%	64%	45%	65%	58%	-	75%	*	-
	CWD	24%	15%	<b>24%</b>	-	27%	*	-	-	-	-	27%	*	24%	-	10%	36%	0%	-	*	-	-
	CWOD	49%	47%	<b>64%</b>	*	64%	40%	*	*	-	*	62%	77%	-	64%	48%	67%	60%	-	73%	*	-
	EL	26%	36%	<b>45%</b>	-	45%	*	*	-	-	-	43%	53%	10%	48%	45%	47%	42%	-	43%	*	-
	Male	47%	44%	<b>65%</b>	-	65%	*	-	*	-	-	64%	69%	36%	67%	47%	65%	-	-	82%	-	-
	Female	44%	44%	<b>58%</b>	*	58%	20%	*	-	-	*	55%	82%	0%	60%	42%	-	58%	-	60%	*	-
SAT/ACT All Subjects	All Students	61%	59%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	50%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	57%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**STAAR Percent at Masters Grade Level**

**All Grades**



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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
All Subjects	All Students	19%	14%	22%	27%	22%	9%	*	*	-	20%	21%	27%	3%	23%	12%	23%	21%	-	34%	60%	-
	CWD	7%	4%	3%	*	3%	0%	-	-	-	-	3%	0%	3%	-	0%	4%	0%	-	*	-	-
	CWOD	21%	15%	23%	31%	23%	13%	*	*	-	20%	23%	28%	-	23%	13%	25%	22%	-	35%	60%	-
	EL	9%	11%	12%	-	12%	0%	*	-	-	*	12%	13%	0%	13%	12%	13%	11%	-	16%	*	-
	Male	18%	14%	23%	-	23%	14%	*	*	-	*	23%	25%	4%	25%	13%	23%	-	-	40%	*	-
	Female	19%	15%	21%	27%	21%	6%	*	-	-	*	20%	30%	0%	22%	11%	-	21%	-	25%	*	-
Reading	All Students	20%	15%	20%	14%	20%	11%	*	*	-	*	19%	25%	2%	21%	13%	17%	22%	-	42%	*	-
	CWD	7%	3%	2%	*	2%	*	-	-	-	-	2%	*	2%	-	0%	3%	0%	-	*	-	-
	CWOD	22%	17%	21%	17%	21%	17%	*	*	-	*	20%	25%	-	21%	14%	19%	23%	-	43%	*	-
	EL	9%	11%	13%	-	13%	*	*	-	-	*	13%	14%	0%	14%	13%	11%	15%	-	27%	*	-
	Male	17%	13%	17%	-	17%	*	*	*	-	*	17%	18%	3%	19%	11%	17%	-	-	50%	*	-
	Female	23%	18%	22%	14%	23%	0%	*	-	-	*	20%	38%	0%	23%	15%	-	22%	-	29%	*	-
Mathematics	All Students	18%	15%	25%	40%	24%	14%	*	*	-	*	24%	29%	6%	26%	13%	28%	21%	-	26%	*	-
	CWD	8%	5%	6%	*	6%	*	-	-	-	-	6%	*	6%	-	0%	8%	0%	-	*	-	-
	CWOD	20%	16%	26%	*	25%	20%	*	*	-	*	25%	30%	-	26%	14%	30%	21%	-	24%	*	-
	EL	11%	12%	13%	-	13%	*	*	-	-	*	13%	12%	0%	14%	13%	17%	9%	-	9%	*	-
	Male	20%	16%	28%	-	28%	*	-	*	-	*	28%	30%	8%	30%	17%	28%	-	-	32%	*	-
	Female	16%	14%	21%	40%	21%	20%	*	-	-	*	20%	28%	0%	21%	9%	-	21%	-	15%	*	-
Science	All Students	17%	10%	23%	*	24%	0%	*	*	-	*	22%	28%	0%	25%	7%	28%	18%	-	38%	*	-
	CWD	7%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	25%	*	25%	0%	*	*	-	*	24%	30%	-	25%	7%	30%	19%	-	40%	*	-
	EL	6%	6%	7%	-	7%	*	*	-	-	-	6%	11%	0%	7%	7%	9%	5%	-	0%	*	-
	Male	19%	11%	28%	-	28%	*	-	*	-	-	27%	34%	0%	30%	9%	28%	-	-	36%	-	-
	Female	16%	8%	18%	*	19%	0%	*	-	-	*	18%	18%	0%	19%	5%	-	18%	-	40%	*	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	9%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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 2022-23 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)



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	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	76	96	75	89	*	*	-	*	75	50	76
CWD	50	*	50	*	-	-	-	-	53	50	50
CWOD	77	104	76	96	*	*	-	*	76	-	77
EL ◇	76	-	75	*	*	-	-	*	76	50	76
Male	74	-	74	*	-	*	-	*	74	53	76
Female	77	96	76	*	*	-	-	*	76	42	75
<b>Mathematics</b>											
All Students	75	80	75	92	*	*	-	*	75	67	71
CWD	67	*	68	*	-	-	-	-	66	67	79
CWOD	76	*	76	100	*	*	-	*	75	-	71
EL ◇	71	-	71	*	*	-	-	*	71	79	71
Male	78	-	78	*	-	*	-	*	78	61	75
Female	72	80	72	*	*	-	-	*	72	81	68

- 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 2022.

	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 2022</b>													
All Students	97.8%	-	97.7%	100.0%	-	*	-	-	97.3%	100.0%	93.8%	100.0%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	97.7%	-	97.5%	100.0%	-	*	-	-	97.2%	-	93.3%	100.0%	-
EL ◇	93.8%	-	93.3%	*	-	-	-	-	92.9%	*	93.8%	*	-
Male	97.2%	-	97.0%	*	-	*	-	-	96.7%	100.0%	88.9%	100.0%	-
Female	98.4%	-	98.4%	*	-	-	-	-	98.1%	*	100.0%	100.0%	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
396	86	22%

- 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	55	62	55	38	*	*	-	67	54	17	46
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	71%	-	72%	50%	-	*	-	-	74%	100%	31%

- 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)

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	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	N	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		Y						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<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		N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

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 2022-23 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	100%	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%	100%	-
	EL	100%	-	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	*	*	-	*	100%	99%	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%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	*	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	*	*	*	-	*	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	*	*	-	*	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	*	-	-	*	100%	100%	100%	100%	100%	99%	100%	-
	Male	99%	-	99%	*	-	*	-	*	99%	100%	100%	99%	99%	99%	-	-
	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%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	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%	-	-

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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	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	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%	0%	-
	EL	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	*	*	-	*	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	*	*	*	-	*	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	*	-	*	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	*	-	-	*	0%	0%	0%	0%	0%	1%	0%	-
	Male	1%	-	1%	*	-	*	-	*	1%	0%	0%	1%	1%	1%	-	-
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	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%	-
	EL	0%	-	0%	*	*	-	-	-	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%	-	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
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 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	20	0	20	0	0	0	0	0	5		
	Female	5	1	4	0	0	0	0	0	0		
	Total	25	1	24	0	0	0	0	0	5		
<b>Out-of-School Suspensions</b>												
	Male	15	0	15	0	0	0	0	0	4		
	Female	8	0	8	0	0	0	0	0	2		
	Total	23	0	23	0	0	0	0	0	6		
<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	3	0	3	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	0		2
<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	81	-8	77	2	2	-8	-8	-8	18	4	4
	Female	63	2	59	2	-8	-8	-8	-8	10	1	3
	Total	144	2	136	4	2	-8	-8	-8	28	5	7

	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	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	6
On the basis of race	5
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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	124	1	113	4	5	1	0	0	11	5
	Female	125	0	123	1	1	0	0	0	10	0
	Total	249	1	236	5	6	1	0	0	21	5
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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	55.0	96.5%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

## 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	-	-
Reading	52,275	1%	84	1%	-	-
Mathematics	46,462	2%	73	1%	-	-
Science	19,024	1%	21	0%	-	-

- 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

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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	59%	-	61%	-	-	-	-	-	58%	*	43%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	6%	*	4%	-	*	-	-	-	5%	-	-

- 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 2021-22 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	26%	43%	27%	14%	14%	*	-	25%	27%	35%	21%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	71%	81%	69%	*	-	-	-	-	71%	71%	69%	71%	69%	64%	76%	-	77%	-	-
	CWD	45%	43%	69%	*	64%	*	-	-	-	-	60%	*	69%	-	57%	64%	*	-	*	-	-
	CWOD	81%	78%	71%	80%	69%	-	-	-	-	-	71%	64%	-	71%	70%	64%	75%	-	75%	-	-
	EL	62%	75%	69%	-	69%	-	-	-	-	-	70%	63%	57%	70%	69%	66%	72%	-	100%	-	-
	Male	72%	70%	64%	57%	64%	-	-	-	-	-	64%	67%	64%	64%	66%	64%	-	-	71%	-	-
	Female	80%	81%	76%	100%	73%	*	-	-	-	-	76%	80%	*	75%	72%	-	76%	-	83%	-	-

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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	74%	68%	62%	69%	61%	*	-	-	-	-	62%	64%	69%	61%	60%	66%	58%	-	38%	-	-	
	CWD	51%	48%	69%	*	73%	*	-	-	-	-	60%	*	69%	-	57%	73%	*	-	*	-	-	
	CWOD	78%	70%	61%	67%	60%	-	-	-	-	-	62%	55%	-	61%	60%	65%	59%	-	42%	-	-	
	EL	65%	69%	60%	-	60%	-	-	-	-	-	60%	63%	57%	60%	60%	64%	57%	-	60%	-	-	
	Male	75%	69%	66%	57%	67%	-	-	-	-	-	66%	67%	73%	65%	64%	66%	-	-	57%	-	-	
	Female	73%	68%	58%	78%	57%	*	-	-	-	-	58%	60%	*	59%	57%	-	58%	-	17%	-	-	
Grade 7																							
Reading	All Students	77%	76%	69%	70%	68%	*	-	-	*	-	69%	68%	50%	71%	64%	56%	82%	*	57%	-	-	
	CWD	45%	44%	50%	40%	56%	-	-	-	-	-	54%	*	50%	-	*	56%	40%	-	*	-	-	
	CWOD	82%	79%	71%	78%	69%	*	-	-	*	-	71%	72%	-	71%	66%	56%	85%	*	56%	-	-	
	EL	62%	73%	64%	-	63%	*	-	-	-	-	65%	50%	*	66%	64%	47%	83%	-	50%	-	-	
	Male	73%	70%	56%	55%	55%	*	-	-	*	-	56%	60%	56%	56%	47%	56%	-	*	21%	-	-	
	Female	81%	82%	82%	83%	81%	*	-	-	-	-	83%	78%	40%	85%	83%	-	82%	-	93%	-	-	
Mathematics	All Students	61%	61%	46%	52%	43%	*	-	-	*	-	46%	42%	43%	46%	32%	39%	53%	-	50%	-	-	
	CWD	37%	31%	43%	20%	56%	-	-	-	-	-	46%	*	43%	-	*	44%	40%	-	*	-	-	
	CWOD	66%	64%	46%	61%	42%	*	-	-	*	-	46%	44%	-	46%	33%	39%	53%	-	48%	-	-	
	EL	47%	59%	32%	-	31%	*	-	-	-	-	33%	25%	*	33%	32%	28%	37%	-	45%	-	-	
	Male	62%	59%	39%	45%	36%	*	-	-	*	-	41%	30%	44%	39%	28%	39%	-	-	21%	-	-	
	Female	60%	62%	53%	58%	50%	*	-	-	-	-	52%	56%	40%	53%	37%	-	53%	-	79%	-	-	
Grade 8																							
Reading	All Students	82%	86%	86%	74%	89%	-	-	-	-	*	86%	88%	47%	91%	84%	82%	91%	-	88%	-	-	
	CWD	51%	52%	47%	*	64%	-	-	-	-	-	46%	*	47%	-	56%	50%	40%	-	-	-	-	
	CWOD	86%	89%	91%	89%	91%	-	-	-	-	*	90%	93%	-	91%	88%	86%	95%	-	88%	-	-	
	EL	68%	85%	84%	-	84%	-	-	-	-	-	84%	83%	56%	88%	84%	77%	92%	-	100%	-	-	
	Male	78%	81%	82%	63%	84%	-	-	-	-	*	81%	88%	50%	86%	77%	82%	-	-	80%	-	-	
	Female	86%	92%	91%	80%	94%	-	-	-	-	-	92%	88%	40%	95%	92%	-	91%	-	92%	-	-	
Mathematics	All Students	74%	69%	62%	58%	63%	-	-	-	-	*	59%	91%	73%	61%	59%	59%	66%	-	56%	-	-	
	CWD	48%	48%	73%	*	82%	-	-	-	-	-	77%	*	73%	-	89%	70%	80%	-	-	-	-	
	CWOD	79%	71%	61%	60%	60%	-	-	-	-	*	57%	100%	-	61%	54%	57%	64%	-	56%	-	-	
	EL	64%	69%	59%	-	59%	-	-	-	-	-	56%	*	89%	54%	59%	59%	59%	-	50%	-	-	
	Male	73%	67%	59%	50%	59%	-	-	-	-	*	54%	100%	70%	57%	59%	59%	-	-	40%	-	-	
	Female	76%	71%	66%	62%	67%	-	-	-	-	-	64%	80%	80%	64%	59%	-	66%	-	64%	-	-	
Science	All Students	73%	72%	64%	50%	66%	-	-	-	-	*	63%	69%	47%	65%	64%	65%	62%	-	65%	-	-	
	CWD	45%	38%	47%	*	64%	-	-	-	-	-	46%	*	47%	-	67%	50%	40%	-	-	-	-	
	CWOD	76%	74%	65%	61%	66%	-	-	-	-	*	64%	71%	-	65%	63%	67%	64%	-	65%	-	-	
	EL	56%	68%	64%	-	64%	-	-	-	-	-	64%	67%	67%	63%	64%	65%	62%	-	71%	-	-	
	Male	73%	71%	65%	38%	67%	-	-	-	-	*	63%	75%	50%	67%	65%	65%	-	-	60%	-	-	
	Female	72%	72%	62%	53%	65%	-	-	-	-	-	62%	63%	40%	64%	62%	-	62%	-	67%	-	-	
End of Course																							

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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 I	All Students	70%	73%	64%	52%	64%	*	*	-	-	*	62%	73%	13%	67%	60%	54%	74%	-	63%	-	-	
	CWD	37%	32%	13%	29%	0%	-	-	-	-	-	14%	*	13%	-	0%	20%	0%	-	*	-	-	
	CWOD	75%	78%	67%	61%	67%	*	*	-	-	*	66%	76%	-	67%	64%	57%	78%	-	61%	-	-	
	EL	49%	66%	60%	-	59%	*	*	-	-	-	59%	69%	0%	64%	60%	50%	73%	-	63%	-	-	
	Male	65%	69%	54%	50%	53%	*	*	-	-	*	52%	69%	20%	57%	50%	54%	-	-	*	-	-	
	Female	76%	79%	74%	55%	76%	-	*	-	-	*	74%	80%	0%	78%	73%	-	74%	-	60%	-	-	
English II	All Students	73%	76%	71%	71%	70%	*	*	-	-	-	74%	52%	15%	75%	69%	65%	77%	-	71%	-	-	
	CWD	39%	29%	15%	*	20%	-	-	-	-	-	18%	*	15%	-	0%	14%	17%	-	-	-	-	
	CWOD	77%	82%	75%	86%	73%	*	*	-	-	-	78%	57%	-	75%	72%	69%	81%	-	71%	-	-	
	EL	48%	68%	69%	-	68%	*	*	-	-	-	74%	25%	0%	72%	69%	63%	75%	-	73%	-	-	
	Male	68%	71%	65%	62%	65%	*	*	-	-	-	68%	50%	14%	69%	63%	65%	-	-	71%	-	-	
	Female	78%	82%	77%	*	75%	*	-	-	-	-	79%	56%	17%	81%	75%	-	77%	-	71%	-	-	
Algebra I	All Students	77%	82%	74%	48%	77%	*	*	-	-	*	74%	72%	40%	76%	72%	66%	83%	-	63%	-	-	
	CWD	52%	47%	40%	43%	38%	-	-	-	-	-	43%	*	40%	-	50%	30%	60%	-	*	-	-	
	CWOD	81%	85%	76%	50%	78%	*	*	-	-	*	76%	75%	-	76%	73%	69%	84%	-	67%	-	-	
	EL	69%	80%	72%	-	71%	*	*	-	-	-	72%	72%	50%	73%	72%	62%	84%	-	75%	-	-	
	Male	74%	79%	66%	38%	69%	*	-	-	-	*	66%	65%	30%	69%	62%	66%	-	-	40%	-	-	
	Female	81%	85%	83%	58%	85%	-	*	-	-	*	83%	77%	60%	84%	84%	-	83%	-	71%	-	-	
Biology	All Students	87%	86%	86%	77%	87%	*	*	-	-	*	85%	95%	46%	89%	83%	87%	85%	-	88%	-	-	
	CWD	67%	54%	46%	57%	33%	-	-	-	-	-	46%	-	46%	-	33%	56%	*	-	*	-	-	
	CWOD	90%	89%	89%	81%	89%	*	*	-	-	*	88%	95%	-	89%	86%	89%	88%	-	87%	-	-	
	EL	75%	82%	83%	-	82%	*	*	-	-	-	81%	91%	33%	86%	83%	84%	81%	-	86%	-	-	
	Male	85%	86%	87%	69%	88%	*	-	-	-	*	86%	92%	56%	89%	84%	87%	-	-	*	-	-	
	Female	89%	87%	85%	80%	85%	-	*	-	-	*	84%	100%	*	88%	81%	-	85%	-	86%	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	51%	48%	50%	50%	50%	*	-	-	-	-	49%	64%	46%	50%	48%	42%	57%	-	31%	-	-	
	CWD	24%	23%	46%	*	55%	*	-	-	-	-	30%	*	46%	-	43%	45%	*	-	*	-	-	
	CWOD	56%	50%	50%	53%	50%	-	-	-	-	-	50%	55%	-	50%	48%	41%	57%	-	33%	-	-	
	EL	34%	47%	48%	-	48%	-	-	-	-	-	47%	63%	43%	48%	48%	41%	54%	-	60%	-	-	
	Male	47%	41%	42%	29%	43%	-	-	-	-	-	38%	67%	45%	41%	41%	42%	-	-	43%	-	-	
	Female	56%	55%	57%	67%	56%	*	-	-	-	-	56%	60%	*	57%	54%	-	57%	-	17%	-	-	
Mathematics	All Students	38%	28%	24%	19%	24%	*	-	-	-	-	20%	57%	38%	22%	19%	29%	19%	-	8%	-	-	
	CWD	22%	20%	38%	*	45%	*	-	-	-	-	20%	*	38%	-	29%	36%	*	-	*	-	-	
	CWOD	41%	29%	22%	20%	23%	-	-	-	-	-	20%	45%	-	22%	19%	28%	18%	-	8%	-	-	
	EL	26%	27%	19%	-	19%	-	-	-	-	-	16%	63%	29%	19%	19%	25%	15%	-	20%	-	-	
	Male	41%	31%	29%	29%	30%	-	-	-	-	-	24%	67%	36%	28%	25%	29%	-	-	14%	-	-	
	Female	36%	26%	19%	11%	20%	*	-	-	-	-	18%	40%	*	18%	15%	-	19%	-	0%	-	-	
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	53%	50%	41%	39%	40%	*	-	-	-	*	-	41%	42%	43%	41%	30%	28%	55%	*	39%	-	-
	CWD	24%	20%	43%	20%	56%	-	-	-	-	-	-	46%	*	43%	-	*	44%	40%	-	*	-	-
	CWOD	58%	52%	41%	44%	39%	*	-	-	-	*	-	40%	44%	-	41%	31%	25%	56%	*	36%	-	-
	EL	33%	45%	30%	-	29%	*	-	-	-	-	-	31%	13%	*	31%	30%	17%	44%	-	30%	-	-
	Male	49%	43%	28%	18%	27%	*	-	-	-	*	-	27%	30%	44%	25%	17%	28%	-	*	7%	-	-
	Female	57%	56%	55%	58%	53%	*	-	-	-	-	-	55%	56%	40%	56%	44%	-	55%	-	71%	-	-
Mathematics	All Students	36%	36%	24%	22%	22%	*	-	-	-	*	-	24%	21%	36%	22%	16%	25%	22%	-	18%	-	-
	CWD	20%	19%	36%	20%	44%	-	-	-	-	-	-	38%	*	36%	-	*	44%	20%	-	*	-	-
	CWOD	39%	37%	22%	22%	20%	*	-	-	-	*	-	22%	22%	-	22%	16%	23%	22%	-	12%	-	-
	EL	22%	34%	16%	-	15%	*	-	-	-	-	-	18%	0%	*	16%	16%	19%	12%	-	10%	-	-
	Male	38%	36%	25%	27%	23%	*	-	-	-	*	-	26%	20%	44%	23%	19%	25%	-	-	14%	-	-
	Female	34%	35%	22%	17%	20%	*	-	-	-	-	-	22%	22%	20%	22%	12%	-	22%	-	21%	-	-
Grade 8																							
Reading	All Students	56%	61%	61%	39%	64%	-	-	-	-	*	59%	75%	27%	64%	55%	55%	66%	-	47%	-	-	
	CWD	24%	21%	27%	*	36%	-	-	-	-	-	23%	*	27%	-	33%	20%	40%	-	-	-	-	
	CWOD	61%	64%	64%	47%	67%	-	-	-	-	*	63%	79%	-	64%	58%	61%	68%	-	47%	-	-	
	EL	34%	55%	55%	-	55%	-	-	-	-	-	53%	83%	33%	58%	55%	48%	63%	-	71%	-	-	
	Male	50%	54%	55%	25%	58%	-	-	-	-	*	53%	75%	20%	61%	48%	55%	-	-	40%	-	-	
	Female	62%	68%	66%	47%	70%	-	-	-	-	-	65%	75%	40%	68%	63%	-	66%	-	50%	-	-	
Mathematics	All Students	45%	29%	15%	5%	17%	-	-	-	-	*	15%	18%	27%	13%	18%	18%	12%	-	19%	-	-	
	CWD	24%	13%	27%	*	36%	-	-	-	-	-	23%	*	27%	-	33%	20%	40%	-	-	-	-	
	CWOD	48%	30%	13%	7%	14%	-	-	-	-	*	13%	11%	-	13%	15%	17%	9%	-	19%	-	-	
	EL	31%	31%	18%	-	18%	-	-	-	-	-	16%	*	33%	15%	18%	18%	19%	-	33%	-	-	
	Male	44%	27%	18%	17%	18%	-	-	-	-	*	16%	33%	20%	17%	18%	18%	-	-	40%	-	-	
	Female	45%	31%	12%	0%	16%	-	-	-	-	-	13%	0%	40%	9%	19%	-	12%	-	9%	-	-	
Science	All Students	46%	41%	30%	18%	32%	-	-	-	-	*	29%	44%	33%	30%	28%	32%	29%	-	12%	-	-	
	CWD	24%	16%	33%	*	45%	-	-	-	-	-	31%	*	33%	-	44%	30%	40%	-	-	-	-	
	CWOD	49%	43%	30%	22%	31%	-	-	-	-	*	28%	43%	-	30%	25%	33%	28%	-	12%	-	-	
	EL	26%	37%	28%	-	28%	-	-	-	-	-	26%	50%	44%	25%	28%	23%	32%	-	14%	-	-	
	Male	48%	43%	32%	13%	33%	-	-	-	-	*	30%	50%	30%	33%	23%	32%	-	-	20%	-	-	
	Female	43%	39%	29%	20%	31%	-	-	-	-	-	28%	38%	40%	28%	32%	-	29%	-	8%	-	-	
End of Course																							
English I	All Students	50%	51%	40%	20%	41%	*	*	-	-	*	39%	50%	7%	43%	30%	30%	51%	-	42%	-	-	
	CWD	20%	14%	7%	14%	0%	-	-	-	-	-	7%	*	7%	-	0%	10%	0%	-	*	-	-	
	CWOD	54%	55%	43%	22%	43%	*	*	-	-	*	41%	52%	-	43%	31%	32%	54%	-	44%	-	-	
	EL	26%	39%	30%	-	28%	*	*	-	-	-	28%	38%	0%	31%	30%	17%	45%	-	50%	-	-	
	Male	44%	45%	30%	14%	31%	*	*	-	-	*	28%	44%	10%	32%	17%	30%	-	-	*	-	-	
	Female	57%	58%	51%	27%	53%	-	*	-	-	*	51%	60%	0%	54%	45%	-	51%	-	47%	-	-	

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
English II	All Students	53%	54%	49%	35%	50%	*	*	-	-	-	50%	48%	15%	52%	48%	45%	55%	-	50%	-	-
	CWD	22%	15%	15%	*	20%	-	-	-	-	-	18%	*	15%	-	0%	14%	17%	-	-	-	-
	CWOD	57%	59%	52%	43%	52%	*	*	-	-	-	52%	52%	-	52%	50%	47%	58%	-	50%	-	-
	EL	23%	43%	48%	-	46%	*	*	-	-	-	52%	17%	0%	50%	48%	43%	53%	-	45%	-	-
	Male	47%	48%	45%	38%	44%	*	*	-	-	-	45%	43%	14%	47%	43%	45%	-	-	71%	-	-
	Female	60%	62%	55%	*	55%	*	-	-	-	-	55%	56%	17%	58%	53%	-	55%	-	29%	-	-
Algebra I	All Students	42%	48%	35%	26%	36%	*	*	-	-	*	37%	24%	13%	37%	30%	30%	41%	-	26%	-	-
	CWD	19%	11%	13%	29%	0%	-	-	-	-	-	14%	*	13%	-	0%	10%	20%	-	*	-	-
	CWOD	45%	51%	37%	25%	38%	*	*	-	-	*	38%	25%	-	37%	31%	32%	42%	-	28%	-	-
	EL	29%	42%	30%	-	29%	*	*	-	-	-	32%	17%	0%	31%	30%	26%	33%	-	38%	-	-
	Male	40%	46%	30%	19%	32%	*	-	-	-	*	31%	24%	10%	32%	26%	30%	-	-	0%	-	-
	Female	44%	50%	41%	33%	41%	-	*	-	-	*	43%	23%	20%	42%	33%	-	41%	-	36%	-	-
Biology	All Students	54%	47%	47%	32%	49%	*	*	-	-	*	47%	45%	15%	49%	34%	42%	53%	-	44%	-	-
	CWD	27%	14%	15%	29%	0%	-	-	-	-	-	15%	-	15%	-	0%	22%	*	-	*	-	-
	CWOD	58%	51%	49%	31%	51%	*	*	-	-	*	50%	45%	-	49%	36%	43%	55%	-	40%	-	-
	EL	29%	35%	34%	-	33%	*	*	-	-	-	36%	18%	0%	36%	34%	25%	43%	-	43%	-	-
	Male	53%	46%	42%	31%	44%	*	-	-	-	*	42%	42%	22%	43%	25%	42%	-	-	*	-	-
	Female	55%	49%	53%	30%	54%	-	*	-	-	*	53%	50%	*	55%	43%	-	53%	-	43%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	14%	19%	13%	*	-	-	-	-	13%	29%	8%	15%	10%	12%	16%	-	8%	-	-
	CWD	7%	5%	8%	*	9%	*	-	-	-	-	0%	*	8%	-	0%	9%	*	-	*	-	-
	CWOD	24%	19%	15%	20%	14%	-	-	-	-	-	13%	27%	-	15%	11%	13%	16%	-	8%	-	-
	EL	10%	14%	10%	-	10%	-	-	-	-	-	10%	13%	0%	11%	10%	9%	11%	-	0%	-	-
	Male	19%	16%	12%	14%	11%	-	-	-	-	-	9%	33%	9%	13%	9%	12%	-	-	0%	-	-
	Female	24%	19%	16%	22%	15%	*	-	-	-	-	15%	20%	*	16%	11%	-	16%	-	17%	-	-
Mathematics	All Students	15%	7%	3%	0%	3%	*	-	-	-	-	2%	7%	8%	2%	2%	3%	2%	-	0%	-	-
	CWD	8%	7%	8%	*	9%	*	-	-	-	-	0%	*	8%	-	0%	9%	*	-	*	-	-
	CWOD	16%	7%	2%	0%	2%	-	-	-	-	-	2%	0%	-	2%	2%	2%	2%	-	0%	-	-
	EL	8%	6%	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	0%	4%	-	0%	-	-
	Male	17%	9%	3%	0%	3%	-	-	-	-	-	2%	11%	9%	2%	0%	3%	-	-	0%	-	-
	Female	13%	5%	2%	0%	3%	*	-	-	-	-	3%	0%	*	2%	4%	-	2%	-	0%	-	-
Grade 7																						
Reading	All Students	26%	22%	18%	9%	18%	*	-	-	*	-	17%	26%	0%	20%	13%	10%	27%	*	21%	-	-
	CWD	7%	6%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	29%	23%	20%	11%	20%	*	-	-	*	-	19%	28%	-	20%	13%	11%	29%	*	24%	-	-
	EL	11%	18%	13%	-	11%	*	-	-	-	-	13%	13%	*	13%	13%	9%	17%	-	20%	-	-
	Male	23%	19%	10%	0%	10%	*	-	-	*	-	9%	20%	0%	11%	9%	10%	-	*	0%	-	-
	Female	30%	25%	27%	17%	27%	*	-	-	-	-	26%	33%	0%	29%	17%	-	27%	-	43%	-	-

Texas Education Agency  
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 YES PREP NORTH FOREST (101845010) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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Mathematics	All Students	11%	10%	5%	0%	5%	*	-	-	*	-	4%	11%	7%	5%	5%	6%	4%	-	7%	-	-
	CWD	7%	6%	7%	0%	11%	-	-	-	-	-	8%	*	7%	-	*	11%	0%	-	*	-	-
	CWOD	12%	11%	5%	0%	5%	*	-	-	*	-	4%	11%	-	5%	5%	6%	4%	-	4%	-	-
	EL	5%	10%	5%	-	5%	*	-	-	-	-	5%	0%	*	5%	5%	6%	2%	-	5%	-	-
	Male	12%	12%	6%	0%	6%	*	-	-	*	-	6%	10%	11%	6%	6%	6%	-	-	7%	-	-
	Female	10%	8%	4%	0%	5%	*	-	-	-	-	3%	11%	0%	4%	2%	-	4%	-	7%	-	-
Grade 8																						
Reading	All Students	27%	24%	21%	13%	22%	-	-	-	-	*	20%	25%	0%	23%	12%	17%	24%	-	12%	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	30%	26%	23%	16%	24%	-	-	-	-	*	22%	29%	-	23%	14%	20%	26%	-	12%	-	-
	EL	10%	19%	12%	-	12%	-	-	-	-	-	11%	33%	0%	14%	12%	5%	21%	-	29%	-	-
	Male	23%	20%	17%	13%	18%	-	-	-	-	*	18%	13%	0%	20%	5%	17%	-	-	0%	-	-
	Female	32%	28%	24%	13%	27%	-	-	-	-	-	23%	38%	0%	26%	21%	-	24%	-	17%	-	-
Mathematics	All Students	17%	6%	2%	0%	2%	-	-	-	-	*	2%	0%	13%	0%	2%	2%	2%	-	0%	-	-
	CWD	8%	4%	13%	*	18%	-	-	-	-	-	15%	*	13%	-	11%	10%	20%	-	-	-	-
	CWOD	18%	6%	0%	0%	0%	-	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	8%	6%	2%	-	2%	-	-	-	-	-	2%	*	11%	0%	2%	0%	4%	-	0%	-	-
	Male	17%	6%	2%	0%	2%	-	-	-	-	*	2%	0%	10%	0%	0%	2%	-	-	0%	-	-
	Female	16%	6%	2%	0%	2%	-	-	-	-	-	2%	0%	20%	0%	4%	-	2%	-	0%	-	-
Science	All Students	16%	9%	1%	0%	2%	-	-	-	-	*	1%	6%	7%	1%	1%	3%	0%	-	0%	-	-
	CWD	6%	1%	7%	*	9%	-	-	-	-	-	0%	*	7%	-	11%	10%	0%	-	-	-	-
	CWOD	18%	10%	1%	0%	1%	-	-	-	-	*	1%	0%	-	1%	0%	2%	0%	-	0%	-	-
	EL	5%	7%	1%	-	1%	-	-	-	-	-	0%	17%	11%	0%	1%	2%	0%	-	0%	-	-
	Male	18%	11%	3%	0%	3%	-	-	-	-	*	1%	13%	10%	2%	2%	3%	-	-	0%	-	-
	Female	14%	7%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	0%	-	-
End of Course																						
English I	All Students	13%	10%	3%	0%	3%	*	*	-	-	*	3%	8%	0%	4%	0%	3%	4%	-	5%	-	-
	CWD	5%	1%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	11%	4%	0%	3%	*	*	-	-	*	3%	8%	-	4%	0%	3%	4%	-	6%	-	-
	EL	2%	3%	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Male	10%	8%	3%	0%	3%	*	*	-	-	*	2%	6%	0%	3%	0%	3%	-	-	*	-	-
	Female	16%	12%	4%	0%	3%	-	*	-	-	*	3%	10%	0%	4%	0%	-	4%	-	7%	-	-
English II	All Students	8%	5%	3%	0%	4%	*	*	-	-	-	4%	0%	8%	3%	3%	1%	6%	-	7%	-	-
	CWD	5%	3%	8%	*	10%	-	-	-	-	-	9%	*	8%	-	0%	0%	17%	-	-	-	-
	CWOD	9%	5%	3%	0%	3%	*	*	-	-	-	3%	0%	-	3%	3%	1%	5%	-	7%	-	-
	EL	1%	1%	3%	-	3%	*	*	-	-	-	3%	0%	0%	3%	3%	0%	5%	-	9%	-	-
	Male	7%	4%	1%	0%	1%	*	*	-	-	-	1%	0%	0%	1%	0%	1%	-	-	0%	-	-
	Female	10%	5%	6%	*	6%	*	-	-	-	-	6%	0%	17%	5%	5%	-	6%	-	14%	-	-



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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
Algebra I	All Students	22%	26%	19%	0%	21%	*	*	-	-	*	19%	17%	0%	20%	17%	18%	20%	-	21%	-	-
	CWD	7%	4%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	28%	20%	0%	21%	*	*	-	-	*	21%	18%	-	20%	18%	20%	21%	-	22%	-	-
	EL	12%	20%	17%	-	17%	*	*	-	-	-	19%	6%	0%	18%	17%	14%	21%	-	38%	-	-
	Male	22%	26%	18%	0%	20%	*	-	-	-	*	19%	12%	0%	20%	14%	18%	-	-	0%	-	-
	Female	23%	26%	20%	0%	21%	-	*	-	-	*	20%	23%	0%	21%	21%	-	20%	-	29%	-	-
Biology	All Students	20%	10%	10%	5%	10%	*	*	-	-	*	10%	10%	0%	11%	2%	12%	8%	-	13%	-	-
	CWD	7%	1%	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	22%	11%	11%	6%	10%	*	*	-	-	*	11%	10%	-	11%	3%	13%	8%	-	13%	-	-
	EL	6%	5%	2%	-	2%	*	*	-	-	-	3%	0%	0%	3%	2%	0%	5%	-	29%	-	-
	Male	21%	12%	12%	0%	15%	*	-	-	-	*	11%	17%	0%	13%	0%	12%	-	-	*	-	-
	Female	20%	8%	8%	10%	5%	-	*	-	-	*	9%	0%	*	8%	5%	-	8%	-	14%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	69%	63%	69%	85%	100%	-	*	100%	69%	71%	47%	71%	65%	64%	74%	*	66%	-	-
	CWD	48%	42%	47%	34%	52%	*	-	-	-	-	46%	50%	47%	-	46%	50%	41%	-	64%	-	-
	CWOD	79%	79%	71%	70%	71%	89%	100%	-	*	100%	71%	73%	-	71%	67%	66%	76%	*	66%	-	-
	EL	62%	72%	65%	-	65%	100%	100%	-	-	-	66%	63%	46%	67%	65%	60%	71%	-	64%	-	-
	Male	73%	73%	64%	55%	65%	83%	*	-	*	100%	63%	68%	50%	66%	60%	64%	-	*	50%	-	-
	Female	77%	79%	74%	70%	74%	88%	*	-	-	100%	74%	74%	41%	76%	71%	-	74%	-	75%	-	-
Reading	All Students	76%	77%	71%	69%	71%	90%	*	-	*	*	72%	69%	39%	74%	69%	63%	80%	*	71%	-	-
	CWD	46%	38%	39%	25%	43%	*	-	-	-	-	38%	44%	39%	-	30%	43%	30%	-	80%	-	-
	CWOD	80%	81%	74%	80%	73%	89%	*	-	*	*	75%	72%	-	74%	71%	66%	82%	*	70%	-	-
	EL	60%	73%	69%	-	68%	100%	*	-	-	-	70%	56%	30%	71%	69%	60%	78%	-	69%	-	-
	Male	72%	72%	63%	58%	63%	80%	*	-	*	*	63%	65%	43%	66%	60%	63%	-	*	56%	-	-
	Female	80%	83%	80%	80%	79%	100%	*	-	-	*	80%	76%	30%	82%	78%	-	80%	-	81%	-	-
Mathematics	All Students	74%	72%	63%	55%	63%	71%	*	-	*	*	62%	66%	56%	63%	57%	59%	67%	-	54%	-	-
	CWD	49%	43%	56%	41%	64%	*	-	-	-	-	56%	57%	56%	-	60%	55%	59%	-	40%	-	-
	CWOD	78%	75%	63%	59%	63%	83%	*	-	*	*	63%	67%	-	63%	57%	59%	67%	-	55%	-	-
	EL	65%	71%	57%	-	57%	*	*	-	-	-	56%	63%	60%	57%	57%	53%	61%	-	54%	-	-
	Male	73%	70%	59%	46%	60%	*	-	-	*	*	58%	63%	55%	59%	53%	59%	-	-	37%	-	-
	Female	74%	73%	67%	63%	67%	*	*	-	-	*	66%	69%	59%	67%	61%	-	67%	-	66%	-	-
Science	All Students	76%	79%	76%	64%	77%	*	*	-	-	*	74%	86%	48%	78%	73%	77%	74%	-	78%	-	-
	CWD	52%	47%	48%	36%	53%	-	-	-	-	-	48%	*	48%	-	53%	56%	33%	-	*	-	-
	CWOD	79%	82%	78%	71%	78%	*	*	-	-	*	77%	88%	-	78%	75%	80%	77%	-	77%	-	-
	EL	62%	75%	73%	-	73%	*	*	-	-	-	72%	82%	53%	75%	73%	75%	72%	-	79%	-	-
	Male	76%	79%	77%	60%	78%	*	-	-	-	*	75%	89%	56%	80%	75%	77%	-	-	71%	-	-
	Female	75%	79%	74%	64%	76%	-	*	-	-	*	74%	81%	33%	77%	72%	-	74%	-	77%	-	-



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SAT/ACT All Subjects	All Students	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	91%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

All Subjects	All Students	48%	46%	<b>39%</b>	28%	39%	60%	80%	-	*	75%	38%	44%	27%	40%	33%	34%	43%	*	31%	-	-
	CWD	24%	17%	<b>27%</b>	15%	33%	*	-	-	-	-	24%	50%	27%	-	21%	28%	27%	-	45%	-	-
	CWOD	52%	49%	<b>40%</b>	31%	40%	67%	80%	-	*	75%	39%	43%	-	40%	33%	35%	44%	*	30%	-	-
	EL	31%	40%	<b>33%</b>	-	32%	70%	80%	-	-	-	33%	32%	21%	33%	33%	27%	38%	-	34%	-	-
	Male	46%	43%	<b>34%</b>	25%	35%	50%	*	-	*	50%	33%	44%	28%	35%	27%	34%	-	*	26%	-	-
	Female	49%	49%	<b>43%</b>	30%	44%	75%	*	-	-	100%	43%	44%	27%	44%	38%	-	43%	-	34%	-	-
Reading	All Students	52%	52%	<b>48%</b>	36%	49%	70%	*	-	*	*	47%	54%	27%	50%	42%	39%	56%	*	43%	-	-
	CWD	24%	18%	<b>27%</b>	10%	35%	*	-	-	-	-	25%	44%	27%	-	20%	28%	26%	-	40%	-	-
	CWOD	56%	56%	<b>50%</b>	42%	49%	78%	*	-	*	*	49%	55%	-	50%	43%	40%	58%	*	43%	-	-
	EL	33%	45%	<b>42%</b>	-	41%	80%	*	-	-	-	42%	38%	20%	43%	42%	32%	51%	-	45%	-	-
	Male	47%	46%	<b>39%</b>	25%	40%	60%	*	-	*	*	37%	49%	28%	40%	32%	39%	-	*	33%	-	-
	Female	57%	59%	<b>56%</b>	47%	57%	80%	*	-	-	*	56%	61%	26%	58%	51%	-	56%	-	49%	-	-
Mathematics	All Students	44%	38%	<b>26%</b>	19%	27%	57%	*	-	*	*	26%	29%	28%	26%	22%	27%	26%	-	19%	-	-
	CWD	24%	16%	<b>28%</b>	18%	33%	*	-	-	-	-	24%	57%	28%	-	20%	28%	29%	-	40%	-	-
	CWOD	47%	40%	<b>26%</b>	19%	27%	67%	*	-	*	*	26%	26%	-	26%	22%	27%	26%	-	17%	-	-
	EL	32%	35%	<b>22%</b>	-	21%	*	*	-	-	-	21%	26%	20%	22%	22%	23%	21%	-	21%	-	-
	Male	45%	38%	<b>27%</b>	23%	27%	*	-	-	*	*	26%	34%	28%	27%	23%	27%	-	-	17%	-	-
	Female	42%	38%	<b>26%</b>	15%	27%	*	*	-	-	*	26%	22%	29%	26%	21%	-	26%	-	20%	-	-
Science	All Students	46%	44%	<b>40%</b>	25%	41%	*	*	-	-	*	39%	46%	26%	41%	31%	38%	41%	-	28%	-	-
	CWD	24%	15%	<b>26%</b>	18%	29%	-	-	-	-	-	24%	*	26%	-	27%	28%	22%	-	*	-	-
	CWOD	49%	47%	<b>41%</b>	26%	42%	*	*	-	-	*	40%	45%	-	41%	31%	39%	43%	-	26%	-	-
	EL	26%	36%	<b>31%</b>	-	30%	*	*	-	-	-	31%	29%	27%	31%	31%	24%	38%	-	29%	-	-
	Male	47%	44%	<b>38%</b>	25%	39%	*	-	-	-	*	36%	47%	28%	39%	24%	38%	-	-	29%	-	-
	Female	44%	44%	<b>41%</b>	24%	43%	-	*	-	-	*	41%	44%	22%	43%	38%	-	41%	-	27%	-	-
SAT/ACT All Subjects	All Students	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	50%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	57%	64%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

**STAAR Percent at Masters Grade Level**

**All Grades**

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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
All Subjects	All Students	19%	14%	9%	4%	10%	25%	0%	-	*	42%	9%	13%	5%	10%	6%	8%	11%	*	10%	-	-
	CWD	7%	4%	5%	0%	7%	*	-	-	-	-	3%	17%	5%	-	3%	5%	4%	-	9%	-	-
	CWOD	21%	15%	10%	5%	10%	28%	0%	-	*	42%	10%	12%	-	10%	7%	9%	11%	*	10%	-	-
	EL	9%	11%	6%	-	6%	20%	0%	-	-	-	6%	6%	3%	7%	6%	4%	8%	-	13%	-	-
	Male	18%	14%	8%	2%	9%	25%	*	-	*	0%	8%	12%	5%	9%	4%	8%	-	*	1%	-	-
	Female	19%	15%	11%	6%	11%	25%	*	-	-	83%	10%	13%	4%	11%	8%	-	11%	-	15%	-	-
Reading	All Students	20%	15%	11%	8%	11%	30%	*	-	*	*	11%	15%	3%	12%	7%	8%	15%	*	12%	-	-
	CWD	7%	3%	3%	0%	4%	*	-	-	-	-	2%	11%	3%	-	0%	2%	4%	-	0%	-	-
	CWOD	22%	17%	12%	10%	12%	33%	*	-	*	*	11%	16%	-	12%	7%	8%	15%	*	13%	-	-
	EL	9%	11%	7%	-	7%	20%	*	-	-	-	7%	8%	0%	7%	7%	4%	10%	-	14%	-	-
	Male	17%	13%	8%	4%	8%	20%	*	-	*	*	7%	12%	2%	8%	4%	8%	-	*	0%	-	-
	Female	23%	18%	15%	12%	14%	40%	*	-	-	*	14%	20%	4%	15%	10%	-	15%	-	21%	-	-
Mathematics	All Students	18%	15%	9%	0%	10%	29%	*	-	*	*	9%	11%	7%	9%	8%	10%	9%	-	8%	-	-
	CWD	8%	5%	7%	0%	10%	*	-	-	-	-	6%	14%	7%	-	4%	8%	6%	-	20%	-	-
	CWOD	20%	16%	9%	0%	10%	33%	*	-	*	*	9%	11%	-	9%	8%	10%	9%	-	7%	-	-
	EL	11%	12%	8%	-	7%	*	*	-	-	-	8%	3%	4%	8%	8%	6%	9%	-	10%	-	-
	Male	20%	16%	10%	0%	10%	*	-	-	*	*	9%	10%	8%	10%	6%	10%	-	-	3%	-	-
	Female	16%	14%	9%	0%	10%	*	*	-	-	*	8%	13%	6%	9%	9%	-	9%	-	11%	-	-
Science	All Students	17%	10%	6%	2%	6%	*	*	-	-	*	6%	9%	4%	6%	2%	8%	4%	-	6%	-	-
	CWD	7%	1%	4%	0%	6%	-	-	-	-	-	0%	*	4%	-	7%	6%	0%	-	*	-	-
	CWOD	19%	10%	6%	3%	6%	*	*	-	-	*	6%	6%	-	6%	1%	8%	5%	-	6%	-	-
	EL	6%	6%	2%	-	2%	*	*	-	-	-	1%	6%	7%	1%	2%	1%	3%	-	14%	-	-
	Male	19%	11%	8%	0%	9%	*	-	-	-	*	7%	16%	6%	8%	1%	8%	-	-	0%	-	-
	Female	16%	8%	4%	4%	3%	-	*	-	-	*	5%	0%	0%	5%	3%	-	4%	-	8%	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

- 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 2022-23 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)

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	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	69	64	70	85	*	-	*	*	68	56	70
CWD	56	56	55	*	-	-	-	-	55	56	35
CWOD	70	66	71	81	*	-	*	*	70	-	72
EL ◇	70	-	70	85	*	-	-	-	70	35	70
Male	66	64	66	65	*	-	*	*	64	61	66
Female	73	65	74	105	*	-	-	*	72	45	74
<b>Mathematics</b>											
All Students	54	55	54	64	*	-	*	*	54	67	49
CWD	67	68	68	*	-	-	-	-	69	67	58
CWOD	53	52	53	75	*	-	*	*	53	-	48
EL ◇	49	-	49	*	*	-	-	-	49	58	49
Male	59	73	57	*	-	-	*	*	58	76	50
Female	50	42	52	*	*	-	-	*	51	40	48

- 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 2022.

	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 2022</b>													
All Students	89.7%	85.0%	90.3%	*	-	-	-	*	90.3%	80.0%	86.0%	100.0%	-
CWD	80.0%	*	*	-	-	-	-	-	80.0%	80.0%	*	-	-
CWOD	90.1%	88.2%	90.1%	*	-	-	-	*	90.8%	-	85.7%	100.0%	-
EL ◇	86.0%	-	85.4%	*	-	-	-	*	88.9%	*	86.0%	*	-
Male	83.3%	81.8%	83.3%	*	-	-	-	-	84.3%	*	77.8%	*	-
Female	96.4%	88.9%	97.8%	-	-	-	-	*	96.2%	*	100.0%	100.0%	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
525	140	27%

- 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	39	32	39	57	60	-	*	72	39	26	35
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	64%	18%	71%	*	-	-	-	*	65%	*	64%

- 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)

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	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	N	N	Y	Y					Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N	N					N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<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%
Target Met	N	N	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	N	N	N						N		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	N	N	N						N		N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N						N		N

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 2022-23 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	99%	98%	99%	100%	100%	-	*	100%	99%	99%	99%	99%	100%	99%	99%	*
	CWD	99%	98%	100%	*	-	-	-	-	99%	100%	99%	-	100%	99%	100%	-
	CWOD	99%	98%	99%	100%	100%	-	*	100%	99%	99%	-	99%	100%	99%	99%	*
	EL	100%	-	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	96%	99%	100%	*	-	*	100%	99%	98%	99%	99%	100%	99%	-	*
	Female	99%	100%	99%	100%	*	-	-	100%	99%	100%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	99%	100%	100%	*	-	*	*	99%	100%	100%	99%	100%	99%	100%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	99%	99%	100%	*	-	*	*	99%	100%	-	99%	100%	99%	100%	*
	EL	100%	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	99%	100%	*	-	*	*	99%	100%	100%	99%	100%	99%	-	*
	Female	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	99%	99%	100%	*	-	*	*	99%	99%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	99%	99%	100%	*	-	*	*	99%	99%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	99%	*	-	-	*	*	99%	98%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	*	*	-	-	*	99%	100%	100%	99%	100%	-	99%	-
<b>Science</b>	All Students	97%	96%	98%	*	*	-	-	*	97%	97%	96%	97%	98%	96%	98%	-
	CWD	96%	91%	100%	-	-	-	-	-	96%	*	96%	-	100%	95%	100%	-
	CWOD	97%	97%	97%	*	*	-	-	*	97%	97%	-	97%	98%	97%	98%	-
	EL	98%	-	98%	*	*	-	-	-	98%	100%	100%	98%	98%	99%	98%	-
	Male	96%	90%	97%	*	-	-	-	*	97%	95%	95%	97%	99%	96%	-	-

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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	98%	100%	98%	-	*	-	-	*	98%	100%	100%	98%	98%	-	98%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	1%	2%	1%	0%	0%	-	*	0%	1%	1%	1%	1%	0%	1%	1%	*
	CWD	1%	2%	0%	*	-	-	-	-	1%	0%	1%	-	0%	1%	0%	-
	CWOD	1%	2%	1%	0%	0%	-	*	0%	1%	1%	-	1%	0%	1%	1%	*
	EL	0%	-	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	4%	1%	0%	*	-	*	0%	1%	2%	1%	1%	0%	1%	-	*
	Female	1%	0%	1%	0%	*	-	-	0%	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	1%	1%	0%	0%	*	-	*	*	1%	0%	0%	1%	0%	1%	0%	*
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	0%	*	-	*	*	1%	0%	-	1%	0%	1%	0%	*
	EL	0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	1%	0%	*	-	*	*	1%	0%	0%	1%	0%	1%	-	*
	Female	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	1%	1%	0%	*	-	*	*	1%	1%	0%	1%	0%	1%	1%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	0%	*	-	*	*	1%	1%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	1%	*	-	-	*	*	1%	2%	0%	1%	0%	1%	-	-
	Female	1%	0%	1%	*	*	-	-	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	3%	4%	2%	*	*	-	-	*	3%	3%	4%	3%	2%	4%	2%	-
	CWD	4%	9%	0%	-	-	-	-	-	4%	*	4%	-	0%	5%	0%	-
	CWOD	3%	3%	3%	*	*	-	-	*	3%	3%	-	3%	2%	3%	2%	-
	EL	2%	-	2%	*	*	-	-	-	2%	0%	0%	2%	2%	1%	2%	-
	Male	4%	10%	3%	*	-	-	-	*	3%	5%	5%	3%	1%	4%	-	-
	Female	2%	0%	2%	-	*	-	-	*	2%	0%	0%	2%	2%	-	2%	-

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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
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 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	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>Out-of-School Suspensions</b>												
	Male	5	0	4	0	0	0	0	1	3		
	Female	7	2	5	0	0	0	0	0	4		
	Total	12	2	9	0	0	0	0	1	7		
<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	2	1	1	0	0	0	0	0	0		2
	Female	1	1	0	0	0	0	0	0	0		0
	Total	3	2	1	0	0	0	0	0	0		2
<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	84	14	66	2	-8	-8	-8	2	32	8	7
	Female	67	14	53	-8	-8	-8	-8	-8	21	4	2
	Total	151	28	119	2	-8	-8	-8	2	53	12	9

	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	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	4
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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	80	14	65	1	0	0	0	0	9	1
	Female	80	5	74	0	0	0	0	1	9	1
	Total	160	19	139	1	0	0	0	1	18	2
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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.

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		56.5 96.6%
Teachers Teaching with Emergency or Provisional Credentials		2.3 4.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	*	2%
Mathematics	6,481	2%	21	1%	*	2%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	5	3%
Mathematics	6,300	2%	23	1%	5	3%
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	*	2%
Mathematics	6,162	2%	11	1%	*	3%
Science	6,163	1%	11	0%	*	2%
<b>End of Course</b>						
English I	6,032	1%	10	0%	*	0%
English II	5,771	1%	11	0%	*	1%
Algebra I	6,015	1%	10	0%	*	0%
Biology	6,041	1%	10	0%	*	1%
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	29	1%
Reading	52,275	1%	84	1%	13	1%
Mathematics	46,462	2%	73	1%	12	2%
Science	19,024	1%	21	0%	*	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

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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	50%	43%	53%	-	-	-	-	-	50%	*	*
In-State Private Institutions	*	*	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	8%	*	9%	-	-	-	-	-	7%	-	-

- 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 2021-22 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	31%	42%	32%	36%	*	-	*	17%	31%	29%	27%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%



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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	76%	60%	76%	*	-	-	-	-	77%	73%	30%	80%	69%	70%	81%	-	*	-	-
	CWD	45%	43%	30%	*	25%	-	-	-	-	-	22%	*	30%	-	17%	38%	*	-	-	-	-
	CWOD	81%	78%	80%	*	79%	*	-	-	-	-	81%	72%	-	80%	73%	75%	83%	-	*	-	-
	EL	62%	75%	69%	-	68%	*	-	-	-	-	71%	63%	17%	73%	69%	63%	74%	-	*	-	-
	Male	72%	70%	70%	*	71%	*	-	-	-	-	70%	70%	38%	75%	63%	70%	-	-	*	-	-
	Female	80%	81%	81%	*	80%	*	-	-	-	-	83%	75%	*	83%	74%	-	81%	-	*	-	-

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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	74%	68%	75%	60%	75%	*	-	-	-	-	75%	77%	40%	77%	75%	78%	73%	-	*	-	-
	CWD	51%	48%	40%	*	38%	-	-	-	-	-	33%	*	40%	-	33%	50%	*	-	-	-	-
	CWOD	78%	70%	77%	*	77%	*	-	-	-	-	78%	76%	-	77%	78%	81%	75%	-	*	-	-
	EL	65%	69%	75%	-	74%	*	-	-	-	-	73%	81%	33%	78%	75%	76%	74%	-	*	-	-
	Male	75%	69%	78%	*	79%	*	-	-	-	-	79%	70%	50%	81%	76%	78%	-	-	*	-	-
	Female	73%	68%	73%	*	72%	*	-	-	-	-	71%	80%	*	75%	74%	-	73%	-	*	-	-
Grade 7																						
Reading	All Students	77%	76%	82%	*	83%	*	-	-	-	-	85%	58%	45%	85%	79%	77%	88%	-	100%	-	-
	CWD	45%	44%	45%	*	50%	-	-	-	-	-	50%	*	45%	-	*	29%	*	-	-	-	-
	CWOD	82%	79%	85%	*	85%	*	-	-	-	-	88%	61%	-	85%	81%	81%	88%	-	100%	-	-
	EL	62%	73%	79%	-	79%	-	-	-	-	-	84%	50%	*	81%	79%	80%	79%	-	100%	-	-
	Male	73%	70%	77%	*	78%	-	-	-	-	-	81%	50%	29%	81%	80%	77%	-	-	*	-	-
	Female	81%	82%	88%	*	87%	*	-	-	-	-	91%	60%	*	88%	79%	-	88%	-	*	-	-
Mathematics	All Students	61%	61%	59%	*	58%	*	-	-	-	-	61%	42%	36%	60%	52%	54%	64%	-	57%	-	-
	CWD	37%	31%	36%	*	40%	-	-	-	-	-	40%	*	36%	-	*	43%	*	-	-	-	-
	CWOD	66%	64%	60%	*	60%	*	-	-	-	-	63%	44%	-	60%	53%	55%	67%	-	57%	-	-
	EL	47%	59%	52%	-	52%	-	-	-	-	-	53%	46%	*	53%	52%	51%	53%	-	40%	-	-
	Male	62%	59%	54%	*	54%	-	-	-	-	-	57%	30%	43%	55%	51%	54%	-	-	*	-	-
	Female	60%	62%	64%	*	63%	*	-	-	-	-	66%	56%	*	67%	53%	-	64%	-	*	-	-
Grade 8																						
Reading	All Students	82%	86%	92%	*	92%	*	-	-	-	-	92%	92%	45%	95%	92%	85%	98%	-	*	-	-
	CWD	51%	52%	45%	*	50%	-	-	-	-	-	45%	-	45%	-	29%	38%	*	-	*	-	-
	CWOD	86%	89%	95%	*	95%	*	-	-	-	-	95%	92%	-	95%	97%	91%	99%	-	*	-	-
	EL	68%	85%	92%	-	92%	*	-	-	-	-	92%	100%	29%	97%	92%	87%	96%	-	*	-	-
	Male	78%	81%	85%	*	86%	*	-	-	-	-	85%	80%	38%	91%	87%	85%	-	-	*	-	-
	Female	86%	92%	98%	*	97%	*	-	-	-	-	97%	100%	*	99%	96%	-	98%	-	*	-	-
Mathematics	All Students	74%	69%	80%	*	82%	*	-	-	-	-	80%	83%	36%	85%	82%	76%	84%	-	*	-	-
	CWD	48%	48%	36%	*	40%	-	-	-	-	-	36%	-	36%	-	29%	50%	*	-	*	-	-
	CWOD	79%	71%	85%	*	87%	*	-	-	-	-	85%	83%	-	85%	88%	81%	90%	-	*	-	-
	EL	64%	69%	82%	-	82%	-	-	-	-	-	83%	*	29%	88%	82%	79%	85%	-	*	-	-
	Male	73%	67%	76%	*	78%	-	-	-	-	-	75%	*	50%	81%	79%	76%	-	-	*	-	-
	Female	76%	71%	84%	*	88%	*	-	-	-	-	85%	*	*	90%	85%	-	84%	-	*	-	-
Science	All Students	73%	72%	79%	*	81%	*	-	-	-	-	78%	92%	18%	84%	81%	75%	83%	-	*	-	-
	CWD	45%	38%	18%	*	20%	-	-	-	-	-	18%	-	18%	-	0%	25%	*	-	*	-	-
	CWOD	76%	74%	84%	*	86%	*	-	-	-	-	83%	92%	-	84%	87%	82%	86%	-	*	-	-
	EL	56%	68%	81%	-	81%	*	-	-	-	-	80%	100%	0%	87%	81%	78%	83%	-	*	-	-
	Male	73%	71%	75%	*	76%	*	-	-	-	-	75%	80%	25%	82%	78%	75%	-	-	*	-	-
	Female	72%	72%	83%	*	86%	*	-	-	-	-	81%	100%	*	86%	83%	-	83%	-	*	-	-
End of Course																						

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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 I	All Students	70%	73%	<b>78%</b>	60%	78%	*	*	-	-	-	77%	81%	50%	80%	66%	76%	80%	*	50%	-	-
	CWD	37%	32%	<b>50%</b>	*	46%	-	-	-	-	-	54%	*	50%	-	44%	38%	67%	*	*	-	-
	CWOD	75%	78%	<b>80%</b>	*	81%	*	*	-	-	-	79%	83%	-	80%	69%	79%	81%	-	33%	-	-
	EL	49%	66%	<b>66%</b>	-	66%	-	*	-	-	-	68%	57%	44%	69%	66%	65%	68%	-	33%	-	-
	Male	65%	69%	<b>76%</b>	60%	77%	*	-	-	-	-	76%	78%	38%	79%	65%	76%	-	-	*	-	-
	Female	76%	79%	<b>80%</b>	-	80%	-	*	-	-	-	79%	84%	67%	81%	68%	-	80%	*	50%	-	-
English II	All Students	73%	76%	<b>79%</b>	*	79%	*	*	*	-	-	79%	79%	33%	82%	65%	78%	81%	-	71%	-	-
	CWD	39%	29%	<b>33%</b>	-	33%	-	-	-	-	-	38%	*	33%	-	33%	43%	*	-	-	-	-
	CWOD	77%	82%	<b>82%</b>	*	83%	*	*	*	-	-	83%	82%	-	82%	69%	81%	84%	-	71%	-	-
	EL	48%	68%	<b>65%</b>	-	64%	-	*	-	-	-	69%	50%	33%	69%	65%	63%	67%	-	*	-	-
	Male	68%	71%	<b>78%</b>	*	78%	*	-	*	-	-	78%	76%	43%	81%	63%	78%	-	-	*	-	-
	Female	78%	82%	<b>81%</b>	-	81%	-	*	-	-	-	81%	83%	*	84%	67%	-	81%	-	*	-	-
Algebra I	All Students	77%	82%	<b>87%</b>	100%	87%	*	*	-	-	-	89%	83%	73%	88%	84%	86%	89%	*	50%	-	-
	CWD	52%	47%	<b>73%</b>	*	70%	-	-	-	-	-	73%	-	73%	-	71%	67%	80%	*	*	-	-
	CWOD	81%	85%	<b>88%</b>	100%	88%	*	*	-	-	-	90%	83%	-	88%	85%	87%	89%	-	*	-	-
	EL	69%	80%	<b>84%</b>	-	84%	*	*	-	-	-	86%	71%	71%	85%	84%	80%	88%	-	*	-	-
	Male	74%	79%	<b>86%</b>	100%	85%	*	-	-	-	-	89%	67%	67%	87%	80%	86%	-	-	-	-	-
	Female	81%	85%	<b>89%</b>	-	88%	-	*	-	-	-	88%	92%	80%	89%	88%	-	89%	*	50%	-	-
Biology	All Students	87%	86%	<b>89%</b>	*	89%	*	*	-	-	-	87%	94%	64%	90%	86%	92%	86%	*	50%	-	-
	CWD	67%	54%	<b>64%</b>	*	60%	-	-	-	-	-	64%	-	64%	-	71%	83%	40%	*	*	-	-
	CWOD	90%	89%	<b>90%</b>	*	91%	*	*	-	-	-	89%	94%	-	90%	87%	92%	88%	-	*	-	-
	EL	75%	82%	<b>86%</b>	-	87%	-	*	-	-	-	84%	91%	71%	87%	86%	90%	80%	-	*	-	-
	Male	85%	86%	<b>92%</b>	*	91%	*	-	-	-	-	92%	92%	83%	92%	90%	92%	-	-	-	-	-
	Female	89%	87%	<b>86%</b>	-	87%	-	*	-	-	-	83%	95%	40%	88%	80%	-	86%	*	60%	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 6</b>																						
Reading	All Students	51%	48%	<b>48%</b>	20%	49%	*	-	-	-	-	47%	53%	10%	51%	38%	42%	53%	-	*	-	-
	CWD	24%	23%	<b>10%</b>	*	13%	-	-	-	-	-	11%	*	10%	-	0%	13%	*	-	-	-	-
	CWOD	56%	50%	<b>51%</b>	*	51%	*	-	-	-	-	50%	55%	-	51%	41%	46%	54%	-	*	-	-
	EL	34%	47%	<b>38%</b>	-	38%	*	-	-	-	-	37%	44%	0%	41%	38%	37%	40%	-	*	-	-
	Male	47%	41%	<b>42%</b>	*	44%	*	-	-	-	-	40%	50%	13%	46%	37%	42%	-	-	*	-	-
	Female	56%	55%	<b>53%</b>	*	52%	*	-	-	-	-	52%	55%	*	54%	40%	-	53%	-	*	-	-
Mathematics	All Students	38%	28%	<b>26%</b>	20%	25%	*	-	-	-	-	25%	27%	10%	27%	21%	30%	22%	-	*	-	-
	CWD	22%	20%	<b>10%</b>	*	13%	-	-	-	-	-	11%	*	10%	-	0%	13%	*	-	-	-	-
	CWOD	41%	29%	<b>27%</b>	*	26%	*	-	-	-	-	27%	28%	-	27%	22%	32%	23%	-	*	-	-
	EL	26%	27%	<b>21%</b>	-	19%	*	-	-	-	-	20%	25%	0%	22%	21%	24%	18%	-	*	-	-
	Male	41%	31%	<b>30%</b>	*	31%	*	-	-	-	-	28%	40%	13%	32%	24%	30%	-	-	*	-	-
	Female	36%	26%	<b>22%</b>	*	21%	*	-	-	-	-	23%	20%	*	23%	18%	-	22%	-	*	-	-
<b>Grade 7</b>																						

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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	53%	50%	53%	*	52%	*	-	-	-	-	54%	42%	18%	56%	47%	44%	63%	-	57%	-	-
	CWD	24%	20%	18%	*	20%	-	-	-	-	-	20%	*	18%	-	*	14%	*	-	-	-	-
	CWOD	58%	52%	56%	*	55%	*	-	-	-	-	57%	44%	-	56%	47%	47%	65%	-	57%	-	-
	EL	33%	45%	47%	-	47%	-	-	-	-	-	49%	36%	*	47%	47%	41%	55%	-	60%	-	-
	Male	49%	43%	44%	*	44%	-	-	-	-	-	46%	30%	14%	47%	41%	44%	-	-	*	-	-
	Female	57%	56%	63%	*	61%	*	-	-	-	-	64%	50%	*	65%	55%	-	63%	-	*	-	-
Mathematics	All Students	36%	36%	34%	*	34%	*	-	-	-	-	35%	32%	18%	35%	30%	33%	36%	-	29%	-	-
	CWD	20%	19%	18%	*	20%	-	-	-	-	-	20%	*	18%	-	*	29%	*	-	-	-	-
	CWOD	39%	37%	35%	*	35%	*	-	-	-	-	36%	33%	-	35%	30%	33%	38%	-	29%	-	-
	EL	22%	34%	30%	-	30%	-	-	-	-	-	30%	31%	*	30%	30%	29%	32%	-	20%	-	-
	Male	38%	36%	33%	*	33%	-	-	-	-	-	33%	30%	29%	33%	29%	33%	-	-	*	-	-
	Female	34%	35%	36%	*	34%	*	-	-	-	-	36%	33%	*	38%	32%	-	36%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	72%	*	73%	*	-	-	-	-	72%	75%	0%	78%	72%	64%	79%	-	*	-	-
	CWD	24%	21%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	61%	64%	78%	*	78%	*	-	-	-	-	78%	75%	-	78%	77%	72%	82%	-	*	-	-
	EL	34%	55%	72%	-	72%	*	-	-	-	-	72%	80%	0%	77%	72%	67%	76%	-	*	-	-
	Male	50%	54%	64%	*	64%	*	-	-	-	-	66%	40%	0%	72%	67%	64%	-	-	*	-	-
	Female	62%	68%	79%	*	81%	*	-	-	-	-	77%	100%	*	82%	76%	-	79%	-	*	-	-
Mathematics	All Students	45%	29%	33%	*	34%	*	-	-	-	-	32%	50%	0%	37%	36%	24%	43%	-	*	-	-
	CWD	24%	13%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	48%	30%	37%	*	38%	*	-	-	-	-	36%	50%	-	37%	40%	28%	46%	-	*	-	-
	EL	31%	31%	36%	-	36%	-	-	-	-	-	35%	*	0%	40%	36%	21%	50%	-	*	-	-
	Male	44%	27%	24%	*	24%	-	-	-	-	-	23%	*	0%	28%	21%	24%	-	-	*	-	-
	Female	45%	31%	43%	*	46%	*	-	-	-	-	42%	*	*	46%	50%	-	43%	-	*	-	-
Science	All Students	46%	41%	48%	*	49%	*	-	-	-	-	48%	58%	0%	52%	48%	47%	50%	-	*	-	-
	CWD	24%	16%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	49%	43%	52%	*	53%	*	-	-	-	-	52%	58%	-	52%	52%	52%	52%	-	*	-	-
	EL	26%	37%	48%	-	47%	*	-	-	-	-	47%	60%	0%	52%	48%	50%	46%	-	*	-	-
	Male	48%	43%	47%	*	46%	*	-	-	-	-	47%	40%	0%	52%	50%	47%	-	-	*	-	-
	Female	43%	39%	50%	*	52%	*	-	-	-	-	48%	71%	*	52%	46%	-	50%	-	*	-	-
End of Course																						
English I	All Students	50%	51%	58%	20%	59%	*	*	-	-	-	56%	68%	14%	61%	41%	48%	69%	*	13%	-	-
	CWD	20%	14%	14%	*	15%	-	-	-	-	-	15%	*	14%	-	11%	13%	17%	*	*	-	-
	CWOD	54%	55%	61%	*	62%	*	*	-	-	-	59%	69%	-	61%	45%	51%	73%	-	17%	-	-
	EL	26%	39%	41%	-	42%	-	*	-	-	-	41%	43%	11%	45%	41%	33%	55%	-	0%	-	-
	Male	44%	45%	48%	20%	49%	*	-	-	-	-	47%	56%	13%	51%	33%	48%	-	-	*	-	-
	Female	57%	58%	69%	-	70%	-	*	-	-	-	67%	79%	17%	73%	55%	-	69%	*	17%	-	-

Texas Education Agency  
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 YES PREP - NORTHLINE (101845012) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	59%	*	59%	*	*	*	-	-	58%	62%	33%	61%	41%	55%	63%	-	43%	-	-
	CWD	22%	15%	33%	-	33%	-	-	-	-	-	38%	*	33%	-	33%	43%	*	-	-	-	-
	CWOD	57%	59%	61%	*	61%	*	*	*	-	-	60%	64%	-	61%	42%	57%	65%	-	43%	-	-
	EL	23%	43%	41%	-	40%	-	*	-	-	-	41%	42%	33%	42%	41%	41%	42%	-	*	-	-
	Male	47%	48%	55%	*	56%	*	-	*	-	-	54%	59%	43%	57%	41%	55%	-	-	*	-	-
	Female	60%	62%	63%	-	62%	-	*	-	-	-	62%	67%	*	65%	42%	-	63%	-	*	-	-
Algebra I	All Students	42%	48%	57%	50%	58%	*	*	-	-	-	60%	45%	0%	61%	51%	57%	58%	*	0%	-	-
	CWD	19%	11%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	45%	51%	61%	60%	61%	*	*	-	-	-	64%	45%	-	61%	54%	61%	61%	-	*	-	-
	EL	29%	42%	51%	-	51%	*	*	-	-	-	54%	29%	0%	54%	51%	47%	54%	-	*	-	-
	Male	40%	46%	57%	50%	57%	*	-	-	-	-	59%	47%	0%	61%	47%	57%	-	-	-	-	-
	Female	44%	50%	58%	-	58%	-	*	-	-	-	62%	44%	0%	61%	54%	-	58%	*	0%	-	-
Biology	All Students	54%	47%	46%	*	46%	*	*	-	-	-	45%	53%	18%	48%	29%	45%	48%	*	17%	-	-
	CWD	27%	14%	18%	*	10%	-	-	-	-	-	18%	-	18%	-	14%	33%	0%	*	*	-	-
	CWOD	58%	51%	48%	*	48%	*	*	-	-	-	47%	53%	-	48%	31%	46%	51%	-	*	-	-
	EL	29%	35%	29%	-	29%	-	*	-	-	-	29%	27%	14%	31%	29%	33%	23%	-	*	-	-
	Male	53%	46%	45%	*	43%	*	-	-	-	-	42%	58%	33%	46%	33%	45%	-	-	-	-	-
	Female	55%	49%	48%	-	48%	-	*	-	-	-	47%	50%	0%	51%	23%	-	48%	*	20%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	17%	20%	17%	*	-	-	-	-	16%	23%	0%	18%	10%	19%	15%	-	*	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	24%	19%	18%	*	18%	*	-	-	-	-	17%	24%	-	18%	11%	22%	16%	-	*	-	-
	EL	10%	14%	10%	-	9%	*	-	-	-	-	7%	25%	0%	11%	10%	10%	10%	-	*	-	-
	Male	19%	16%	19%	*	19%	*	-	-	-	-	18%	30%	0%	22%	10%	19%	-	-	*	-	-
	Female	24%	19%	15%	*	15%	*	-	-	-	-	14%	20%	*	16%	10%	-	15%	-	*	-	-
Mathematics	All Students	15%	7%	5%	20%	5%	*	-	-	-	-	4%	10%	0%	6%	3%	9%	2%	-	*	-	-
	CWD	8%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	16%	7%	6%	*	5%	*	-	-	-	-	4%	10%	-	6%	4%	10%	2%	-	*	-	-
	EL	8%	6%	3%	-	3%	*	-	-	-	-	1%	13%	0%	4%	3%	5%	2%	-	*	-	-
	Male	17%	9%	9%	*	10%	*	-	-	-	-	7%	20%	0%	10%	5%	9%	-	-	*	-	-
	Female	13%	5%	2%	*	1%	*	-	-	-	-	2%	5%	*	2%	2%	-	2%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	21%	*	19%	*	-	-	-	-	21%	16%	0%	22%	20%	15%	27%	-	29%	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	23%	22%	*	21%	*	-	-	-	-	23%	17%	-	22%	20%	16%	29%	-	29%	-	-
	EL	11%	18%	20%	-	20%	-	-	-	-	-	20%	14%	*	20%	20%	16%	24%	-	20%	-	-
	Male	23%	19%	15%	*	14%	-	-	-	-	-	15%	10%	0%	16%	16%	15%	-	-	*	-	-
	Female	30%	25%	27%	*	26%	*	-	-	-	-	28%	20%	*	29%	24%	-	27%	-	*	-	-



Texas Education Agency  
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Mathematics	All Students	11%	10%	8%	*	9%	*	-	-	-	-	9%	5%	0%	9%	10%	7%	10%	-	14%	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	12%	11%	9%	*	9%	*	-	-	-	-	10%	6%	-	9%	11%	8%	10%	-	14%	-	-
	EL	5%	10%	10%	-	10%	-	-	-	-	-	11%	8%	*	11%	10%	8%	13%	-	20%	-	-
	Male	12%	12%	7%	*	8%	-	-	-	-	-	8%	0%	0%	8%	8%	7%	-	-	*	-	-
	Female	10%	8%	10%	*	10%	*	-	-	-	-	9%	11%	*	10%	13%	-	10%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	27%	24%	30%	*	31%	*	-	-	-	-	30%	25%	0%	32%	27%	23%	35%	-	*	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	30%	26%	32%	*	33%	*	-	-	-	-	33%	25%	-	32%	29%	26%	37%	-	*	-	-
	EL	10%	19%	27%	-	27%	*	-	-	-	-	27%	20%	0%	29%	27%	24%	30%	-	*	-	-
	Male	23%	20%	23%	*	24%	*	-	-	-	-	24%	20%	0%	26%	24%	23%	-	-	*	-	-
	Female	32%	28%	35%	*	37%	*	-	-	-	-	36%	29%	*	37%	30%	-	35%	-	*	-	-
Mathematics	All Students	17%	6%	2%	*	2%	*	-	-	-	-	1%	17%	0%	2%	1%	2%	2%	-	*	-	-
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	6%	2%	*	2%	*	-	-	-	-	1%	17%	-	2%	2%	2%	2%	-	*	-	-
	EL	8%	6%	1%	-	1%	-	-	-	-	-	0%	*	0%	2%	1%	0%	3%	-	*	-	-
	Male	17%	6%	2%	*	2%	-	-	-	-	-	2%	*	0%	2%	0%	2%	-	-	*	-	-
	Female	16%	6%	2%	*	2%	*	-	-	-	-	0%	*	*	2%	3%	-	2%	-	*	-	-
Science	All Students	16%	9%	14%	*	13%	*	-	-	-	-	13%	17%	0%	15%	14%	16%	11%	-	*	-	-
	CWD	6%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	10%	15%	*	14%	*	-	-	-	-	14%	17%	-	15%	15%	18%	11%	-	*	-	-
	EL	5%	7%	14%	-	13%	*	-	-	-	-	14%	20%	0%	15%	14%	20%	9%	-	*	-	-
	Male	18%	11%	16%	*	14%	*	-	-	-	-	16%	20%	0%	18%	20%	16%	-	-	*	-	-
	Female	14%	7%	11%	*	11%	*	-	-	-	-	11%	14%	*	11%	9%	-	11%	-	*	-	-
<b>End of Course</b>																						
English I	All Students	13%	10%	12%	20%	12%	*	*	-	-	-	11%	16%	0%	13%	3%	9%	16%	*	0%	-	-
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	14%	11%	13%	*	13%	*	*	-	-	-	12%	17%	-	13%	3%	9%	18%	-	0%	-	-
	EL	2%	3%	3%	-	3%	-	*	-	-	-	3%	0%	0%	3%	3%	2%	3%	-	0%	-	-
	Male	10%	8%	9%	20%	7%	*	-	-	-	-	8%	11%	0%	9%	2%	9%	-	-	*	-	-
	Female	16%	12%	16%	-	17%	-	*	-	-	-	15%	21%	0%	18%	3%	-	16%	*	0%	-	-
English II	All Students	8%	5%	6%	*	6%	*	*	*	-	-	5%	10%	0%	7%	2%	5%	7%	-	29%	-	-
	CWD	5%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	5%	7%	*	6%	*	*	*	-	-	6%	11%	-	7%	2%	6%	7%	-	29%	-	-
	EL	1%	1%	2%	-	2%	-	*	-	-	-	3%	0%	0%	2%	2%	4%	0%	-	*	-	-
	Male	7%	4%	5%	*	4%	*	-	*	-	-	5%	6%	0%	6%	4%	5%	-	-	*	-	-
	Female	10%	5%	7%	-	7%	-	*	-	-	-	5%	17%	*	7%	0%	-	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
Algebra I	All Students	22%	26%	32%	33%	31%	*	*	-	-	-	33%	25%	0%	33%	22%	33%	31%	*	0%	-	-
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	24%	28%	33%	40%	33%	*	*	-	-	-	36%	25%	-	33%	24%	35%	32%	-	*	-	-
	EL	12%	20%	22%	-	22%	*	*	-	-	-	24%	14%	0%	24%	22%	25%	19%	-	*	-	-
	Male	22%	26%	33%	33%	32%	*	-	-	-	-	34%	27%	0%	35%	25%	33%	-	-	-	-	-
	Female	23%	26%	31%	-	31%	-	*	-	-	-	33%	24%	0%	32%	19%	-	31%	*	0%	-	-
Biology	All Students	20%	10%	6%	*	6%	*	*	-	-	-	6%	9%	0%	7%	3%	4%	9%	*	0%	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	22%	11%	7%	*	6%	*	*	-	-	-	6%	9%	-	7%	3%	4%	9%	-	*	-	-
	EL	6%	5%	3%	-	3%	-	*	-	-	-	3%	0%	0%	3%	3%	3%	3%	-	*	-	-
	Male	21%	12%	4%	*	2%	*	-	-	-	-	3%	8%	0%	4%	3%	4%	-	-	-	-	-
	Female	20%	8%	9%	-	9%	-	*	-	-	-	9%	10%	0%	9%	3%	-	9%	*	0%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	80%	62%	80%	90%	*	*	-	-	80%	78%	43%	83%	76%	77%	83%	*	69%	-	-
	CWD	48%	42%	43%	42%	44%	-	-	-	-	-	44%	33%	43%	-	37%	44%	41%	*	58%	-	-
	CWOD	79%	79%	83%	70%	83%	90%	*	*	-	-	83%	79%	-	83%	79%	81%	85%	-	70%	-	-
	EL	62%	72%	76%	-	76%	100%	*	-	-	-	77%	67%	37%	79%	76%	74%	78%	-	56%	-	-
	Male	73%	73%	77%	60%	78%	100%	-	*	-	-	78%	70%	44%	81%	74%	77%	-	-	75%	-	-
	Female	77%	79%	83%	70%	83%	82%	*	-	-	-	83%	83%	41%	85%	78%	-	83%	*	66%	-	-
Reading	All Students	76%	77%	81%	60%	82%	100%	*	*	-	-	82%	76%	42%	84%	76%	77%	86%	*	83%	-	-
	CWD	46%	38%	42%	40%	42%	-	-	-	-	-	43%	*	42%	-	34%	37%	53%	*	*	-	-
	CWOD	80%	81%	84%	67%	84%	100%	*	*	-	-	85%	78%	-	84%	79%	81%	87%	-	80%	-	-
	EL	60%	73%	76%	-	75%	*	*	-	-	-	79%	60%	34%	79%	76%	73%	79%	-	71%	-	-
	Male	72%	72%	77%	50%	78%	*	-	*	-	-	78%	72%	37%	81%	73%	77%	-	-	83%	-	-
	Female	80%	83%	86%	*	85%	100%	*	-	-	-	87%	81%	53%	87%	79%	-	86%	*	78%	-	-
Mathematics	All Students	74%	72%	76%	67%	76%	88%	*	-	-	-	77%	73%	47%	78%	73%	74%	78%	*	60%	-	-
	CWD	49%	43%	47%	40%	47%	-	-	-	-	-	46%	*	47%	-	42%	52%	36%	*	*	-	-
	CWOD	78%	75%	78%	77%	78%	88%	*	-	-	-	79%	73%	-	78%	75%	76%	80%	-	59%	-	-
	EL	65%	71%	73%	-	73%	*	*	-	-	-	74%	68%	42%	75%	73%	71%	75%	-	38%	-	-
	Male	73%	70%	74%	64%	74%	*	-	-	-	-	76%	61%	52%	76%	71%	74%	-	-	57%	-	-
	Female	74%	73%	78%	*	78%	80%	*	-	-	-	78%	81%	36%	80%	75%	-	78%	*	57%	-	-
Science	All Students	76%	79%	84%	57%	85%	*	*	-	-	-	83%	93%	41%	87%	83%	84%	84%	*	40%	-	-
	CWD	52%	47%	41%	*	40%	-	-	-	-	-	41%	-	41%	-	36%	50%	25%	*	*	-	-
	CWOD	79%	82%	87%	60%	88%	*	*	-	-	-	86%	93%	-	87%	87%	88%	87%	-	50%	-	-
	EL	62%	75%	83%	-	83%	*	*	-	-	-	82%	94%	36%	87%	83%	84%	82%	-	43%	-	-
	Male	76%	79%	84%	80%	84%	*	-	-	-	-	84%	88%	50%	88%	84%	84%	-	-	*	-	-
	Female	75%	79%	84%	*	86%	*	*	-	-	-	82%	96%	25%	87%	82%	-	84%	*	38%	-	-

STAAR Percent at Meets Grade Level or Above  
 All Grades

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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
All Subjects	All Students	48%	46%	<b>50%</b>	29%	50%	80%	*	*	-	-	49%	51%	11%	52%	42%	45%	54%	*	28%	-	-
	CWD	24%	17%	<b>11%</b>	8%	11%	-	-	-	-	-	11%	0%	11%	-	10%	14%	5%	*	0%	-	-
	CWOD	52%	49%	<b>52%</b>	36%	52%	80%	*	*	-	-	52%	52%	-	52%	45%	49%	56%	-	34%	-	-
	EL	31%	40%	<b>42%</b>	-	42%	78%	*	-	-	-	43%	38%	10%	45%	42%	39%	45%	-	19%	-	-
	Male	46%	43%	<b>45%</b>	29%	45%	100%	-	*	-	-	45%	47%	14%	49%	39%	45%	-	-	25%	-	-
	Female	49%	49%	<b>54%</b>	30%	54%	64%	*	-	-	-	54%	54%	5%	56%	45%	-	54%	*	29%	-	-
Reading	All Students	52%	52%	<b>58%</b>	25%	58%	89%	*	*	-	-	58%	60%	15%	61%	49%	50%	66%	*	41%	-	-
	CWD	24%	18%	<b>15%</b>	0%	16%	-	-	-	-	-	16%	*	15%	-	16%	16%	12%	*	*	-	-
	CWOD	56%	56%	<b>61%</b>	33%	61%	89%	*	*	-	-	61%	62%	-	61%	52%	54%	68%	-	48%	-	-
	EL	33%	45%	<b>49%</b>	-	49%	*	*	-	-	-	50%	45%	16%	52%	49%	44%	55%	-	29%	-	-
	Male	47%	46%	<b>50%</b>	19%	51%	*	-	*	-	-	51%	50%	16%	54%	44%	50%	-	-	33%	-	-
	Female	57%	59%	<b>66%</b>	*	66%	80%	*	-	-	-	65%	69%	12%	68%	55%	-	66%	*	44%	-	-
Mathematics	All Students	44%	38%	<b>40%</b>	28%	40%	75%	*	-	-	-	40%	37%	7%	42%	35%	38%	41%	*	10%	-	-
	CWD	24%	16%	<b>7%</b>	0%	8%	-	-	-	-	-	7%	*	7%	-	4%	10%	0%	*	*	-	-
	CWOD	47%	40%	<b>42%</b>	38%	42%	75%	*	-	-	-	43%	38%	-	42%	37%	41%	43%	-	12%	-	-
	EL	32%	35%	<b>35%</b>	-	34%	*	*	-	-	-	35%	30%	4%	37%	35%	32%	38%	-	8%	-	-
	Male	45%	38%	<b>38%</b>	29%	38%	*	-	-	-	-	38%	39%	10%	41%	32%	38%	-	-	0%	-	-
	Female	42%	38%	<b>41%</b>	*	41%	60%	*	-	-	-	42%	35%	0%	43%	38%	-	41%	*	14%	-	-
Science	All Students	46%	44%	<b>47%</b>	43%	47%	*	*	-	-	-	46%	55%	9%	50%	40%	46%	49%	*	20%	-	-
	CWD	24%	15%	<b>9%</b>	*	5%	-	-	-	-	-	9%	-	9%	-	7%	14%	0%	*	*	-	-
	CWOD	49%	47%	<b>50%</b>	40%	50%	*	*	-	-	-	49%	55%	-	50%	43%	49%	51%	-	33%	-	-
	EL	26%	36%	<b>40%</b>	-	40%	*	*	-	-	-	41%	38%	7%	43%	40%	42%	38%	-	14%	-	-
	Male	47%	44%	<b>46%</b>	60%	44%	*	-	-	-	-	45%	53%	14%	49%	42%	46%	-	-	*	-	-
	Female	44%	44%	<b>49%</b>	*	50%	*	*	-	-	-	48%	56%	0%	51%	38%	-	49%	*	13%	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	19%	14%	<b>15%</b>	16%	14%	40%	*	*	-	-	15%	16%	0%	16%	12%	13%	16%	*	10%	-	-
	CWD	7%	4%	<b>0%</b>	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	0%	-	-
	CWOD	21%	15%	<b>16%</b>	21%	15%	40%	*	*	-	-	16%	16%	-	16%	13%	15%	17%	-	13%	-	-
	EL	9%	11%	<b>12%</b>	-	11%	33%	*	-	-	-	12%	11%	0%	13%	12%	11%	12%	-	6%	-	-
	Male	18%	14%	<b>13%</b>	14%	13%	67%	-	*	-	-	13%	14%	0%	15%	11%	13%	-	-	5%	-	-
	Female	19%	15%	<b>16%</b>	20%	16%	18%	*	-	-	-	16%	17%	0%	17%	12%	-	16%	*	13%	-	-
Reading	All Students	20%	15%	<b>17%</b>	15%	17%	44%	*	*	-	-	17%	17%	0%	18%	14%	14%	20%	*	17%	-	-
	CWD	7%	3%	<b>0%</b>	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	22%	17%	<b>18%</b>	20%	18%	44%	*	*	-	-	18%	18%	-	18%	15%	15%	21%	-	20%	-	-
	EL	9%	11%	<b>14%</b>	-	14%	*	*	-	-	-	14%	12%	0%	15%	14%	12%	16%	-	6%	-	-
	Male	17%	13%	<b>14%</b>	13%	13%	*	-	*	-	-	14%	13%	0%	15%	12%	14%	-	-	8%	-	-
	Female	23%	18%	<b>20%</b>	*	20%	40%	*	-	-	-	20%	21%	0%	21%	16%	-	20%	*	22%	-	-

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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	18%	15%	15%	17%	14%	25%	*	-	-	-	14%	16%	0%	16%	10%	15%	14%	*	5%	-	-
	CWD	8%	5%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	20%	16%	16%	23%	15%	25%	*	-	-	-	15%	16%	-	16%	11%	17%	15%	-	6%	-	-
	EL	11%	12%	10%	-	10%	*	*	-	-	-	10%	13%	0%	11%	10%	11%	9%	-	8%	-	-
	Male	20%	16%	15%	14%	15%	*	-	-	-	-	15%	16%	0%	17%	11%	15%	-	-	0%	-	-
	Female	16%	14%	14%	*	14%	0%	*	-	-	-	14%	16%	0%	15%	9%	-	14%	*	7%	-	-
Science	All Students	17%	10%	10%	14%	9%	*	*	-	-	-	9%	11%	0%	10%	9%	9%	10%	*	0%	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	19%	10%	10%	20%	10%	*	*	-	-	-	10%	11%	-	10%	10%	10%	10%	-	0%	-	-
	EL	6%	6%	9%	-	9%	*	*	-	-	-	10%	6%	0%	10%	9%	12%	7%	-	0%	-	-
	Male	19%	11%	9%	20%	8%	*	-	-	-	-	9%	12%	0%	10%	12%	9%	-	-	*	-	-
	Female	16%	8%	10%	*	10%	*	*	-	-	-	10%	11%	0%	10%	7%	-	10%	*	0%	-	-

- 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 2022-23 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	73	58	73	89	*	*	-	-	74	55	72
CWD	55	35	58	-	-	-	-	-	55	55	43
CWOD	74	70	74	89	*	*	-	-	76	-	74
EL ◇	72	-	72	*	*	-	-	-	72	43	72
Male	72	55	72	*	-	*	-	-	74	49	73
Female	74	*	73	80	*	-	-	-	75	70	70
<b>Mathematics</b>											
All Students	64	70	63	81	*	-	-	-	64	57	61
CWD	57	55	57	-	-	-	-	-	58	57	58
CWOD	64	78	64	81	*	-	-	-	65	-	62
EL ◇	61	-	61	*	*	-	-	-	61	58	61

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	65	66	65	*	-	-	-	-	66	57	64
Female	62	*	62	70	*	-	-	-	63	57	59

- 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 2022.

	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 2022</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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
398	106	27%

- 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.

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**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	48	36	48	70	*	*	-	-	48	18	43
<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)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	N	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<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%
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 2022-23 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	99%	100%	99%	100%	*	*	-	-	99%	100%	100%	99%	99%	100%	99%	*
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	*
	CWOD	99%	100%	99%	100%	*	*	-	-	99%	100%	-	99%	99%	100%	99%	-
	EL	99%	-	99%	100%	*	-	-	-	100%	99%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-

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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>All Subjects</b>	Female	99%	100%	99%	100%	*	-	-	-	99%	99%	100%	99%	99%	-	99%	*
<b>Reading</b>	All Students	99%	100%	99%	100%	*	*	-	-	99%	99%	100%	99%	99%	100%	99%	*
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	99%	100%	99%	100%	*	*	-	-	99%	99%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	*	*	-	-	-	99%	98%	100%	99%	99%	100%	99%	-
	Male	100%	100%	99%	*	-	*	-	-	99%	100%	100%	99%	100%	100%	-	-
	Female	99%	*	99%	100%	*	-	-	-	99%	99%	100%	99%	99%	-	99%	*
<b>Mathematics</b>	All Students	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	99%	*
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	*	99%	100%	*	-	-	-	99%	100%	100%	99%	99%	-	99%	*
<b>Science</b>	All Students	99%	100%	99%	*	*	-	-	-	99%	100%	100%	99%	99%	99%	99%	*
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	99%	100%	99%	*	*	-	-	-	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	*	*	-	-	-	99%	100%	100%	99%	99%	99%	100%	-
	Male	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	99%	-	-
	Female	99%	*	99%	*	*	-	-	-	99%	100%	100%	99%	100%	-	99%	*
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	1%	0%	1%	0%	*	*	-	-	1%	0%	0%	1%	1%	0%	1%	*
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	1%	0%	1%	0%	*	*	-	-	1%	0%	-	1%	1%	0%	1%	-
	EL	1%	-	1%	0%	*	-	-	-	0%	1%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	*	-	-	-	1%	1%	0%	1%	1%	-	1%	*



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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
Reading	All Students	1%	0%	1%	0%	*	*	-	-	1%	1%	0%	1%	1%	0%	1%	*
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	1%	0%	1%	0%	*	*	-	-	1%	1%	-	1%	1%	1%	1%	-
	EL	1%	-	1%	*	*	-	-	-	1%	2%	0%	1%	1%	0%	1%	-
	Male	0%	0%	1%	*	-	*	-	-	1%	0%	0%	1%	0%	0%	-	-
	Female	1%	*	1%	0%	*	-	-	-	1%	1%	0%	1%	1%	-	1%	*
Mathematics	All Students	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	1%	*
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	*	1%	0%	*	-	-	-	1%	0%	0%	1%	1%	-	1%	*
Science	All Students	1%	0%	1%	*	*	-	-	-	1%	0%	0%	1%	1%	1%	1%	*
	CWD	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	1%	0%	1%	*	*	-	-	-	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	-	1%	*	*	-	-	-	1%	0%	0%	1%	1%	1%	0%	-
	Male	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	1%	-	-
	Female	1%	*	1%	*	*	-	-	-	1%	0%	0%	1%	0%	-	1%	*
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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	18	1	17	0	0	0	0	0	11		
	Female	6	0	6	0	0	0	0	0	2		
	Total	24	1	23	0	0	0	0	0	13		
<b>Out-of-School Suspensions</b>												
	Male	21	1	20	0	0	0	0	0	11		
	Female	2	0	2	0	0	0	0	0	0		
	Total	23	1	22	0	0	0	0	0	11		
<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	4	0	2	2	0	0	0	0	0		
	Female	2	0	1	0	1	0	0	0	0		
	Total	6	0	3	2	1	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>												
	Male	2	0	2	0	0	0	0	0	2		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	2		1
<b>Out-of-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	3	0	3	0	0	0	0	0	3		1
	Female	1	0	1	0	0	0	0	0	1		0
	Total	4	0	4	0	0	0	0	0	4		1
<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	33	2	31	-8	-8	-8	-8	-8	11	2	3
	Female	32	1	31	-8	-8	-8	-8	-8	8	1	-8
	Total	65	3	62	-8	-8	-8	-8	-8	19	3	3

	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	5
Incidents of threats of physical attack with a weapon	0

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	Total
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	3
On the basis of race	2
On the basis of disability	0
On the basis of sexual orientation	1
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	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
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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	50.6	96.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						

	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	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	-	-
Reading	52,275	1%	84	1%	-	-
Mathematics	46,462	2%	73	1%	-	-
Science	19,024	1%	21	0%	-	-

- 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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	21%	43%	20%	0%	*	*	*	*	21%	28%	17%

- Indicates there are no students in the group.

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



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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	70%	63%	70%	-	-	-	-	*	70%	78%	13%	76%	64%	64%	76%	-	75%	-	-
	CWD	45%	43%	13%	*	15%	-	-	-	-	-	14%	*	13%	-	13%	8%	*	-	*	-	-
	CWOD	81%	78%	76%	83%	76%	-	-	-	-	*	76%	88%	-	76%	69%	75%	77%	-	86%	-	-
	EL	62%	75%	64%	*	65%	-	-	-	-	-	64%	-	13%	69%	64%	59%	67%	-	*	-	-
	Male	72%	70%	64%	60%	65%	-	-	-	-	-	64%	*	8%	75%	59%	64%	-	-	*	-	-
	Female	80%	81%	76%	*	76%	-	-	-	-	*	75%	80%	*	77%	67%	-	76%	-	*	-	-

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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	74%	68%	68%	50%	68%	-	-	-	-	*	67%	78%	27%	72%	63%	64%	71%	-	63%	-	-	
	CWD	51%	48%	27%	*	31%	-	-	-	-	-	29%	*	27%	-	25%	25%	*	-	*	-	-	
	CWOD	78%	70%	72%	67%	72%	-	-	-	-	*	71%	88%	-	72%	67%	72%	72%	-	71%	-	-	
	EL	65%	69%	63%	*	63%	-	-	-	-	-	63%	-	25%	67%	63%	62%	63%	-	*	-	-	
	Male	75%	69%	64%	40%	66%	-	-	-	-	-	64%	*	25%	72%	62%	64%	-	-	*	-	-	
	Female	73%	68%	71%	*	70%	-	-	-	-	*	70%	80%	*	72%	63%	-	71%	-	*	-	-	
Grade 7																							
Reading	All Students	77%	76%	74%	60%	76%	-	-	-	-	-	76%	56%	40%	78%	73%	67%	83%	-	64%	-	-	
	CWD	45%	44%	40%	*	36%	-	-	-	-	-	40%	-	40%	-	33%	20%	80%	-	*	-	-	
	CWOD	82%	79%	78%	57%	80%	-	-	-	-	-	80%	56%	-	78%	80%	73%	83%	-	63%	-	-	
	EL	62%	73%	73%	-	73%	-	-	-	-	-	72%	*	33%	80%	73%	72%	74%	-	*	-	-	
	Male	73%	70%	67%	40%	68%	-	-	-	-	-	68%	*	20%	73%	72%	67%	-	-	43%	-	-	
	Female	81%	82%	83%	70%	85%	-	-	-	-	-	85%	60%	80%	83%	74%	-	83%	-	*	-	-	
Mathematics	All Students	61%	61%	48%	20%	51%	-	-	-	-	-	48%	44%	0%	53%	48%	46%	51%	-	18%	-	-	
	CWD	37%	31%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	66%	64%	53%	21%	57%	-	-	-	-	-	54%	44%	-	53%	58%	52%	55%	-	25%	-	-	
	EL	47%	59%	48%	-	48%	-	-	-	-	-	47%	*	0%	58%	48%	50%	45%	-	*	-	-	
	Male	62%	59%	46%	20%	47%	-	-	-	-	-	47%	*	0%	52%	50%	46%	-	-	29%	-	-	
	Female	60%	62%	51%	20%	56%	-	-	-	-	-	50%	60%	0%	55%	45%	-	51%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	86%	78%	75%	79%	*	-	-	-	*	80%	57%	36%	81%	80%	66%	93%	-	57%	-	-	
	CWD	51%	52%	36%	-	30%	*	-	-	-	-	36%	-	36%	-	20%	13%	*	-	*	-	-	
	CWOD	86%	89%	81%	75%	83%	-	-	-	-	*	84%	57%	-	81%	86%	72%	92%	-	67%	-	-	
	EL	68%	85%	80%	-	80%	-	-	-	-	-	83%	*	20%	86%	80%	65%	93%	-	*	-	-	
	Male	78%	81%	66%	20%	70%	-	-	-	-	-	67%	60%	13%	72%	65%	66%	-	-	*	-	-	
	Female	86%	92%	93%	100%	93%	*	-	-	-	*	95%	*	*	92%	93%	-	93%	-	*	-	-	
Mathematics	All Students	74%	69%	45%	36%	47%	*	-	-	-	*	46%	36%	36%	46%	52%	47%	43%	-	43%	-	-	
	CWD	48%	48%	36%	-	30%	*	-	-	-	-	36%	-	36%	-	20%	38%	*	-	*	-	-	
	CWOD	79%	71%	46%	36%	49%	-	-	-	-	*	47%	36%	-	46%	57%	48%	44%	-	33%	-	-	
	EL	64%	69%	52%	-	52%	-	-	-	-	-	55%	*	20%	57%	52%	55%	50%	-	*	-	-	
	Male	73%	67%	47%	20%	50%	-	-	-	-	-	46%	50%	38%	48%	55%	47%	-	-	*	-	-	
	Female	76%	71%	43%	44%	43%	*	-	-	-	*	46%	*	*	44%	50%	-	43%	-	*	-	-	
Science	All Students	73%	72%	59%	50%	61%	*	-	-	-	*	60%	50%	27%	62%	56%	60%	57%	-	14%	-	-	
	CWD	45%	38%	27%	-	20%	*	-	-	-	-	27%	-	27%	-	20%	25%	*	-	*	-	-	
	CWOD	76%	74%	62%	50%	64%	-	-	-	-	*	63%	50%	-	62%	60%	64%	58%	-	17%	-	-	
	EL	56%	68%	56%	-	56%	-	-	-	-	-	58%	*	20%	60%	56%	54%	59%	-	*	-	-	
	Male	73%	71%	60%	20%	64%	-	-	-	-	-	61%	60%	25%	64%	54%	60%	-	-	*	-	-	
	Female	72%	72%	57%	64%	56%	*	-	-	-	*	59%	*	*	58%	59%	-	57%	-	*	-	-	
End of Course																							

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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 I	All Students	70%	73%	72%	58%	73%	*	-	-	-	-	*	72%	78%	40%	77%	58%	68%	78%	*	75%	-	-
	CWD	37%	32%	40%	*	43%	-	-	-	-	-	-	42%	*	40%	-	29%	38%	44%	-	*	-	-
	CWOD	75%	78%	77%	70%	77%	*	-	-	-	-	*	76%	82%	-	77%	65%	73%	81%	*	80%	-	-
	EL	49%	66%	58%	-	58%	*	-	-	-	-	-	56%	86%	29%	65%	58%	52%	66%	-	67%	-	-
	Male	65%	69%	68%	43%	69%	*	-	-	-	-	-	66%	83%	38%	73%	52%	68%	-	-	78%	-	-
	Female	76%	79%	78%	80%	77%	*	-	-	-	-	*	78%	67%	44%	81%	66%	-	78%	*	71%	-	-
English II	All Students	73%	76%	79%	69%	79%	*	-	-	-	-	*	81%	61%	45%	84%	68%	73%	86%	-	70%	-	-
	CWD	39%	29%	45%	*	53%	-	-	-	-	-	-	53%	*	45%	-	29%	42%	50%	-	*	-	-
	CWOD	77%	82%	84%	90%	83%	*	-	-	-	-	*	85%	73%	-	84%	72%	77%	91%	-	88%	-	-
	EL	48%	68%	68%	-	68%	*	-	-	-	-	-	69%	63%	29%	72%	68%	63%	74%	-	50%	-	-
	Male	68%	71%	73%	50%	74%	-	-	-	-	-	*	74%	62%	42%	77%	63%	73%	-	-	80%	-	-
	Female	78%	82%	86%	86%	86%	*	-	-	-	-	-	88%	60%	50%	91%	74%	-	86%	-	60%	-	-
Algebra I	All Students	77%	82%	75%	77%	75%	*	-	-	-	-	*	76%	60%	35%	79%	67%	73%	77%	*	75%	-	-
	CWD	52%	47%	35%	*	37%	-	-	-	-	-	-	37%	*	35%	-	27%	42%	25%	-	*	-	-
	CWOD	81%	85%	79%	83%	79%	*	-	-	-	-	*	80%	63%	-	79%	74%	77%	81%	*	80%	-	-
	EL	69%	80%	67%	-	67%	*	-	-	-	-	-	71%	29%	27%	74%	67%	67%	68%	-	60%	-	-
	Male	74%	79%	73%	83%	72%	*	-	-	-	-	-	74%	67%	42%	77%	67%	73%	-	-	78%	-	-
	Female	81%	85%	77%	71%	78%	*	-	-	-	-	*	79%	50%	25%	81%	68%	-	77%	*	71%	-	-
Biology	All Students	87%	86%	82%	73%	82%	*	-	-	-	-	*	82%	75%	50%	85%	70%	83%	80%	*	93%	-	-
	CWD	67%	54%	50%	*	57%	-	-	-	-	-	-	50%	-	50%	-	50%	30%	83%	-	*	-	-
	CWOD	90%	89%	85%	89%	85%	*	-	-	-	-	*	86%	75%	-	85%	75%	91%	80%	*	92%	-	-
	EL	75%	82%	70%	-	70%	*	-	-	-	-	-	70%	*	50%	75%	70%	66%	76%	-	100%	-	-
	Male	85%	86%	83%	71%	84%	*	-	-	-	-	-	83%	86%	30%	91%	66%	83%	-	-	100%	-	-
	Female	89%	87%	80%	*	80%	*	-	-	-	-	*	82%	60%	83%	80%	76%	-	80%	*	83%	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	51%	48%	44%	63%	42%	-	-	-	-	-	*	43%	56%	13%	47%	35%	33%	54%	-	50%	-	-
	CWD	24%	23%	13%	*	15%	-	-	-	-	-	-	14%	*	13%	-	13%	8%	*	-	*	-	-
	CWOD	56%	50%	47%	83%	45%	-	-	-	-	-	*	46%	63%	-	47%	38%	38%	55%	-	57%	-	-
	EL	34%	47%	35%	*	35%	-	-	-	-	-	-	35%	-	13%	38%	35%	26%	41%	-	*	-	-
	Male	47%	41%	33%	60%	31%	-	-	-	-	-	-	32%	*	8%	38%	26%	33%	-	-	*	-	-
	Female	56%	55%	54%	*	53%	-	-	-	-	-	*	53%	60%	*	55%	41%	-	54%	-	*	-	-
Mathematics	All Students	38%	28%	34%	38%	34%	-	-	-	-	-	*	32%	56%	13%	36%	25%	36%	32%	-	38%	-	-
	CWD	22%	20%	13%	*	15%	-	-	-	-	-	-	14%	*	13%	-	13%	8%	*	-	*	-	-
	CWOD	41%	29%	36%	50%	36%	-	-	-	-	-	*	34%	63%	-	36%	26%	41%	32%	-	43%	-	-
	EL	26%	27%	25%	*	25%	-	-	-	-	-	-	25%	-	13%	26%	25%	32%	20%	-	*	-	-
	Male	41%	31%	36%	20%	37%	-	-	-	-	-	-	35%	*	8%	41%	32%	36%	-	-	*	-	-
	Female	36%	26%	32%	*	31%	-	-	-	-	-	*	30%	60%	*	32%	20%	-	32%	-	*	-	-
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	53%	50%	47%	20%	50%	-	-	-	-	-	48%	22%	0%	52%	45%	42%	52%	-	18%	-	-
	CWD	24%	20%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	58%	52%	52%	21%	55%	-	-	-	-	-	54%	22%	-	52%	54%	48%	56%	-	25%	-	-
	EL	33%	45%	45%	-	45%	-	-	-	-	-	46%	*	0%	54%	45%	47%	43%	-	*	-	-
	Male	49%	43%	42%	20%	43%	-	-	-	-	-	44%	*	0%	48%	47%	42%	-	-	29%	-	-
	Female	57%	56%	52%	20%	57%	-	-	-	-	-	53%	40%	0%	56%	43%	-	52%	-	*	-	-
Mathematics	All Students	36%	36%	24%	0%	26%	-	-	-	-	-	24%	11%	0%	26%	20%	23%	24%	-	9%	-	-
	CWD	20%	19%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	39%	37%	26%	0%	29%	-	-	-	-	-	27%	11%	-	26%	24%	27%	26%	-	13%	-	-
	EL	22%	34%	20%	-	20%	-	-	-	-	-	21%	*	0%	24%	20%	25%	14%	-	*	-	-
	Male	38%	36%	23%	0%	25%	-	-	-	-	-	25%	*	0%	27%	25%	23%	-	-	14%	-	-
	Female	34%	35%	24%	0%	28%	-	-	-	-	-	24%	20%	0%	26%	14%	-	24%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	49%	38%	50%	*	-	-	-	*	50%	36%	9%	52%	49%	43%	56%	-	14%	-	-
	CWD	24%	21%	9%	-	0%	*	-	-	-	-	9%	-	9%	-	0%	0%	*	-	*	-	-
	CWOD	61%	64%	52%	38%	55%	-	-	-	-	*	54%	36%	-	52%	54%	47%	57%	-	17%	-	-
	EL	34%	55%	49%	-	49%	-	-	-	-	-	51%	*	0%	54%	49%	42%	55%	-	*	-	-
	Male	50%	54%	43%	0%	46%	-	-	-	-	-	43%	40%	0%	47%	42%	43%	-	-	*	-	-
	Female	62%	68%	56%	55%	56%	*	-	-	-	*	58%	*	*	57%	55%	-	56%	-	*	-	-
Mathematics	All Students	45%	29%	8%	7%	8%	*	-	-	-	*	9%	0%	0%	9%	17%	8%	8%	-	0%	-	-
	CWD	24%	13%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	48%	30%	9%	7%	9%	-	-	-	-	*	10%	0%	-	9%	19%	9%	8%	-	0%	-	-
	EL	31%	31%	17%	-	17%	-	-	-	-	-	18%	*	0%	19%	17%	20%	14%	-	*	-	-
	Male	44%	27%	8%	20%	7%	-	-	-	-	-	9%	0%	0%	9%	20%	8%	-	-	*	-	-
	Female	45%	31%	8%	0%	10%	*	-	-	-	*	8%	*	*	8%	14%	-	8%	-	*	-	-
Science	All Students	46%	41%	32%	25%	34%	*	-	-	-	*	32%	36%	0%	35%	33%	35%	29%	-	14%	-	-
	CWD	24%	16%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	49%	43%	35%	25%	37%	-	-	-	-	*	35%	36%	-	35%	36%	38%	31%	-	17%	-	-
	EL	26%	37%	33%	-	33%	-	-	-	-	-	34%	*	0%	36%	33%	35%	31%	-	*	-	-
	Male	48%	43%	35%	0%	37%	-	-	-	-	-	34%	40%	0%	38%	35%	35%	-	-	*	-	-
	Female	43%	39%	29%	36%	29%	*	-	-	-	*	30%	*	*	31%	31%	-	29%	-	*	-	-
End of Course																						
English I	All Students	50%	51%	45%	42%	45%	*	-	-	-	*	45%	39%	8%	50%	22%	41%	49%	*	56%	-	-
	CWD	20%	14%	8%	*	9%	-	-	-	-	-	8%	*	8%	-	7%	6%	11%	-	*	-	-
	CWOD	54%	55%	50%	50%	50%	*	-	-	-	*	51%	41%	-	50%	25%	47%	53%	*	60%	-	-
	EL	26%	39%	22%	-	22%	*	-	-	-	-	24%	0%	7%	25%	22%	11%	34%	-	50%	-	-
	Male	44%	45%	41%	43%	41%	*	-	-	-	-	40%	50%	6%	47%	11%	41%	-	-	56%	-	-
	Female	57%	58%	49%	40%	49%	*	-	-	-	*	51%	17%	11%	53%	34%	-	49%	*	57%	-	-



Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	51%	46%	51%	*	-	-	-	*	52%	39%	18%	56%	42%	42%	61%	-	30%	-	-
	CWD	22%	15%	18%	*	21%	-	-	-	-	-	21%	*	18%	-	14%	17%	20%	-	*	-	-
	CWOD	57%	59%	56%	60%	55%	*	-	-	-	*	57%	47%	-	56%	45%	46%	67%	-	38%	-	-
	EL	23%	43%	42%	-	42%	*	-	-	-	-	44%	25%	14%	45%	42%	30%	57%	-	17%	-	-
	Male	47%	48%	42%	17%	43%	-	-	-	-	*	42%	38%	17%	46%	30%	42%	-	-	0%	-	-
	Female	60%	62%	61%	71%	60%	*	-	-	-	-	63%	40%	20%	67%	57%	-	61%	-	60%	-	-
Algebra I	All Students	42%	48%	31%	31%	31%	*	-	-	-	*	32%	20%	10%	33%	22%	34%	27%	*	25%	-	-
	CWD	19%	11%	10%	*	11%	-	-	-	-	-	11%	*	10%	-	0%	8%	13%	-	*	-	-
	CWOD	45%	51%	33%	33%	33%	*	-	-	-	*	34%	21%	-	33%	25%	37%	28%	*	27%	-	-
	EL	29%	42%	22%	-	21%	*	-	-	-	-	24%	0%	0%	25%	22%	18%	26%	-	40%	-	-
	Male	40%	46%	34%	33%	35%	*	-	-	-	-	35%	33%	8%	37%	18%	34%	-	-	33%	-	-
	Female	44%	50%	27%	29%	26%	*	-	-	-	*	29%	0%	13%	28%	26%	-	27%	*	14%	-	-
Biology	All Students	54%	47%	35%	36%	35%	*	-	-	-	*	34%	42%	6%	38%	19%	42%	28%	*	29%	-	-
	CWD	27%	14%	6%	*	7%	-	-	-	-	-	6%	-	6%	-	0%	10%	0%	-	*	-	-
	CWOD	58%	51%	38%	44%	38%	*	-	-	-	*	38%	42%	-	38%	23%	46%	30%	*	31%	-	-
	EL	29%	35%	19%	-	19%	*	-	-	-	-	20%	*	0%	23%	19%	21%	16%	-	40%	-	-
	Male	53%	46%	42%	43%	42%	*	-	-	-	-	40%	57%	10%	46%	21%	42%	-	-	38%	-	-
	Female	55%	49%	28%	*	27%	*	-	-	-	*	28%	20%	0%	30%	16%	-	28%	*	17%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	21%	13%	22%	-	-	-	-	*	21%	22%	13%	22%	11%	12%	29%	-	50%	-	-
	CWD	7%	5%	13%	*	15%	-	-	-	-	-	14%	*	13%	-	13%	8%	*	-	*	-	-
	CWOD	24%	19%	22%	17%	22%	-	-	-	-	*	22%	25%	-	22%	11%	13%	29%	-	57%	-	-
	EL	10%	14%	11%	*	11%	-	-	-	-	-	11%	-	13%	11%	11%	9%	13%	-	*	-	-
	Male	19%	16%	12%	0%	13%	-	-	-	-	-	13%	*	8%	13%	9%	12%	-	-	*	-	-
	Female	24%	19%	29%	*	30%	-	-	-	-	*	29%	40%	*	29%	13%	-	29%	-	*	-	-
Mathematics	All Students	15%	7%	9%	0%	10%	-	-	-	-	*	8%	22%	7%	10%	4%	10%	9%	-	13%	-	-
	CWD	8%	7%	7%	*	8%	-	-	-	-	-	7%	*	7%	-	0%	8%	*	-	*	-	-
	CWOD	16%	7%	10%	0%	10%	-	-	-	-	*	9%	25%	-	10%	4%	10%	9%	-	14%	-	-
	EL	8%	6%	4%	*	4%	-	-	-	-	-	4%	-	0%	4%	4%	6%	2%	-	*	-	-
	Male	17%	9%	10%	0%	10%	-	-	-	-	-	9%	*	8%	10%	6%	10%	-	-	*	-	-
	Female	13%	5%	9%	*	9%	-	-	-	-	*	8%	20%	*	9%	2%	-	9%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	21%	0%	23%	-	-	-	-	-	22%	11%	0%	23%	20%	19%	24%	-	0%	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	29%	23%	23%	0%	26%	-	-	-	-	-	24%	11%	-	23%	24%	21%	26%	-	0%	-	-
	EL	11%	18%	20%	-	20%	-	-	-	-	-	20%	*	0%	24%	20%	25%	13%	-	*	-	-
	Male	23%	19%	19%	0%	20%	-	-	-	-	-	19%	*	0%	21%	25%	19%	-	-	0%	-	-
	Female	30%	25%	24%	0%	28%	-	-	-	-	-	24%	20%	0%	26%	13%	-	24%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	5%	0%	5%	-	-	-	-	-	4%	11%	0%	5%	4%	4%	6%	-	0%	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	12%	11%	5%	0%	6%	-	-	-	-	-	5%	11%	-	5%	4%	4%	6%	-	0%	-	-
	EL	5%	10%	4%	-	4%	-	-	-	-	-	4%	*	0%	4%	4%	6%	0%	-	*	-	-
	Male	12%	12%	4%	0%	4%	-	-	-	-	-	4%	*	0%	4%	6%	4%	-	-	0%	-	-
	Female	10%	8%	6%	0%	7%	-	-	-	-	-	5%	20%	0%	6%	0%	-	6%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	27%	24%	15%	19%	15%	*	-	-	-	*	15%	7%	0%	16%	16%	13%	16%	-	14%	-	-
	CWD	7%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	30%	26%	16%	19%	16%	-	-	-	-	*	17%	7%	-	16%	18%	15%	17%	-	17%	-	-
	EL	10%	19%	16%	-	16%	-	-	-	-	-	17%	*	0%	18%	16%	19%	14%	-	*	-	-
	Male	23%	20%	13%	0%	14%	-	-	-	-	-	14%	10%	0%	15%	19%	13%	-	-	*	-	-
	Female	32%	28%	16%	27%	15%	*	-	-	-	*	17%	*	*	17%	14%	-	16%	-	*	-	-
Mathematics	All Students	17%	6%	1%	0%	1%	*	-	-	-	*	1%	0%	0%	1%	2%	2%	0%	-	0%	-	-
	CWD	8%	4%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	6%	1%	0%	1%	-	-	-	-	*	1%	0%	-	1%	3%	2%	0%	-	0%	-	-
	EL	8%	6%	2%	-	2%	-	-	-	-	-	3%	*	0%	3%	2%	5%	0%	-	*	-	-
	Male	17%	6%	2%	0%	2%	-	-	-	-	-	2%	0%	0%	2%	5%	2%	-	-	*	-	-
	Female	16%	6%	0%	0%	0%	*	-	-	-	*	0%	*	*	0%	0%	-	0%	-	*	-	-
Science	All Students	16%	9%	6%	0%	7%	*	-	-	-	*	6%	7%	0%	7%	7%	10%	1%	-	0%	-	-
	CWD	6%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	10%	7%	0%	8%	-	-	-	-	*	6%	7%	-	7%	8%	11%	2%	-	0%	-	-
	EL	5%	7%	7%	-	7%	-	-	-	-	-	8%	*	0%	8%	7%	15%	0%	-	*	-	-
	Male	18%	11%	10%	0%	11%	-	-	-	-	-	10%	10%	0%	11%	15%	10%	-	-	*	-	-
	Female	14%	7%	1%	0%	2%	*	-	-	-	*	2%	*	*	2%	0%	-	1%	-	*	-	-
<b>End of Course</b>																						
English I	All Students	13%	10%	6%	0%	7%	*	-	-	-	*	7%	6%	0%	7%	1%	9%	3%	*	0%	-	-
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	11%	7%	0%	8%	*	-	-	-	*	8%	6%	-	7%	2%	11%	4%	*	0%	-	-
	EL	2%	3%	1%	-	1%	*	-	-	-	-	1%	0%	0%	2%	1%	0%	3%	-	0%	-	-
	Male	10%	8%	9%	0%	10%	*	-	-	-	-	9%	8%	0%	11%	0%	9%	-	-	0%	-	-
	Female	16%	12%	3%	0%	3%	*	-	-	-	*	3%	0%	0%	4%	3%	-	3%	*	0%	-	-
English II	All Students	8%	5%	2%	8%	2%	*	-	-	-	*	3%	0%	0%	3%	0%	3%	1%	-	0%	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	5%	3%	10%	2%	*	-	-	-	*	3%	0%	-	3%	0%	4%	1%	-	0%	-	-
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Male	7%	4%	3%	0%	4%	-	-	-	-	*	4%	0%	0%	4%	0%	3%	-	-	0%	-	-
	Female	10%	5%	1%	14%	0%	*	-	-	-	-	1%	0%	0%	1%	0%	-	1%	-	0%	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	11%	23%	11%	*	-	-	-	*	11%	15%	0%	12%	6%	14%	8%	*	19%	-	-
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	28%	12%	25%	12%	*	-	-	-	*	12%	16%	-	12%	7%	16%	9%	*	20%	-	-
	EL	12%	20%	6%	-	6%	*	-	-	-	-	7%	0%	0%	7%	6%	7%	5%	-	40%	-	-
	Male	22%	26%	14%	33%	13%	*	-	-	-	-	13%	25%	0%	16%	7%	14%	-	-	22%	-	-
	Female	23%	26%	8%	14%	8%	*	-	-	-	*	9%	0%	0%	9%	5%	-	8%	*	14%	-	-
Biology	All Students	20%	10%	3%	0%	3%	*	-	-	-	*	3%	8%	0%	3%	0%	6%	0%	*	0%	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	11%	3%	0%	4%	*	-	-	-	*	3%	8%	-	3%	0%	7%	0%	*	0%	-	-
	EL	6%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	0%	-	-
	Male	21%	12%	6%	0%	7%	*	-	-	-	-	5%	14%	0%	7%	0%	6%	-	-	0%	-	-
	Female	20%	8%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*	0%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	69%	57%	70%	100%	-	-	-	56%	70%	62%	33%	73%	64%	66%	73%	*	63%	-	-
	CWD	48%	42%	33%	7%	34%	*	-	-	-	-	34%	0%	33%	-	25%	26%	47%	-	25%	-	-
	CWOD	79%	79%	73%	62%	74%	100%	-	-	-	56%	74%	65%	-	73%	70%	71%	75%	*	69%	-	-
	EL	62%	72%	64%	*	64%	*	-	-	-	-	64%	53%	25%	70%	64%	61%	67%	-	59%	-	-
	Male	73%	73%	66%	44%	67%	*	-	-	-	*	66%	65%	26%	71%	61%	66%	-	-	61%	-	-
	Female	77%	79%	73%	66%	74%	100%	-	-	-	50%	75%	56%	47%	75%	67%	-	73%	*	66%	-	-
Reading	All Students	76%	77%	75%	66%	75%	*	-	-	-	*	75%	66%	36%	79%	67%	68%	83%	*	69%	-	-
	CWD	46%	38%	36%	13%	38%	*	-	-	-	-	39%	0%	36%	-	26%	26%	57%	-	25%	-	-
	CWOD	80%	81%	79%	73%	80%	*	-	-	-	*	80%	71%	-	79%	73%	74%	85%	*	77%	-	-
	EL	60%	73%	67%	*	67%	*	-	-	-	-	67%	67%	26%	73%	67%	61%	74%	-	65%	-	-
	Male	72%	72%	68%	43%	69%	*	-	-	-	*	68%	67%	26%	74%	61%	68%	-	-	61%	-	-
	Female	80%	83%	83%	83%	83%	*	-	-	-	*	84%	64%	57%	85%	74%	-	83%	*	79%	-	-
Mathematics	All Students	74%	72%	62%	44%	63%	*	-	-	-	*	62%	55%	25%	66%	59%	60%	64%	*	52%	-	-
	CWD	49%	43%	25%	*	25%	*	-	-	-	-	25%	*	25%	-	18%	26%	21%	-	17%	-	-
	CWOD	78%	75%	66%	48%	67%	*	-	-	-	*	66%	57%	-	66%	65%	65%	67%	*	58%	-	-
	EL	65%	71%	59%	*	60%	*	-	-	-	-	61%	30%	18%	65%	59%	60%	59%	-	38%	-	-
	Male	73%	70%	60%	43%	61%	*	-	-	-	-	60%	57%	26%	65%	60%	60%	-	-	52%	-	-
	Female	74%	73%	64%	45%	66%	*	-	-	-	*	65%	52%	21%	67%	59%	-	64%	*	53%	-	-
Science	All Students	76%	79%	71%	59%	72%	*	-	-	-	*	72%	62%	41%	74%	63%	72%	69%	*	70%	-	-
	CWD	52%	47%	41%	*	42%	*	-	-	-	-	41%	-	41%	-	40%	28%	67%	-	*	-	-
	CWOD	79%	82%	74%	64%	75%	*	-	-	-	*	75%	62%	-	74%	67%	78%	70%	*	72%	-	-
	EL	62%	75%	63%	-	63%	*	-	-	-	-	64%	50%	40%	67%	63%	60%	67%	-	83%	-	-
	Male	76%	79%	72%	50%	74%	*	-	-	-	-	72%	71%	28%	78%	60%	72%	-	-	73%	-	-
	Female	75%	79%	69%	67%	70%	*	-	-	-	*	71%	44%	67%	70%	67%	-	69%	*	60%	-	-

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
SAT/ACT All Subjects	All Students	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	91%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	48%	46%	<b>37%</b>	29%	38%	30%	-	-	-	44%	37%	32%	8%	40%	30%	35%	39%	*	28%	-	-
	CWD	24%	17%	<b>8%</b>	0%	8%	*	-	-	-	-	8%	0%	8%	-	4%	6%	12%	-	0%	-	-
	CWOD	52%	49%	<b>40%</b>	32%	41%	29%	-	-	-	44%	41%	34%	-	40%	34%	39%	41%	*	33%	-	-
	EL	31%	40%	<b>30%</b>	*	30%	*	-	-	-	-	31%	6%	4%	34%	30%	27%	33%	-	26%	-	-
	Male	46%	43%	<b>35%</b>	25%	36%	*	-	-	-	*	35%	35%	6%	39%	27%	35%	-	-	26%	-	-
	Female	49%	49%	<b>39%</b>	33%	39%	43%	-	-	-	38%	40%	27%	12%	41%	33%	-	39%	*	30%	-	-
Reading	All Students	52%	52%	<b>47%</b>	39%	47%	*	-	-	-	*	48%	38%	10%	51%	37%	40%	54%	*	37%	-	-
	CWD	24%	18%	<b>10%</b>	0%	10%	*	-	-	-	-	11%	0%	10%	-	7%	7%	17%	-	0%	-	-
	CWOD	56%	56%	<b>51%</b>	45%	52%	*	-	-	-	*	52%	41%	-	51%	42%	45%	57%	*	43%	-	-
	EL	33%	45%	<b>37%</b>	*	38%	*	-	-	-	-	39%	11%	7%	42%	37%	30%	46%	-	25%	-	-
	Male	47%	46%	<b>40%</b>	29%	41%	*	-	-	-	*	40%	40%	7%	45%	30%	40%	-	-	29%	-	-
	Female	57%	59%	<b>54%</b>	47%	55%	*	-	-	-	*	55%	36%	17%	57%	46%	-	54%	*	46%	-	-
Mathematics	All Students	44%	38%	<b>26%</b>	16%	27%	*	-	-	-	*	26%	20%	7%	28%	22%	27%	24%	*	19%	-	-
	CWD	24%	16%	<b>7%</b>	*	7%	*	-	-	-	-	7%	*	7%	-	3%	5%	11%	-	0%	-	-
	CWOD	47%	40%	<b>28%</b>	17%	29%	*	-	-	-	*	29%	21%	-	28%	24%	31%	25%	*	22%	-	-
	EL	32%	35%	<b>22%</b>	*	21%	*	-	-	-	-	22%	0%	3%	24%	22%	24%	20%	-	23%	-	-
	Male	45%	38%	<b>27%</b>	19%	28%	*	-	-	-	-	28%	21%	5%	31%	24%	27%	-	-	22%	-	-
	Female	42%	38%	<b>24%</b>	14%	26%	*	-	-	-	*	25%	19%	11%	25%	20%	-	24%	*	16%	-	-
Science	All Students	46%	44%	<b>34%</b>	30%	34%	*	-	-	-	*	33%	38%	4%	37%	26%	38%	28%	*	25%	-	-
	CWD	24%	15%	<b>4%</b>	*	4%	*	-	-	-	-	4%	-	4%	-	0%	6%	0%	-	*	-	-
	CWOD	49%	47%	<b>37%</b>	32%	37%	*	-	-	-	*	36%	38%	-	37%	30%	42%	30%	*	28%	-	-
	EL	26%	36%	<b>26%</b>	-	26%	*	-	-	-	-	27%	0%	0%	30%	26%	27%	24%	-	33%	-	-
	Male	47%	44%	<b>38%</b>	25%	40%	*	-	-	-	-	37%	47%	6%	42%	27%	38%	-	-	27%	-	-
	Female	44%	44%	<b>28%</b>	33%	28%	*	-	-	-	*	29%	22%	0%	30%	24%	-	28%	*	20%	-	-
SAT/ACT All Subjects	All Students	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	50%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	57%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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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
All Subjects	All Students	19%	14%	9%	6%	10%	0%	-	-	-	0%	9%	9%	2%	10%	6%	10%	9%	*	8%	-	-
	CWD	7%	4%	2%	0%	2%	*	-	-	-	-	2%	0%	2%	-	1%	2%	2%	-	0%	-	-
	CWOD	21%	15%	10%	6%	11%	0%	-	-	-	0%	10%	10%	-	10%	7%	11%	10%	*	9%	-	-
	EL	9%	11%	6%	*	6%	*	-	-	-	-	7%	0%	1%	7%	6%	8%	5%	-	8%	-	-
	Male	18%	14%	10%	3%	10%	*	-	-	-	*	10%	9%	2%	11%	8%	10%	-	-	7%	-	-
	Female	19%	15%	9%	8%	9%	0%	-	-	-	0%	9%	9%	2%	10%	5%	-	9%	*	9%	-	-
Reading	All Students	20%	15%	12%	8%	13%	*	-	-	-	*	13%	7%	2%	14%	9%	11%	14%	*	10%	-	-
	CWD	7%	3%	2%	0%	3%	*	-	-	-	-	2%	0%	2%	-	2%	2%	3%	-	0%	-	-
	CWOD	22%	17%	14%	9%	14%	*	-	-	-	*	14%	8%	-	14%	10%	12%	15%	*	11%	-	-
	EL	9%	11%	9%	*	9%	*	-	-	-	-	9%	0%	2%	10%	9%	9%	8%	-	5%	-	-
	Male	17%	13%	11%	0%	12%	*	-	-	-	*	12%	5%	2%	12%	9%	11%	-	-	4%	-	-
	Female	23%	18%	14%	14%	14%	*	-	-	-	*	14%	12%	3%	15%	8%	-	14%	*	17%	-	-
Mathematics	All Students	18%	15%	7%	6%	8%	*	-	-	-	*	7%	12%	2%	8%	4%	8%	6%	*	10%	-	-
	CWD	8%	5%	2%	*	2%	*	-	-	-	-	2%	*	2%	-	0%	2%	0%	-	0%	-	-
	CWOD	20%	16%	8%	7%	8%	*	-	-	-	*	8%	13%	-	8%	5%	9%	7%	*	11%	-	-
	EL	11%	12%	4%	*	4%	*	-	-	-	-	4%	0%	0%	5%	4%	6%	2%	-	15%	-	-
	Male	20%	16%	8%	10%	8%	*	-	-	-	-	8%	14%	2%	9%	6%	8%	-	-	13%	-	-
	Female	16%	14%	6%	3%	7%	*	-	-	-	*	6%	10%	0%	7%	2%	-	6%	*	5%	-	-
Science	All Students	17%	10%	5%	0%	5%	*	-	-	-	*	4%	8%	0%	5%	4%	8%	1%	*	0%	-	-
	CWD	7%	1%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	5%	0%	6%	*	-	-	-	*	5%	8%	-	5%	4%	9%	1%	*	0%	-	-
	EL	6%	6%	4%	-	4%	*	-	-	-	-	4%	0%	0%	4%	4%	7%	0%	-	0%	-	-
	Male	19%	11%	8%	0%	9%	*	-	-	-	-	7%	12%	0%	9%	7%	8%	-	-	0%	-	-
	Female	16%	8%	1%	0%	1%	*	-	-	-	*	1%	0%	0%	1%	0%	-	1%	*	0%	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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 2022-23 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)

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	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	73	73	73	*	-	-	-	*	73	51	70
CWD	51	45	50	*	-	-	-	-	52	51	42
CWOD	75	76	75	*	-	-	-	*	75	-	74
EL ◇	70	*	71	*	-	-	-	-	70	42	70
Male	67	63	67	*	-	-	-	*	67	36	65
Female	79	79	79	*	-	-	-	*	79	81	75
<b>Mathematics</b>											
All Students	51	47	51	*	-	-	-	*	52	44	48
CWD	44	*	45	*	-	-	-	-	44	44	34
CWOD	52	48	52	*	-	-	-	*	52	-	50
EL ◇	48	*	47	*	-	-	-	-	48	34	48
Male	51	32	52	*	-	-	-	-	52	36	50
Female	51	57	51	*	-	-	-	*	51	66	45

- 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 2022.

	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 2022</b>													
All Students	93.6%	83.3%	94.1%	*	*	*	-	-	93.7%	88.9%	90.0%	84.2%	-
CWD	88.9%	-	88.9%	-	-	-	-	-	87.5%	88.9%	*	*	-
CWOD	94.1%	83.3%	94.6%	*	*	*	-	-	94.3%	-	93.8%	88.2%	-
EL ◇	90.0%	-	90.0%	-	-	-	-	-	89.5%	*	90.0%	60.0%	-
Male	89.3%	*	90.4%	-	-	*	-	-	89.4%	87.5%	83.3%	70.0%	-
Female	98.1%	*	98.0%	*	*	-	-	-	97.9%	*	100.0%	100.0%	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
361	64	18%

- 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	38	31	39	43	-	-	-	33	39	14	33
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	56%	20%	57%	*	*	*	-	-	58%	100%	61%

- 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)

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	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	N	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<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	N		N						N		N



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

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 2022-23 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	100%	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%	100%	*
	EL	100%	*	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%	-	100%	*
<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%	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%	-	-
	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%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	99%	-	100%	*
<b>Science</b>	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	99%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	99%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	-	-

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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	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	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%	0%	*
	EL	0%	*	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%	-	0%	*
Reading	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%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	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%	*
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	1%	-	0%	*
Science	All Students	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	1%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	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
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 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	19	1	18	0	0	0	0	0	9		
	Female	19	9	10	0	0	0	0	0	5		
	Total	38	10	28	0	0	0	0	0	14		
<b>Out-of-School Suspensions</b>												
	Male	11	3	8	0	0	0	0	0	4		
	Female	6	1	5	0	0	0	0	0	2		
	Total	17	4	13	0	0	0	0	0	6		
<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	10	2	8	0	0	0	0	0	4		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	10	2	8	0	0	0	0	0	4		0
<b>Out-of-School Suspensions</b>												
	Male	8	1	7	0	0	0	0	0	4		1
	Female	0	0	0	0	0	0	0	0	0		1
	Total	8	1	7	0	0	0	0	0	4		2
<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	124	11	113	-8	-8	-8	-8	-8	44	24	5
	Female	88	9	78	1	-8	-8	-8	-8	23	11	3
	Total	212	20	191	1	-8	-8	-8	-8	67	35	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
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	12
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	13
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	5
On the basis of race	6
On the basis of disability	2
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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	106	4	101	0	0	1	0	0	28	8
	Female	102	1	99	1	1	0	0	0	16	2
	Total	208	5	200	1	1	1	0	0	44	10
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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.

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		57.4 100.0%
Teachers Teaching with Emergency or Provisional Credentials		6.0 11.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	-	-
Reading	52,275	1%	84	1%	-	-
Mathematics	46,462	2%	73	1%	-	-
Science	19,024	1%	21	0%	-	-

- 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



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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	60%	*	60%	-	-	-	-	-	61%	*	52%
In-State Private Institutions	6%	-	6%	-	-	-	-	-	5%	-	-
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 2021-22 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	28%	34%	29%	20%	*	*	-	18%	29%	36%	22%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	74%	57%	77%	*	-	-	-	*	75%	73%	40%	80%	81%	48%	97%	-	*	-	-
	CWD	45%	43%	40%	*	50%	-	-	-	-	-	38%	*	40%	-	*	38%	*	-	*	-	-
	CWOD	81%	78%	80%	80%	81%	*	-	-	-	*	81%	77%	-	80%	81%	52%	100%	-	*	-	-
	EL	62%	75%	81%	-	81%	-	-	-	-	-	79%	*	*	81%	81%	57%	100%	-	-	-	-
	Male	72%	70%	48%	*	54%	-	-	-	-	*	48%	50%	38%	52%	57%	48%	-	-	*	-	-
	Female	80%	81%	97%	*	97%	*	-	-	-	-	100%	89%	*	100%	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
Mathematics	All Students	74%	68%	69%	29%	74%	*	-	-	-	*	64%	87%	50%	72%	75%	61%	76%	-	*	-	-
	CWD	51%	48%	50%	*	63%	-	-	-	-	-	50%	*	50%	-	*	50%	*	-	*	-	-
	CWOD	78%	70%	72%	40%	75%	*	-	-	-	*	66%	92%	-	72%	74%	64%	77%	-	*	-	-
	EL	65%	69%	75%	-	75%	-	-	-	-	-	71%	*	*	74%	75%	79%	72%	-	-	-	-
	Male	75%	69%	61%	*	68%	-	-	-	-	*	56%	83%	50%	64%	79%	61%	-	-	*	-	-
	Female	73%	68%	76%	*	79%	*	-	-	-	-	71%	89%	*	77%	72%	-	76%	-	*	-	-
Grade 7																						
Reading	All Students	77%	76%	74%	79%	73%	*	-	*	-	*	73%	79%	33%	78%	54%	72%	77%	-	57%	-	-
	CWD	45%	44%	33%	*	29%	-	-	-	-	-	38%	*	33%	-	17%	29%	*	-	*	-	-
	CWOD	82%	79%	78%	83%	76%	*	-	*	-	*	76%	81%	-	78%	58%	77%	78%	-	67%	-	-
	EL	62%	73%	54%	-	53%	-	-	-	-	*	51%	64%	17%	58%	54%	48%	59%	-	*	-	-
	Male	73%	70%	72%	70%	70%	-	-	*	-	*	72%	69%	29%	77%	48%	72%	-	-	*	-	-
	Female	81%	82%	77%	*	75%	*	-	-	-	*	74%	87%	*	78%	59%	-	77%	-	*	-	-
Mathematics	All Students	61%	61%	58%	50%	57%	*	-	*	-	*	58%	55%	22%	60%	45%	64%	51%	-	14%	-	-
	CWD	37%	31%	22%	*	14%	-	-	-	-	-	25%	*	22%	-	17%	29%	*	-	*	-	-
	CWOD	66%	64%	60%	50%	60%	*	-	*	-	*	61%	57%	-	60%	49%	68%	52%	-	17%	-	-
	EL	47%	59%	45%	-	44%	-	-	-	-	*	47%	42%	17%	49%	45%	52%	40%	-	*	-	-
	Male	62%	59%	64%	60%	63%	-	-	*	-	*	63%	69%	29%	68%	52%	64%	-	-	*	-	-
	Female	60%	62%	51%	*	51%	*	-	-	-	*	53%	44%	*	52%	40%	-	51%	-	*	-	-
Grade 8																						
Reading	All Students	82%	86%	85%	78%	88%	*	*	-	-	-	89%	63%	56%	90%	83%	76%	94%	-	*	-	-
	CWD	51%	52%	56%	57%	50%	*	-	-	-	-	62%	40%	56%	-	*	50%	*	-	*	-	-
	CWOD	86%	89%	90%	85%	91%	*	*	-	-	-	92%	71%	-	90%	86%	82%	96%	-	*	-	-
	EL	68%	85%	83%	-	83%	-	-	-	-	-	86%	*	*	86%	83%	77%	90%	-	*	-	-
	Male	78%	81%	76%	63%	81%	-	*	-	-	-	80%	50%	50%	82%	77%	76%	-	-	*	-	-
	Female	86%	92%	94%	100%	93%	*	-	-	-	-	97%	78%	*	96%	90%	-	94%	-	-	-	-
Mathematics	All Students	74%	69%	68%	50%	74%	*	*	-	-	-	70%	54%	39%	74%	69%	57%	80%	-	*	-	-
	CWD	48%	48%	39%	43%	40%	*	-	-	-	-	46%	20%	39%	-	*	43%	*	-	*	-	-
	CWOD	79%	71%	74%	53%	80%	*	*	-	-	-	74%	75%	-	74%	75%	62%	84%	-	*	-	-
	EL	64%	69%	69%	-	69%	-	-	-	-	-	71%	*	*	75%	69%	65%	75%	-	*	-	-
	Male	73%	67%	57%	29%	67%	-	*	-	-	-	58%	50%	43%	62%	65%	57%	-	-	*	-	-
	Female	76%	71%	80%	88%	82%	*	-	-	-	-	83%	57%	*	84%	75%	-	80%	-	-	-	-
Science	All Students	73%	72%	76%	70%	79%	*	*	-	-	-	77%	68%	56%	78%	75%	71%	79%	-	*	-	-
	CWD	45%	38%	56%	86%	30%	*	-	-	-	-	54%	60%	56%	-	*	64%	*	-	*	-	-
	CWOD	76%	74%	78%	65%	83%	*	*	-	-	-	79%	71%	-	78%	80%	73%	83%	-	*	-	-
	EL	56%	68%	75%	-	75%	-	-	-	-	-	77%	*	*	80%	75%	73%	77%	-	*	-	-
	Male	73%	71%	71%	63%	75%	-	*	-	-	-	72%	70%	64%	73%	73%	71%	-	-	*	-	-
	Female	72%	72%	79%	82%	81%	*	-	-	-	-	81%	67%	*	83%	77%	-	79%	-	-	-	-
End of Course																						



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 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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 I	All Students	70%	73%	66%	56%	69%	*	-	*	-	*	70%	47%	23%	73%	56%	60%	75%	-	50%	-	-
	CWD	37%	32%	23%	29%	0%	-	-	*	-	-	20%	*	23%	-	*	13%	40%	-	*	-	-
	CWOD	75%	78%	73%	73%	74%	*	-	-	-	*	76%	50%	-	73%	61%	67%	79%	-	60%	-	-
	EL	49%	66%	56%	-	57%	*	-	-	-	-	61%	*	*	61%	56%	48%	69%	-	*	-	-
	Male	65%	69%	60%	44%	63%	-	-	*	-	-	65%	36%	13%	67%	48%	60%	-	-	*	-	-
	Female	76%	79%	75%	67%	78%	*	-	-	-	*	75%	*	40%	79%	69%	-	75%	-	40%	-	-
English II	All Students	73%	76%	76%	63%	79%	*	-	*	-	*	75%	80%	22%	82%	47%	69%	85%	-	*	-	-
	CWD	39%	29%	22%	*	*	-	-	-	-	*	29%	*	22%	-	*	29%	*	-	*	-	-
	CWOD	77%	82%	82%	73%	85%	*	-	*	-	*	80%	92%	-	82%	53%	76%	90%	-	*	-	-
	EL	48%	68%	47%	-	47%	-	-	-	-	-	47%	*	*	53%	47%	42%	60%	-	*	-	-
	Male	68%	71%	69%	58%	70%	*	-	*	-	*	69%	70%	29%	76%	42%	69%	-	-	-	-	-
	Female	78%	82%	85%	71%	92%	-	-	-	-	*	82%	100%	*	90%	60%	-	85%	-	*	-	-
Algebra I	All Students	77%	82%	83%	70%	86%	*	-	*	-	*	85%	74%	46%	87%	76%	82%	85%	-	67%	-	-
	CWD	52%	47%	46%	57%	20%	-	-	*	-	-	45%	*	46%	-	*	50%	40%	-	*	-	-
	CWOD	81%	85%	87%	75%	89%	*	-	-	-	*	89%	76%	-	87%	79%	86%	89%	-	80%	-	-
	EL	69%	80%	76%	-	75%	*	-	-	-	-	76%	*	*	79%	76%	70%	82%	-	*	-	-
	Male	74%	79%	82%	67%	84%	-	-	*	-	-	84%	69%	50%	86%	70%	82%	-	-	*	-	-
	Female	81%	85%	85%	73%	87%	*	-	-	-	*	85%	83%	40%	89%	82%	-	85%	-	60%	-	-
Biology	All Students	87%	86%	84%	71%	88%	*	-	*	-	*	85%	75%	60%	86%	77%	85%	82%	-	50%	-	-
	CWD	67%	54%	60%	67%	*	-	-	*	-	-	56%	*	60%	-	*	80%	40%	-	*	-	-
	CWOD	90%	89%	86%	73%	90%	*	-	-	-	*	89%	73%	-	86%	79%	85%	88%	-	60%	-	-
	EL	75%	82%	77%	-	79%	*	-	-	-	-	81%	*	*	79%	77%	68%	88%	-	*	-	-
	Male	85%	86%	85%	78%	88%	-	-	*	-	-	88%	70%	80%	85%	68%	85%	-	-	*	-	-
	Female	89%	87%	82%	63%	88%	*	-	-	-	*	82%	83%	40%	88%	88%	-	82%	-	40%	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	44%	29%	46%	*	-	-	-	*	44%	47%	10%	50%	44%	15%	70%	-	*	-	-
	CWD	24%	23%	10%	*	13%	-	-	-	-	-	13%	*	10%	-	*	0%	*	-	*	-	-
	CWOD	56%	50%	50%	40%	51%	*	-	-	-	*	49%	54%	-	50%	45%	20%	71%	-	*	-	-
	EL	34%	47%	44%	-	44%	-	-	-	-	-	46%	*	*	45%	44%	21%	61%	-	-	-	-
	Male	47%	41%	15%	*	18%	-	-	-	-	*	15%	17%	0%	20%	21%	15%	-	-	*	-	-
	Female	56%	55%	70%	*	70%	*	-	-	-	-	71%	67%	*	71%	61%	-	70%	-	*	-	-
Mathematics	All Students	38%	28%	19%	14%	20%	*	-	-	-	*	20%	13%	10%	20%	16%	9%	27%	-	*	-	-
	CWD	22%	20%	10%	*	13%	-	-	-	-	-	13%	*	10%	-	*	0%	*	-	*	-	-
	CWOD	41%	29%	20%	20%	21%	*	-	-	-	*	21%	15%	-	20%	16%	12%	26%	-	*	-	-
	EL	26%	27%	16%	-	16%	-	-	-	-	-	18%	*	*	16%	16%	7%	22%	-	-	-	-
	Male	41%	31%	9%	*	11%	-	-	-	-	*	11%	0%	0%	12%	7%	9%	-	-	*	-	-
	Female	36%	26%	27%	*	27%	*	-	-	-	-	29%	22%	*	26%	22%	-	27%	-	*	-	-
Grade 7																						

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 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	50%	46%	57%	43%	*	-	*	-	*	44%	54%	11%	48%	22%	46%	45%	-	14%	-	-
	CWD	24%	20%	11%	*	0%	-	-	-	-	-	13%	*	11%	-	0%	14%	*	-	*	-	-
	CWOD	58%	52%	48%	58%	46%	*	-	*	-	*	46%	56%	-	48%	25%	50%	47%	-	17%	-	-
	EL	33%	45%	22%	-	23%	-	-	-	-	*	21%	27%	0%	25%	22%	20%	24%	-	*	-	-
	Male	49%	43%	46%	60%	43%	-	-	*	-	*	48%	38%	14%	50%	20%	46%	-	-	*	-	-
	Female	57%	56%	45%	*	43%	*	-	-	-	*	38%	67%	*	47%	24%	-	45%	-	*	-	-
Mathematics	All Students	36%	36%	30%	36%	27%	*	-	*	-	*	29%	34%	0%	32%	20%	31%	29%	-	0%	-	-
	CWD	20%	19%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	39%	37%	32%	42%	29%	*	-	*	-	*	31%	36%	-	32%	22%	35%	30%	-	0%	-	-
	EL	22%	34%	20%	-	20%	-	-	-	-	*	19%	25%	0%	22%	20%	16%	23%	-	*	-	-
	Male	38%	36%	31%	40%	28%	-	-	*	-	*	30%	38%	0%	35%	16%	31%	-	-	*	-	-
	Female	34%	35%	29%	*	26%	*	-	-	-	*	28%	31%	*	30%	23%	-	29%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	65%	52%	70%	*	*	-	-	-	66%	58%	28%	70%	55%	51%	79%	-	*	-	-
	CWD	24%	21%	28%	43%	20%	*	-	-	-	-	31%	20%	28%	-	*	29%	*	-	*	-	-
	CWOD	61%	64%	70%	55%	75%	*	*	-	-	-	70%	71%	-	70%	60%	56%	82%	-	*	-	-
	EL	34%	55%	55%	-	55%	-	-	-	-	-	56%	*	*	60%	55%	42%	71%	-	*	-	-
	Male	50%	54%	51%	38%	56%	-	*	-	-	-	51%	50%	29%	56%	42%	51%	-	-	*	-	-
	Female	62%	68%	79%	73%	83%	*	-	-	-	-	81%	67%	*	82%	71%	-	79%	-	-	-	-
Mathematics	All Students	45%	29%	32%	14%	39%	*	*	-	-	-	33%	23%	17%	35%	39%	25%	39%	-	*	-	-
	CWD	24%	13%	17%	14%	20%	*	-	-	-	-	23%	0%	17%	-	*	21%	*	-	*	-	-
	CWOD	48%	30%	35%	13%	42%	*	*	-	-	-	35%	38%	-	35%	41%	27%	42%	-	*	-	-
	EL	31%	31%	39%	-	39%	-	-	-	-	-	41%	*	*	41%	39%	40%	38%	-	*	-	-
	Male	44%	27%	25%	7%	33%	-	*	-	-	-	29%	0%	21%	27%	40%	25%	-	-	*	-	-
	Female	45%	31%	39%	25%	45%	*	-	-	-	-	38%	43%	*	42%	38%	-	39%	-	-	-	-
Science	All Students	46%	41%	44%	26%	50%	*	*	-	-	-	43%	53%	17%	48%	42%	44%	44%	-	*	-	-
	CWD	24%	16%	17%	14%	20%	*	-	-	-	-	23%	0%	17%	-	*	21%	*	-	*	-	-
	CWOD	49%	43%	48%	30%	53%	*	*	-	-	-	45%	71%	-	48%	43%	50%	46%	-	*	-	-
	EL	26%	37%	42%	-	42%	-	-	-	-	-	41%	*	*	43%	42%	42%	41%	-	*	-	-
	Male	48%	43%	44%	19%	53%	-	*	-	-	-	43%	50%	21%	50%	42%	44%	-	-	*	-	-
	Female	43%	39%	44%	36%	47%	*	-	-	-	-	42%	56%	*	46%	41%	-	44%	-	-	-	-
End of Course																						
English I	All Students	50%	51%	45%	28%	49%	*	-	*	-	*	45%	40%	15%	49%	21%	37%	55%	-	33%	-	-
	CWD	20%	14%	15%	14%	0%	-	-	*	-	-	10%	*	15%	-	*	13%	20%	-	*	-	-
	CWOD	54%	55%	49%	36%	52%	*	-	-	-	*	50%	42%	-	49%	22%	41%	59%	-	40%	-	-
	EL	26%	39%	21%	-	19%	*	-	-	-	-	22%	*	*	22%	21%	9%	38%	-	*	-	-
	Male	44%	45%	37%	11%	41%	-	-	*	-	-	39%	27%	13%	41%	9%	37%	-	-	*	-	-
	Female	57%	58%	55%	44%	59%	*	-	-	-	*	53%	*	20%	59%	38%	-	55%	-	20%	-	-

Texas Education Agency  
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 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	63%	53%	67%	*	-	*	-	*	61%	73%	11%	70%	35%	51%	82%	-	*	-	-
	CWD	22%	15%	11%	*	*	-	-	-	-	*	14%	*	11%	-	*	14%	*	-	*	-	-
	CWOD	57%	59%	70%	67%	72%	*	-	*	-	*	67%	85%	-	70%	40%	57%	87%	-	*	-	-
	EL	23%	43%	35%	-	35%	-	-	-	-	-	33%	*	*	40%	35%	25%	60%	-	*	-	-
	Male	47%	48%	51%	42%	48%	*	-	*	-	*	49%	60%	14%	57%	25%	51%	-	-	-	-	-
	Female	60%	62%	82%	71%	92%	-	-	-	-	*	79%	100%	*	87%	60%	-	82%	-	*	-	-
Algebra I	All Students	42%	48%	52%	30%	57%	*	-	*	-	*	52%	53%	0%	57%	47%	49%	55%	-	33%	-	-
	CWD	19%	11%	0%	0%	0%	-	-	*	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	45%	51%	57%	44%	59%	*	-	-	-	*	57%	59%	-	57%	50%	56%	59%	-	40%	-	-
	EL	29%	42%	47%	-	45%	*	-	-	-	-	45%	*	*	50%	47%	39%	55%	-	*	-	-
	Male	40%	46%	49%	17%	57%	-	-	*	-	-	50%	46%	0%	56%	39%	49%	-	-	*	-	-
	Female	44%	50%	55%	45%	57%	*	-	-	-	*	53%	67%	0%	59%	55%	-	55%	-	40%	-	-
Biology	All Students	54%	47%	45%	18%	51%	*	-	*	-	*	45%	44%	20%	48%	31%	43%	47%	-	17%	-	-
	CWD	27%	14%	20%	17%	*	-	-	*	-	-	11%	*	20%	-	*	20%	20%	-	*	-	-
	CWOD	58%	51%	48%	18%	53%	*	-	-	-	*	49%	40%	-	48%	33%	46%	50%	-	20%	-	-
	EL	29%	35%	31%	-	30%	*	-	-	-	-	34%	*	*	33%	31%	32%	31%	-	*	-	-
	Male	53%	46%	43%	0%	52%	-	-	*	-	-	47%	30%	20%	46%	32%	43%	-	-	*	-	-
	Female	55%	49%	47%	38%	50%	*	-	-	-	*	44%	67%	20%	50%	31%	-	47%	-	20%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	11%	14%	11%	*	-	-	-	*	11%	13%	0%	13%	6%	6%	16%	-	*	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	24%	19%	13%	20%	13%	*	-	-	-	*	13%	15%	-	13%	6%	8%	17%	-	*	-	-
	EL	10%	14%	6%	-	6%	-	-	-	-	-	7%	*	*	6%	6%	7%	6%	-	-	-	-
	Male	19%	16%	6%	*	7%	-	-	-	-	*	7%	0%	0%	8%	7%	6%	-	-	*	-	-
	Female	24%	19%	16%	*	15%	*	-	-	-	-	14%	22%	*	17%	6%	-	16%	-	*	-	-
Mathematics	All Students	15%	7%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	8%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	16%	7%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	8%	6%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	9%	0%	*	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	13%	5%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	19%	29%	16%	*	-	*	-	*	19%	21%	0%	21%	7%	21%	18%	-	0%	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	29%	23%	21%	33%	17%	*	-	*	-	*	20%	22%	-	21%	8%	23%	18%	-	0%	-	-
	EL	11%	18%	7%	-	8%	-	-	-	-	*	5%	18%	0%	8%	7%	8%	7%	-	*	-	-
	Male	23%	19%	21%	30%	19%	-	-	*	-	*	22%	15%	0%	23%	8%	21%	-	-	*	-	-
	Female	30%	25%	18%	*	14%	*	-	-	-	*	15%	27%	*	18%	7%	-	18%	-	*	-	-

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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	11%	10%	7%	14%	6%	*	-	*	-	*	5%	14%	0%	7%	7%	9%	5%	-	0%	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	12%	11%	7%	17%	7%	*	-	*	-	*	5%	14%	-	7%	8%	10%	5%	-	0%	-	-
	EL	5%	10%	7%	-	7%	-	-	-	-	*	2%	25%	0%	8%	7%	8%	7%	-	*	-	-
	Male	12%	12%	9%	20%	7%	-	-	*	-	*	7%	15%	0%	10%	8%	9%	-	-	*	-	-
	Female	10%	8%	5%	*	5%	*	-	-	-	*	2%	13%	*	5%	7%	-	5%	-	*	-	-
Grade 8																						
Reading	All Students	27%	24%	25%	26%	26%	*	*	-	-	-	26%	21%	0%	29%	17%	13%	38%	-	*	-	-
	CWD	7%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	30%	26%	29%	35%	28%	*	*	-	-	-	29%	29%	-	29%	19%	16%	40%	-	*	-	-
	EL	10%	19%	17%	-	17%	-	-	-	-	-	19%	*	*	19%	17%	8%	29%	-	*	-	-
	Male	23%	20%	13%	6%	15%	-	*	-	-	-	13%	10%	0%	16%	8%	13%	-	-	*	-	-
	Female	32%	28%	38%	55%	36%	*	-	-	-	-	38%	33%	*	40%	29%	-	38%	-	-	-	-
Mathematics	All Students	17%	6%	4%	0%	5%	*	*	-	-	-	5%	0%	0%	5%	6%	2%	6%	-	*	-	-
	CWD	8%	4%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	18%	6%	5%	0%	6%	*	*	-	-	-	5%	0%	-	5%	6%	3%	7%	-	*	-	-
	EL	8%	6%	6%	-	6%	-	-	-	-	-	6%	*	*	6%	6%	0%	13%	-	*	-	-
	Male	17%	6%	2%	0%	3%	-	*	-	-	-	2%	0%	0%	3%	0%	2%	-	-	*	-	-
	Female	16%	6%	6%	0%	8%	*	-	-	-	-	7%	0%	*	7%	13%	-	6%	-	-	-	-
Science	All Students	16%	9%	5%	0%	6%	*	*	-	-	-	5%	5%	0%	6%	8%	3%	7%	-	*	-	-
	CWD	6%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-	*	-	-
	CWOD	18%	10%	6%	0%	7%	*	*	-	-	-	5%	7%	-	6%	9%	4%	7%	-	*	-	-
	EL	5%	7%	8%	-	8%	-	-	-	-	-	9%	*	*	9%	8%	4%	14%	-	*	-	-
	Male	18%	11%	3%	0%	4%	-	*	-	-	-	3%	0%	0%	4%	4%	3%	-	-	*	-	-
	Female	14%	7%	7%	0%	8%	*	-	-	-	-	6%	11%	*	7%	14%	-	7%	-	-	-	-
End of Course																						
English I	All Students	13%	10%	9%	0%	10%	*	-	*	-	*	8%	13%	0%	10%	5%	7%	11%	-	0%	-	-
	CWD	5%	1%	0%	0%	0%	-	-	*	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	14%	11%	10%	0%	11%	*	-	-	-	*	9%	17%	-	10%	6%	8%	13%	-	0%	-	-
	EL	2%	3%	5%	-	3%	*	-	-	-	-	6%	*	*	6%	5%	0%	13%	-	*	-	-
	Male	10%	8%	7%	0%	9%	-	-	*	-	-	9%	0%	0%	8%	0%	7%	-	-	*	-	-
	Female	16%	12%	11%	0%	13%	*	-	-	-	*	8%	*	0%	13%	13%	-	11%	-	0%	-	-
English II	All Students	8%	5%	11%	5%	9%	*	-	*	-	*	7%	27%	0%	12%	6%	14%	6%	-	*	-	-
	CWD	5%	3%	0%	*	*	-	-	-	-	*	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	9%	5%	12%	7%	9%	*	-	*	-	*	8%	31%	-	12%	7%	17%	6%	-	*	-	-
	EL	1%	1%	6%	-	6%	-	-	-	-	-	7%	*	*	7%	6%	8%	0%	-	*	-	-
	Male	7%	4%	14%	0%	12%	*	-	*	-	*	10%	30%	0%	17%	8%	14%	-	-	-	-	-
	Female	10%	5%	6%	14%	4%	-	-	-	-	*	4%	20%	*	6%	0%	-	6%	-	*	-	-

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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
Algebra I	All Students	22%	26%	<b>24%</b>	13%	27%	*	-	*	-	*	23%	32%	0%	27%	13%	25%	23%	-	0%	-	-
	CWD	7%	4%	<b>0%</b>	0%	0%	-	-	*	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	24%	28%	<b>27%</b>	19%	28%	*	-	-	-	*	25%	35%	-	27%	14%	29%	25%	-	0%	-	-
	EL	12%	20%	<b>13%</b>	-	14%	*	-	-	-	-	10%	*	*	14%	13%	13%	14%	-	*	-	-
	Male	22%	26%	<b>25%</b>	8%	29%	-	-	*	-	-	24%	31%	0%	29%	13%	25%	-	-	*	-	-
	Female	23%	26%	<b>23%</b>	18%	25%	*	-	-	-	*	22%	33%	0%	25%	14%	-	23%	-	0%	-	-
Biology	All Students	20%	10%	<b>7%</b>	0%	8%	*	-	*	-	*	7%	6%	0%	8%	3%	11%	2%	-	0%	-	-
	CWD	7%	1%	<b>0%</b>	0%	*	-	-	*	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	22%	11%	<b>8%</b>	0%	8%	*	-	-	-	*	8%	7%	-	8%	3%	13%	3%	-	0%	-	-
	EL	6%	5%	<b>3%</b>	-	0%	*	-	-	-	-	3%	*	*	3%	3%	0%	6%	-	*	-	-
	Male	21%	12%	<b>11%</b>	0%	14%	-	-	*	-	-	12%	10%	0%	13%	0%	11%	-	-	*	-	-
	Female	20%	8%	<b>2%</b>	0%	0%	*	-	-	-	*	3%	0%	0%	3%	6%	-	2%	-	0%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	<b>74%</b>	64%	77%	78%	*	100%	-	69%	76%	68%	42%	78%	67%	69%	80%	-	44%	-	-
	CWD	48%	42%	<b>42%</b>	49%	34%	*	-	*	-	*	44%	38%	42%	-	28%	44%	38%	-	9%	-	-
	CWOD	79%	79%	<b>78%</b>	70%	80%	75%	*	*	-	67%	79%	74%	-	78%	71%	74%	83%	-	54%	-	-
	EL	62%	72%	<b>67%</b>	-	67%	*	-	-	-	*	69%	56%	28%	71%	67%	62%	73%	-	47%	-	-
	Male	73%	73%	<b>69%</b>	56%	72%	*	*	100%	-	71%	71%	63%	44%	74%	62%	69%	-	-	50%	-	-
	Female	77%	79%	<b>80%</b>	76%	81%	71%	-	-	-	67%	81%	75%	38%	83%	73%	-	80%	-	39%	-	-
Reading	All Students	76%	77%	<b>76%</b>	68%	78%	100%	*	*	-	67%	77%	70%	37%	81%	66%	67%	86%	-	50%	-	-
	CWD	46%	38%	<b>37%</b>	36%	32%	*	-	*	-	*	39%	31%	37%	-	25%	34%	47%	-	0%	-	-
	CWOD	80%	81%	<b>81%</b>	79%	82%	100%	*	*	-	63%	82%	76%	-	81%	70%	73%	88%	-	65%	-	-
	EL	60%	73%	<b>66%</b>	-	66%	*	-	-	-	*	67%	58%	25%	70%	66%	56%	77%	-	57%	-	-
	Male	72%	72%	<b>67%</b>	57%	69%	*	*	*	-	*	70%	56%	34%	73%	56%	67%	-	-	56%	-	-
	Female	80%	83%	<b>86%</b>	85%	86%	100%	-	-	-	60%	86%	86%	47%	88%	77%	-	86%	-	46%	-	-
Mathematics	All Students	74%	72%	<b>70%</b>	55%	72%	57%	*	*	-	80%	71%	66%	40%	74%	64%	68%	72%	-	42%	-	-
	CWD	49%	43%	<b>40%</b>	44%	37%	*	-	*	-	-	43%	30%	40%	-	29%	43%	31%	-	*	-	-
	CWOD	78%	75%	<b>74%</b>	58%	76%	67%	*	*	-	80%	74%	71%	-	74%	68%	72%	75%	-	47%	-	-
	EL	65%	71%	<b>64%</b>	-	64%	*	-	-	-	*	65%	57%	29%	68%	64%	65%	64%	-	33%	-	-
	Male	73%	70%	<b>68%</b>	48%	72%	-	*	*	-	*	67%	68%	43%	72%	65%	68%	-	-	56%	-	-
	Female	74%	73%	<b>72%</b>	65%	73%	57%	-	-	-	*	74%	63%	31%	75%	64%	-	72%	-	30%	-	-
Science	All Students	76%	79%	<b>79%</b>	70%	82%	*	*	*	-	*	80%	71%	57%	82%	76%	77%	81%	-	33%	-	-
	CWD	52%	47%	<b>57%</b>	77%	31%	*	-	*	-	-	55%	67%	57%	-	33%	68%	33%	-	*	-	-
	CWOD	79%	82%	<b>82%</b>	68%	86%	*	*	-	-	*	83%	72%	-	82%	79%	79%	84%	-	43%	-	-
	EL	62%	75%	<b>76%</b>	-	77%	*	-	-	-	-	79%	43%	33%	79%	76%	71%	82%	-	*	-	-
	Male	76%	79%	<b>77%</b>	68%	81%	-	*	*	-	-	79%	70%	68%	79%	71%	77%	-	-	*	-	-
	Female	75%	79%	<b>81%</b>	74%	84%	*	-	-	-	*	82%	73%	33%	84%	82%	-	81%	-	40%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

Texas Education Agency  
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 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
All Subjects	All Students	48%	46%	45%	33%	48%	50%	*	83%	-	31%	45%	45%	14%	49%	34%	39%	51%	-	20%	-	-
	CWD	24%	17%	14%	15%	10%	*	-	*	-	*	15%	10%	14%	-	6%	14%	14%	-	0%	-	-
	CWOD	52%	49%	49%	40%	51%	56%	*	*	-	27%	49%	51%	-	49%	36%	44%	54%	-	26%	-	-
	EL	31%	40%	34%	-	34%	*	-	-	-	*	35%	27%	6%	36%	34%	28%	40%	-	13%	-	-
	Male	46%	43%	39%	24%	42%	*	*	83%	-	43%	40%	36%	14%	44%	28%	39%	-	-	14%	-	-
	Female	49%	49%	51%	47%	53%	41%	-	-	-	22%	50%	56%	14%	54%	40%	-	51%	-	25%	-	-
Reading	All Students	52%	52%	53%	46%	55%	75%	*	*	-	33%	53%	54%	17%	58%	35%	43%	65%	-	27%	-	-
	CWD	24%	18%	17%	23%	9%	*	-	*	-	*	17%	15%	17%	-	0%	16%	20%	-	0%	-	-
	CWOD	56%	56%	58%	54%	59%	86%	*	*	-	25%	57%	61%	-	58%	38%	48%	68%	-	35%	-	-
	EL	33%	45%	35%	-	35%	*	-	-	-	*	36%	29%	0%	38%	35%	24%	48%	-	14%	-	-
	Male	47%	46%	43%	35%	43%	*	*	*	-	*	43%	40%	16%	48%	24%	43%	-	-	22%	-	-
	Female	57%	59%	65%	62%	67%	67%	-	-	-	20%	64%	71%	20%	68%	48%	-	65%	-	31%	-	-
Mathematics	All Students	44%	38%	35%	24%	38%	29%	*	*	-	40%	36%	33%	8%	39%	30%	32%	39%	-	16%	-	-
	CWD	24%	16%	8%	6%	10%	*	-	*	-	-	10%	0%	8%	-	7%	8%	8%	-	*	-	-
	CWOD	47%	40%	39%	31%	40%	33%	*	*	-	40%	39%	38%	-	39%	32%	37%	41%	-	20%	-	-
	EL	32%	35%	30%	-	30%	*	-	-	-	*	31%	24%	7%	32%	30%	27%	34%	-	17%	-	-
	Male	45%	38%	32%	18%	36%	-	*	*	-	*	33%	29%	8%	37%	27%	32%	-	-	11%	-	-
	Female	42%	38%	39%	35%	39%	29%	-	-	-	*	39%	37%	8%	41%	34%	-	39%	-	20%	-	-
Science	All Students	46%	44%	44%	23%	51%	*	*	*	-	*	44%	49%	18%	48%	37%	44%	45%	-	11%	-	-
	CWD	24%	15%	18%	15%	15%	*	-	*	-	-	18%	17%	18%	-	17%	21%	11%	-	*	-	-
	CWOD	49%	47%	48%	26%	53%	*	*	-	-	*	47%	55%	-	48%	39%	48%	48%	-	14%	-	-
	EL	26%	36%	37%	-	37%	*	-	-	-	-	38%	29%	17%	39%	37%	38%	37%	-	*	-	-
	Male	47%	44%	44%	12%	53%	-	*	*	-	-	45%	40%	21%	48%	38%	44%	-	-	*	-	-
	Female	44%	44%	45%	37%	48%	*	-	-	-	*	43%	60%	11%	48%	37%	-	45%	-	20%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	19%	14%	12%	9%	13%	28%	*	17%	-	13%	12%	15%	0%	14%	8%	11%	13%	-	2%	-	-
	CWD	7%	4%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	21%	15%	14%	13%	14%	31%	*	*	-	13%	13%	17%	-	14%	8%	13%	14%	-	3%	-	-
	EL	9%	11%	8%	-	7%	*	-	-	-	*	7%	13%	0%	8%	8%	5%	10%	-	0%	-	-
	Male	18%	14%	11%	6%	12%	*	*	17%	-	14%	11%	12%	0%	13%	5%	11%	-	-	5%	-	-
	Female	19%	15%	13%	14%	13%	18%	-	-	-	11%	13%	18%	0%	14%	10%	-	13%	-	0%	-	-
Reading	All Students	20%	15%	17%	15%	16%	50%	*	*	-	22%	16%	20%	0%	19%	9%	13%	21%	-	5%	-	-
	CWD	7%	3%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	22%	17%	19%	21%	17%	57%	*	*	-	25%	18%	23%	-	19%	10%	15%	22%	-	6%	-	-
	EL	9%	11%	9%	-	9%	*	-	-	-	*	9%	8%	0%	10%	9%	6%	13%	-	0%	-	-
	Male	17%	13%	13%	8%	13%	*	*	*	-	*	13%	12%	0%	15%	6%	13%	-	-	11%	-	-
	Female	23%	18%	21%	26%	19%	33%	-	-	-	20%	19%	29%	0%	22%	13%	-	21%	-	0%	-	-

Texas Education Agency  
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 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	18%	15%	11%	8%	11%	0%	*	*	-	0%	10%	13%	0%	12%	7%	11%	10%	-	0%	-	-
	CWD	8%	5%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	16%	12%	10%	13%	0%	*	*	-	0%	11%	15%	-	12%	8%	14%	10%	-	0%	-	-
	EL	11%	12%	7%	-	7%	*	-	-	-	*	5%	24%	0%	8%	7%	6%	8%	-	0%	-	-
	Male	20%	16%	11%	8%	13%	-	*	*	-	*	10%	16%	0%	14%	6%	11%	-	-	0%	-	-
	Female	16%	14%	10%	8%	10%	0%	-	-	-	*	10%	11%	0%	10%	8%	-	10%	-	0%	-	-
Science	All Students	17%	10%	6%	0%	7%	*	*	*	-	*	6%	6%	0%	7%	6%	7%	5%	-	0%	-	-
	CWD	7%	1%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	7%	0%	7%	*	*	-	-	*	7%	7%	-	7%	6%	8%	6%	-	0%	-	-
	EL	6%	6%	6%	-	5%	*	-	-	-	-	7%	0%	0%	6%	6%	2%	11%	-	*	-	-
	Male	19%	11%	7%	0%	8%	-	*	*	-	-	7%	5%	0%	8%	2%	7%	-	-	*	-	-
	Female	16%	8%	5%	0%	5%	*	-	-	-	*	5%	7%	0%	6%	11%	-	5%	-	0%	-	-

- 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 2022-23 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	70	64	71	72	-	*	-	75	70	38	69
CWD	38	30	38	*	-	*	-	*	36	38	21
CWOD	74	75	74	75	-	*	-	71	74	-	73
EL ◇	69	-	69	*	-	-	-	*	69	21	69
Male	63	58	64	*	-	*	-	*	63	33	61
Female	78	72	79	63	-	-	-	*	78	54	76
<b>Mathematics</b>											
All Students	66	60	67	54	-	*	-	*	68	54	65
CWD	54	52	58	*	-	*	-	-	52	54	63
CWOD	68	63	68	65	-	*	-	*	69	-	65
EL ◇	65	-	64	*	-	-	-	*	66	63	65

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	66	52	68	-	-	*	-	*	65	52	64
Female	67	71	67	54	-	-	-	*	70	59	65

- 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 2022.

	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 2022</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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
177	28	16%

- 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.



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**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	44	35	46	52	*	67	-	38	44	19	36
<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)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	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	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											N
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<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 2022-23 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	100%	100%	100%	95%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	94%	*	*	-	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%	100%	-	-

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 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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>All Subjects</b>	Female	100%	100%	100%	94%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	99%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	*	-	100%	100%	100%	-	100%	99%	100%	100%	-
	EL	99%	-	99%	*	-	-	-	*	99%	100%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	99%	-	100%	-
<b>Mathematics</b>	All Students	100%	100%	100%	86%	*	*	-	100%	99%	100%	100%	99%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	100%	83%	*	*	-	100%	99%	100%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	-	*	*	-	*	99%	100%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	86%	-	-	-	*	99%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	100%	100%	99%	*	*	*	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	99%	*	*	-	-	*	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	-	*	*	-	-	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	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>																	
<b>All Subjects</b>	All Students	0%	0%	0%	5%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	6%	*	*	-	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%	0%	-	-
	Female	0%	0%	0%	6%	-	-	-	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
Reading	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	1%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	1%	0%	0%	-
	EL	1%	-	1%	*	-	-	-	*	1%	0%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	1%	-	0%	-
Mathematics	All Students	0%	0%	0%	14%	*	*	-	0%	1%	0%	0%	1%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	0%	17%	*	*	-	0%	1%	0%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	-	*	*	-	*	1%	0%	0%	1%	0%	0%	-	-
	Female	0%	0%	0%	14%	-	-	-	*	1%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	1%	*	*	*	-	*	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	1%	*	*	-	-	*	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	-	*	*	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	1	3	0	0	0	0	0	3		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	1	3	0	0	0	0	0	3		
<b>Out-of-School Suspensions</b>												
	Male	24	7	16	1	0	0	0	0	6		
	Female	9	1	6	1	0	1	0	0	5		
	Total	33	8	22	2	0	1	0	0	11		
<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>												
	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
<b>Out-of-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	11	8	3	0	0	0	0	0	2		2
	Female	5	1	3	1	0	0	0	0	1		4
	Total	16	9	6	1	0	0	0	0	3		6
<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	36	5	31	-8	-8	-8	-8	-8	12	5	1
	Female	24	3	18	2	1	-8	-8	-8	6	4	1
	Total	60	8	49	2	1	-8	-8	-8	18	9	2

	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	8
Incidents of threats of physical attack with a weapon	0

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	Total
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	2
On the basis of race	1
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	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
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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	32.7	97.0%
Teachers Teaching with Emergency or Provisional Credentials	3.0	9.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	*	1%
Mathematics	6,481	2%	21	1%	*	1%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						



	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	6,168	1%	11	0%	*	1%
Mathematics	6,162	2%	11	1%	*	1%
Science	6,163	1%	11	0%	*	1%
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	5	0%
Reading	52,275	1%	84	1%	*	0%
Mathematics	46,462	2%	73	1%	*	0%
Science	19,024	1%	21	0%	*	0%

- 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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	29%	40%	26%	33%	-	0%	-	50%	32%	44%	28%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	79%	*	79%	*	-	-	-	-	78%	86%	27%	84%	84%	68%	89%	-	*	-	-
	CWD	45%	43%	27%	*	30%	-	-	-	-	-	33%	*	27%	-	*	29%	*	-	-	-	-
	CWOD	81%	78%	84%	*	83%	*	-	-	-	-	82%	95%	-	84%	83%	74%	94%	-	*	-	-
	EL	62%	75%	84%	-	84%	-	-	-	-	-	84%	80%	*	83%	84%	75%	91%	-	-	-	-
	Male	72%	70%	68%	*	67%	*	-	-	-	-	64%	100%	29%	74%	75%	68%	-	-	-	-	-
	Female	80%	81%	89%	*	90%	*	-	-	-	-	92%	79%	*	94%	91%	-	89%	-	*	-	-



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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	74%	68%	69%	*	69%	*	-	-	-	-	69%	71%	18%	74%	75%	56%	82%	-	*	-	-	
	CWD	51%	48%	18%	*	20%	-	-	-	-	-	11%	*	18%	-	*	14%	*	-	-	-	-	
	CWOD	78%	70%	74%	*	73%	*	-	-	-	-	74%	74%	-	74%	75%	61%	85%	-	*	-	-	
	EL	65%	69%	75%	-	75%	-	-	-	-	-	76%	60%	*	75%	75%	62%	85%	-	-	-	-	
	Male	75%	69%	56%	*	55%	*	-	-	-	-	56%	57%	14%	61%	62%	56%	-	-	-	-	-	
	Female	73%	68%	82%	*	82%	*	-	-	-	-	83%	79%	*	85%	85%	-	82%	-	*	-	-	
Grade 7																							
Reading	All Students	77%	76%	79%	*	78%	*	-	*	-	*	77%	88%	38%	84%	79%	72%	86%	-	*	-	-	
	CWD	45%	44%	38%	-	38%	-	-	-	-	-	33%	*	38%	-	40%	31%	*	-	-	-	-	
	CWOD	82%	79%	84%	*	83%	*	-	*	-	*	83%	87%	-	84%	82%	80%	87%	-	*	-	-	
	EL	62%	73%	79%	-	78%	-	-	-	-	*	78%	82%	40%	82%	79%	71%	86%	-	-	-	-	
	Male	73%	70%	72%	*	70%	*	-	*	-	-	67%	92%	31%	80%	71%	72%	-	-	*	-	-	
	Female	81%	82%	86%	*	86%	*	-	*	-	*	87%	83%	*	87%	86%	-	86%	-	*	-	-	
Mathematics	All Students	61%	61%	54%	*	55%	*	-	*	-	*	51%	67%	7%	60%	57%	48%	60%	-	*	-	-	
	CWD	37%	31%	7%	-	7%	-	-	-	-	-	7%	*	7%	-	0%	8%	*	-	-	-	-	
	CWOD	66%	64%	60%	*	61%	*	-	*	-	*	57%	70%	-	60%	62%	56%	62%	-	*	-	-	
	EL	47%	59%	57%	-	57%	-	-	-	-	*	53%	82%	0%	62%	57%	49%	66%	-	-	-	-	
	Male	62%	59%	48%	*	47%	*	-	*	-	-	40%	83%	8%	56%	49%	48%	-	-	*	-	-	
	Female	60%	62%	60%	*	62%	*	-	*	-	*	62%	50%	*	62%	66%	-	60%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	86%	88%	*	88%	-	-	*	-	-	88%	86%	33%	93%	90%	81%	94%	-	*	-	-	
	CWD	51%	52%	33%	*	38%	-	-	-	-	-	25%	*	33%	-	40%	30%	40%	-	*	-	-	
	CWOD	86%	89%	93%	*	93%	-	-	*	-	-	93%	89%	-	93%	95%	87%	97%	-	*	-	-	
	EL	68%	85%	90%	-	90%	-	-	-	-	-	91%	88%	40%	95%	90%	85%	94%	-	-	-	-	
	Male	78%	81%	81%	*	81%	-	-	-	-	-	81%	80%	30%	87%	85%	81%	-	-	*	-	-	
	Female	86%	92%	94%	*	95%	-	-	*	-	-	93%	100%	40%	97%	94%	-	94%	-	*	-	-	
Mathematics	All Students	74%	69%	60%	*	61%	-	-	-	-	-	59%	64%	43%	62%	60%	56%	64%	-	*	-	-	
	CWD	48%	48%	43%	*	50%	-	-	-	-	-	42%	*	43%	-	60%	44%	40%	-	*	-	-	
	CWOD	79%	71%	62%	*	63%	-	-	-	-	-	62%	67%	-	62%	60%	58%	66%	-	*	-	-	
	EL	64%	69%	60%	-	60%	-	-	-	-	-	58%	*	60%	60%	60%	65%	56%	-	-	-	-	
	Male	73%	67%	56%	*	58%	-	-	-	-	-	57%	50%	44%	58%	65%	56%	-	-	*	-	-	
	Female	76%	71%	64%	*	64%	-	-	-	-	-	62%	*	40%	66%	56%	-	64%	-	*	-	-	
Science	All Students	73%	72%	66%	*	66%	-	-	*	-	-	64%	76%	7%	72%	59%	64%	68%	-	*	-	-	
	CWD	45%	38%	7%	*	8%	-	-	-	-	-	0%	*	7%	-	0%	10%	0%	-	*	-	-	
	CWOD	76%	74%	72%	*	72%	-	-	*	-	-	70%	83%	-	72%	64%	72%	72%	-	*	-	-	
	EL	56%	68%	59%	-	59%	-	-	-	-	-	56%	75%	0%	64%	59%	57%	60%	-	-	-	-	
	Male	73%	71%	64%	*	65%	-	-	-	-	-	63%	67%	10%	72%	57%	64%	-	-	*	-	-	
	Female	72%	72%	68%	*	68%	-	-	*	-	-	65%	100%	0%	72%	60%	-	68%	-	*	-	-	
End of Course																							

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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 I	All Students	70%	73%	82%	40%	82%	*	-	*	-	-	80%	86%	46%	87%	76%	78%	85%	-	50%	-	*
	CWD	37%	32%	46%	*	45%	*	-	*	-	-	52%	*	46%	-	35%	47%	42%	-	*	-	-
	CWOD	75%	78%	87%	*	88%	*	-	*	-	-	86%	94%	-	87%	87%	83%	91%	-	60%	-	*
	EL	49%	66%	76%	-	77%	*	-	*	-	-	75%	81%	35%	87%	76%	75%	78%	-	-	-	-
	Male	65%	69%	78%	*	78%	*	-	-	-	-	75%	82%	47%	83%	75%	78%	-	-	*	-	*
	Female	76%	79%	85%	*	86%	*	-	*	-	-	85%	85%	42%	91%	78%	-	85%	-	*	-	-
English II	All Students	73%	76%	80%	*	81%	*	-	*	-	-	78%	89%	21%	88%	71%	70%	88%	-	89%	*	-
	CWD	39%	29%	21%	*	25%	-	-	*	-	-	12%	*	21%	-	17%	0%	40%	-	*	-	-
	CWOD	77%	82%	88%	-	88%	*	-	*	-	-	88%	88%	-	88%	82%	81%	95%	-	100%	*	-
	EL	48%	68%	71%	-	72%	-	-	*	-	-	68%	80%	17%	82%	71%	61%	79%	-	*	*	-
	Male	68%	71%	70%	*	72%	*	-	-	-	-	66%	92%	0%	81%	61%	70%	-	-	80%	*	-
	Female	78%	82%	88%	-	89%	*	-	*	-	-	89%	87%	40%	95%	79%	-	88%	-	*	-	-
Algebra I	All Students	77%	82%	84%	*	85%	*	-	*	-	-	83%	88%	54%	89%	80%	86%	83%	-	60%	-	*
	CWD	52%	47%	54%	*	50%	*	-	*	-	-	55%	*	54%	-	38%	62%	46%	-	*	-	-
	CWOD	81%	85%	89%	*	89%	*	-	*	-	-	88%	92%	-	89%	87%	90%	88%	-	*	-	*
	EL	69%	80%	80%	-	80%	*	-	*	-	-	79%	81%	38%	87%	80%	76%	83%	-	-	-	-
	Male	74%	79%	86%	*	86%	*	-	-	-	-	83%	95%	62%	90%	76%	86%	-	-	*	-	*
	Female	81%	85%	83%	*	84%	*	-	*	-	-	84%	81%	46%	88%	83%	-	83%	-	*	-	-
Biology	All Students	87%	86%	88%	60%	89%	*	-	*	-	-	87%	94%	67%	92%	82%	88%	89%	-	80%	-	*
	CWD	67%	54%	67%	*	65%	*	-	*	-	-	68%	*	67%	-	57%	71%	55%	-	*	-	-
	CWOD	90%	89%	92%	*	93%	*	-	*	-	-	91%	97%	-	92%	88%	90%	94%	-	*	-	*
	EL	75%	82%	82%	-	82%	*	-	*	-	-	81%	83%	57%	88%	82%	82%	81%	-	-	-	-
	Male	85%	86%	88%	*	87%	*	-	-	-	-	86%	88%	71%	90%	82%	88%	-	-	*	-	*
	Female	89%	87%	89%	*	90%	*	-	*	-	-	88%	94%	55%	94%	81%	-	89%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	50%	*	50%	*	-	-	-	-	52%	38%	9%	54%	60%	33%	65%	-	*	-	-
	CWD	24%	23%	9%	*	10%	-	-	-	-	-	11%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	56%	50%	54%	*	54%	*	-	-	-	-	56%	42%	-	54%	60%	36%	69%	-	*	-	-
	EL	34%	47%	60%	-	60%	-	-	-	-	-	61%	40%	*	60%	60%	39%	76%	-	-	-	-
	Male	47%	41%	33%	*	35%	*	-	-	-	-	34%	29%	14%	36%	39%	33%	-	-	-	-	-
	Female	56%	55%	65%	*	64%	*	-	-	-	-	71%	43%	*	69%	76%	-	65%	-	*	-	-
Mathematics	All Students	38%	28%	26%	*	26%	*	-	-	-	-	27%	19%	9%	28%	32%	21%	30%	-	*	-	-
	CWD	22%	20%	9%	*	10%	-	-	-	-	-	11%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	41%	29%	28%	*	28%	*	-	-	-	-	29%	21%	-	28%	31%	22%	32%	-	*	-	-
	EL	26%	27%	32%	-	32%	-	-	-	-	-	33%	20%	*	31%	32%	24%	38%	-	-	-	-
	Male	41%	31%	21%	*	22%	*	-	-	-	-	22%	14%	14%	22%	24%	21%	-	-	-	-	-
	Female	36%	26%	30%	*	30%	*	-	-	-	-	33%	21%	*	32%	38%	-	30%	-	*	-	-
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	53%	50%	48%	*	50%	*	-	*	-	*	47%	54%	6%	53%	47%	42%	54%	-	*	-	-
	CWD	24%	20%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	0%	8%	*	-	-	-	-
	CWOD	58%	52%	53%	*	56%	*	-	*	-	*	52%	57%	-	53%	51%	49%	57%	-	*	-	-
	EL	33%	45%	47%	-	48%	-	-	-	-	*	46%	55%	0%	51%	47%	43%	51%	-	-	-	-
	Male	49%	43%	42%	*	42%	*	-	*	-	-	36%	67%	8%	49%	43%	42%	-	-	*	-	-
	Female	57%	56%	54%	*	58%	*	-	*	-	*	57%	42%	*	57%	51%	-	54%	-	*	-	-
Mathematics	All Students	36%	36%	32%	*	32%	*	-	*	-	*	29%	46%	7%	35%	37%	28%	35%	-	*	-	-
	CWD	20%	19%	7%	-	7%	-	-	-	-	-	7%	*	7%	-	0%	8%	*	-	-	-	-
	CWOD	39%	37%	35%	*	36%	*	-	*	-	*	32%	48%	-	35%	40%	33%	36%	-	*	-	-
	EL	22%	34%	37%	-	38%	-	-	-	-	*	34%	55%	0%	40%	37%	29%	46%	-	-	-	-
	Male	38%	36%	28%	*	27%	*	-	*	-	-	20%	67%	8%	33%	29%	28%	-	-	*	-	-
	Female	34%	35%	35%	*	38%	*	-	*	-	*	37%	25%	*	36%	46%	-	35%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	53%	*	53%	-	-	*	-	-	51%	62%	27%	55%	39%	44%	60%	-	*	-	-
	CWD	24%	21%	27%	*	31%	-	-	-	-	-	17%	*	27%	-	20%	30%	20%	-	*	-	-
	CWOD	61%	64%	55%	*	55%	-	-	*	-	-	54%	61%	-	55%	40%	46%	63%	-	*	-	-
	EL	34%	55%	39%	-	39%	-	-	-	-	-	41%	25%	20%	40%	39%	37%	40%	-	-	-	-
	Male	50%	54%	44%	*	46%	-	-	-	-	-	42%	53%	30%	46%	37%	44%	-	-	*	-	-
	Female	62%	68%	60%	*	60%	-	-	*	-	-	58%	83%	20%	63%	40%	-	60%	-	*	-	-
Mathematics	All Students	45%	29%	20%	*	19%	-	-	-	-	-	20%	18%	0%	23%	21%	13%	25%	-	*	-	-
	CWD	24%	13%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	48%	30%	23%	*	22%	-	-	-	-	-	23%	22%	-	23%	24%	16%	28%	-	*	-	-
	EL	31%	31%	21%	-	21%	-	-	-	-	-	21%	*	0%	24%	21%	20%	22%	-	-	-	-
	Male	44%	27%	13%	*	14%	-	-	-	-	-	14%	13%	0%	16%	20%	13%	-	-	*	-	-
	Female	45%	31%	25%	*	25%	-	-	-	-	-	25%	*	0%	28%	22%	-	25%	-	*	-	-
Science	All Students	46%	41%	32%	*	32%	-	-	*	-	-	31%	43%	0%	36%	25%	34%	31%	-	*	-	-
	CWD	24%	16%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	49%	43%	36%	*	35%	-	-	*	-	-	34%	50%	-	36%	28%	39%	33%	-	*	-	-
	EL	26%	37%	25%	-	25%	-	-	-	-	-	24%	38%	0%	28%	25%	36%	17%	-	-	-	-
	Male	48%	43%	34%	*	35%	-	-	-	-	-	31%	47%	0%	39%	36%	34%	-	-	*	-	-
	Female	43%	39%	31%	*	30%	-	-	*	-	-	31%	33%	0%	33%	17%	-	31%	-	*	-	-
End of Course																						
English I	All Students	50%	51%	60%	40%	60%	*	-	*	-	-	59%	64%	19%	66%	45%	51%	68%	-	17%	-	*
	CWD	20%	14%	19%	*	18%	*	-	*	-	-	22%	*	19%	-	6%	20%	17%	-	*	-	-
	CWOD	54%	55%	66%	*	66%	*	-	*	-	-	66%	70%	-	66%	54%	56%	75%	-	20%	-	*
	EL	26%	39%	45%	-	45%	*	-	*	-	-	45%	44%	6%	54%	45%	35%	53%	-	-	-	-
	Male	44%	45%	51%	*	52%	*	-	-	-	-	46%	65%	20%	56%	35%	51%	-	-	*	-	*
	Female	57%	58%	68%	*	67%	*	-	*	-	-	70%	60%	17%	75%	53%	-	68%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	62%	*	63%	*	-	*	-	-	60%	74%	11%	69%	50%	59%	65%	-	67%	*	-
	CWD	22%	15%	11%	*	13%	-	-	*	-	-	6%	*	11%	-	8%	0%	20%	-	*	-	-
	CWOD	57%	59%	69%	-	69%	*	-	*	-	-	68%	76%	-	69%	58%	68%	71%	-	75%	*	-
	EL	23%	43%	50%	-	51%	-	-	*	-	-	47%	60%	8%	58%	50%	52%	49%	-	*	*	-
	Male	47%	48%	59%	*	60%	*	-	-	-	-	54%	83%	0%	68%	52%	59%	-	-	60%	*	-
	Female	60%	62%	65%	-	66%	*	-	*	-	-	64%	67%	20%	71%	49%	-	65%	-	*	-	-
Algebra I	All Students	42%	48%	52%	*	53%	*	-	*	-	-	48%	70%	15%	58%	49%	53%	52%	-	20%	-	*
	CWD	19%	11%	15%	*	18%	*	-	*	-	-	14%	*	15%	-	8%	15%	15%	-	*	-	-
	CWOD	45%	51%	58%	*	57%	*	-	*	-	-	53%	74%	-	58%	56%	59%	56%	-	*	-	*
	EL	29%	42%	49%	-	49%	*	-	*	-	-	47%	56%	8%	56%	49%	57%	43%	-	-	-	-
	Male	40%	46%	53%	*	54%	*	-	-	-	-	46%	77%	15%	59%	57%	53%	-	-	*	-	*
	Female	44%	50%	52%	*	51%	*	-	*	-	-	49%	62%	15%	56%	43%	-	52%	-	*	-	-
Biology	All Students	54%	47%	43%	40%	44%	*	-	*	-	-	41%	50%	13%	48%	28%	40%	46%	-	40%	-	*
	CWD	27%	14%	13%	*	10%	*	-	*	-	-	14%	*	13%	-	7%	7%	18%	-	*	-	-
	CWOD	58%	51%	48%	*	49%	*	-	*	-	-	47%	53%	-	48%	33%	47%	49%	-	*	-	*
	EL	29%	35%	28%	-	29%	*	-	*	-	-	29%	25%	7%	33%	28%	24%	32%	-	-	-	-
	Male	53%	46%	40%	*	41%	*	-	-	-	-	38%	44%	7%	47%	24%	40%	-	-	*	-	*
	Female	55%	49%	46%	*	47%	*	-	*	-	-	44%	53%	18%	49%	32%	-	46%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	13%	*	13%	*	-	-	-	-	13%	10%	0%	14%	15%	8%	17%	-	*	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	19%	14%	*	14%	*	-	-	-	-	15%	11%	-	14%	15%	9%	18%	-	*	-	-
	EL	10%	14%	15%	-	15%	-	-	-	-	-	16%	0%	*	15%	15%	7%	21%	-	-	-	-
	Male	19%	16%	8%	*	9%	*	-	-	-	-	8%	14%	0%	9%	7%	8%	-	-	-	-	-
	Female	24%	19%	17%	*	16%	*	-	-	-	-	19%	7%	*	18%	21%	-	17%	-	*	-	-
Mathematics	All Students	15%	7%	4%	*	4%	*	-	-	-	-	4%	5%	0%	4%	6%	5%	3%	-	*	-	-
	CWD	8%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	7%	4%	*	5%	*	-	-	-	-	4%	5%	-	4%	7%	6%	3%	-	*	-	-
	EL	8%	6%	6%	-	6%	-	-	-	-	-	7%	0%	*	7%	6%	7%	6%	-	-	-	-
	Male	17%	9%	5%	*	5%	*	-	-	-	-	4%	14%	0%	6%	7%	5%	-	-	-	-	-
	Female	13%	5%	3%	*	3%	*	-	-	-	-	4%	0%	*	3%	6%	-	3%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	23%	*	25%	*	-	*	-	*	23%	25%	6%	25%	26%	15%	31%	-	*	-	-
	CWD	7%	6%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	0%	8%	*	-	-	-	-
	CWOD	29%	23%	25%	*	27%	*	-	*	-	*	25%	26%	-	25%	28%	16%	32%	-	*	-	-
	EL	11%	18%	26%	-	26%	-	-	-	-	*	24%	36%	0%	28%	26%	17%	34%	-	-	-	-
	Male	23%	19%	15%	*	16%	*	-	*	-	-	11%	33%	8%	16%	17%	15%	-	-	*	-	-
	Female	30%	25%	31%	*	33%	*	-	*	-	*	33%	17%	*	32%	34%	-	31%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	6%	*	6%	*	-	*	-	*	5%	8%	0%	6%	7%	4%	7%	-	*	-	-	
	CWD	7%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	12%	11%	6%	*	7%	*	-	*	-	*	6%	9%	-	6%	8%	5%	7%	-	*	-	-	
	EL	5%	10%	7%	-	7%	-	-	-	-	*	7%	9%	0%	8%	7%	3%	11%	-	-	-	-	
	Male	12%	12%	4%	*	5%	*	-	*	-	-	4%	8%	0%	5%	3%	4%	-	-	*	-	-	
	Female	10%	8%	7%	*	8%	*	-	*	-	*	7%	8%	*	7%	11%	-	7%	-	*	-	-	
Grade 8																							
Reading	All Students	27%	24%	24%	*	23%	-	-	*	-	-	23%	29%	0%	26%	16%	19%	28%	-	*	-	-	
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	30%	26%	26%	*	25%	-	-	*	-	-	25%	33%	-	26%	18%	22%	29%	-	*	-	-	
	EL	10%	19%	16%	-	16%	-	-	-	-	-	15%	25%	0%	18%	16%	19%	14%	-	-	-	-	
	Male	23%	20%	19%	*	20%	-	-	-	-	-	19%	20%	0%	22%	19%	19%	-	-	*	-	-	
	Female	32%	28%	28%	*	26%	-	-	*	-	-	26%	50%	0%	29%	14%	-	28%	-	*	-	-	
Mathematics	All Students	17%	6%	3%	*	3%	-	-	-	-	-	3%	0%	0%	3%	0%	2%	4%	-	*	-	-	
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	18%	6%	3%	*	3%	-	-	-	-	-	4%	0%	-	3%	0%	2%	4%	-	*	-	-	
	EL	8%	6%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-	
	Male	17%	6%	2%	*	2%	-	-	-	-	-	2%	0%	0%	2%	0%	2%	-	-	*	-	-	
	Female	16%	6%	4%	*	4%	-	-	-	-	-	4%	*	0%	4%	0%	-	4%	-	*	-	-	
Science	All Students	16%	9%	8%	*	8%	-	-	*	-	-	6%	19%	0%	9%	8%	14%	3%	-	*	-	-	
	CWD	6%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	18%	10%	9%	*	9%	-	-	*	-	-	7%	22%	-	9%	9%	16%	3%	-	*	-	-	
	EL	5%	7%	8%	-	8%	-	-	-	-	-	7%	13%	0%	9%	8%	18%	0%	-	-	-	-	
	Male	18%	11%	14%	*	14%	-	-	-	-	-	12%	20%	0%	16%	18%	14%	-	-	*	-	-	
	Female	14%	7%	3%	*	3%	-	-	*	-	-	1%	17%	0%	3%	0%	-	3%	-	*	-	-	
End of Course																							
English I	All Students	13%	10%	12%	0%	13%	*	-	*	-	-	11%	17%	0%	14%	5%	11%	13%	-	0%	-	*	
	CWD	5%	1%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	14%	11%	14%	*	14%	*	-	*	-	-	13%	18%	-	14%	6%	13%	15%	-	0%	-	*	
	EL	2%	3%	5%	-	5%	*	-	*	-	-	6%	0%	0%	6%	5%	0%	9%	-	-	-	-	
	Male	10%	8%	11%	*	11%	*	-	-	-	-	9%	18%	0%	13%	0%	11%	-	-	*	-	*	
	Female	16%	12%	13%	*	14%	*	-	*	-	-	13%	15%	0%	15%	9%	-	13%	-	*	-	-	
English II	All Students	8%	5%	8%	*	9%	*	-	*	-	-	9%	7%	0%	9%	1%	10%	7%	-	11%	*	-	
	CWD	5%	3%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	9%	5%	9%	-	10%	*	-	*	-	-	10%	8%	-	9%	2%	11%	8%	-	13%	*	-	
	EL	1%	1%	1%	-	1%	-	-	*	-	-	2%	0%	0%	2%	1%	0%	3%	-	*	*	-	
	Male	7%	4%	10%	*	10%	*	-	-	-	-	8%	17%	0%	11%	0%	10%	-	-	0%	*	-	
	Female	10%	5%	7%	-	7%	*	-	*	-	-	9%	0%	0%	8%	3%	-	7%	-	*	-	-	

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	30%	*	30%	*	-	*	-	-	27%	40%	8%	33%	23%	26%	33%	-	20%	-	*
	CWD	7%	4%	8%	*	9%	*	-	*	-	-	5%	*	8%	-	0%	8%	8%	-	*	-	-
	CWOD	24%	28%	33%	*	32%	*	-	*	-	-	31%	41%	-	33%	27%	28%	36%	-	*	-	*
	EL	12%	20%	23%	-	23%	*	-	*	-	-	22%	25%	0%	27%	23%	24%	21%	-	-	-	-
	Male	22%	26%	26%	*	26%	*	-	-	-	-	22%	36%	8%	28%	24%	26%	-	-	*	-	*
	Female	23%	26%	33%	*	32%	*	-	*	-	-	31%	43%	8%	36%	21%	-	33%	-	*	-	-
Biology	All Students	20%	10%	7%	0%	8%	*	-	*	-	-	5%	19%	0%	9%	6%	8%	7%	-	0%	-	*
	CWD	7%	1%	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	11%	9%	*	9%	*	-	*	-	-	6%	20%	-	9%	7%	10%	8%	-	*	-	*
	EL	6%	5%	6%	-	6%	*	-	*	-	-	3%	17%	0%	7%	6%	6%	5%	-	-	-	-
	Male	21%	12%	8%	*	8%	*	-	-	-	-	3%	25%	0%	10%	6%	8%	-	-	*	-	*
	Female	20%	8%	7%	*	7%	*	-	*	-	-	5%	12%	0%	8%	5%	-	7%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	77%	46%	77%	95%	-	70%	-	*	75%	83%	37%	82%	74%	71%	81%	-	61%	*	*
	CWD	48%	42%	37%	28%	37%	*	-	*	-	-	36%	42%	37%	-	36%	36%	39%	-	14%	-	-
	CWOD	79%	79%	82%	57%	82%	95%	-	88%	-	*	80%	87%	-	82%	79%	77%	85%	-	69%	*	*
	EL	62%	72%	74%	-	74%	100%	-	*	-	*	73%	80%	36%	79%	74%	69%	79%	-	*	*	-
	Male	73%	73%	71%	37%	71%	100%	-	*	-	-	68%	84%	36%	77%	69%	71%	-	-	61%	*	*
	Female	77%	79%	81%	50%	82%	93%	-	67%	-	*	81%	83%	39%	85%	79%	-	81%	-	61%	-	-
Reading	All Students	76%	77%	82%	47%	82%	100%	-	78%	-	*	81%	87%	35%	88%	79%	74%	88%	-	71%	*	*
	CWD	46%	38%	35%	13%	37%	*	-	*	-	-	34%	42%	35%	-	34%	31%	41%	-	*	-	-
	CWOD	80%	81%	88%	78%	87%	100%	-	100%	-	*	87%	91%	-	88%	85%	81%	93%	-	81%	*	*
	EL	60%	73%	79%	-	80%	*	-	*	-	*	79%	82%	34%	85%	79%	73%	85%	-	*	*	-
	Male	72%	72%	74%	44%	74%	*	-	*	-	-	71%	89%	31%	81%	73%	74%	-	-	67%	*	*
	Female	80%	83%	88%	50%	89%	100%	-	75%	-	*	89%	85%	41%	93%	85%	-	88%	-	75%	-	-
Mathematics	All Students	74%	72%	70%	38%	70%	89%	-	57%	-	*	68%	77%	35%	74%	69%	64%	74%	-	43%	-	*
	CWD	49%	43%	35%	40%	34%	*	-	*	-	-	33%	44%	35%	-	36%	34%	36%	-	*	-	-
	CWOD	78%	75%	74%	38%	74%	88%	-	67%	-	*	73%	80%	-	74%	73%	70%	77%	-	50%	-	*
	EL	65%	71%	69%	-	69%	*	-	*	-	*	68%	78%	36%	73%	69%	63%	74%	-	-	-	-
	Male	73%	70%	64%	33%	65%	*	-	*	-	-	61%	80%	34%	70%	63%	64%	-	-	50%	-	*
	Female	74%	73%	74%	43%	75%	83%	-	50%	-	*	74%	75%	36%	77%	74%	-	74%	-	38%	-	-
Science	All Students	76%	79%	77%	44%	78%	*	-	*	-	-	75%	87%	44%	82%	71%	76%	79%	-	63%	-	*
	CWD	52%	47%	44%	40%	42%	*	-	*	-	-	44%	33%	44%	-	42%	48%	38%	-	*	-	-
	CWOD	79%	82%	82%	*	82%	*	-	*	-	-	80%	92%	-	82%	76%	81%	83%	-	67%	-	*
	EL	62%	75%	71%	-	71%	*	-	*	-	-	69%	80%	42%	76%	71%	71%	71%	-	-	-	-
	Male	76%	79%	76%	*	76%	*	-	-	-	-	74%	80%	48%	81%	71%	76%	-	-	60%	-	*
	Female	75%	79%	79%	60%	79%	*	-	*	-	-	76%	96%	38%	83%	71%	-	79%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
SAT/ACT All Subjects	All Students	90%	100%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	67%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	91%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	89%	100%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

All Subjects	All Students	48%	46%	<b>45%</b>	24%	45%	45%	-	45%	-	*	43%	53%	12%	49%	40%	40%	50%	-	28%	*	*
	CWD	24%	17%	<b>12%</b>	11%	12%	*	-	*	-	-	11%	15%	12%	-	8%	11%	12%	-	0%	-	-
	CWOD	52%	49%	<b>49%</b>	33%	49%	53%	-	56%	-	*	48%	56%	-	49%	44%	45%	53%	-	33%	*	*
	EL	31%	40%	<b>40%</b>	-	41%	33%	-	*	-	*	39%	44%	8%	44%	40%	37%	43%	-	*	*	-
	Male	46%	43%	<b>40%</b>	0%	41%	38%	-	*	-	-	36%	57%	11%	45%	37%	40%	-	-	30%	*	*
	Female	49%	49%	<b>50%</b>	45%	50%	50%	-	44%	-	*	50%	49%	12%	53%	43%	-	50%	-	26%	-	-
Reading	All Students	52%	52%	<b>55%</b>	24%	56%	64%	-	44%	-	*	54%	60%	15%	60%	48%	46%	63%	-	42%	*	*
	CWD	24%	18%	<b>15%</b>	13%	16%	*	-	*	-	-	14%	25%	15%	-	10%	16%	15%	-	*	-	-
	CWOD	56%	56%	<b>60%</b>	33%	60%	70%	-	57%	-	*	60%	63%	-	60%	53%	52%	67%	-	48%	*	*
	EL	33%	45%	<b>48%</b>	-	48%	*	-	*	-	*	48%	47%	10%	53%	48%	41%	54%	-	*	*	-
	Male	47%	46%	<b>46%</b>	0%	48%	*	-	*	-	-	43%	63%	16%	52%	41%	46%	-	-	33%	*	*
	Female	57%	59%	<b>63%</b>	50%	63%	71%	-	50%	-	*	64%	57%	15%	67%	54%	-	63%	-	50%	-	-
Mathematics	All Students	44%	38%	<b>36%</b>	15%	36%	33%	-	57%	-	*	33%	47%	9%	39%	37%	32%	39%	-	7%	-	*
	CWD	24%	16%	<b>9%</b>	0%	10%	*	-	*	-	-	9%	11%	9%	-	8%	10%	8%	-	*	-	-
	CWOD	47%	40%	<b>39%</b>	25%	39%	38%	-	67%	-	*	37%	51%	-	39%	40%	36%	41%	-	8%	-	*
	EL	32%	35%	<b>37%</b>	-	37%	*	-	*	-	*	35%	47%	8%	40%	37%	34%	38%	-	-	-	-
	Male	45%	38%	<b>32%</b>	0%	33%	*	-	*	-	-	27%	55%	10%	36%	34%	32%	-	-	17%	-	*
	Female	42%	38%	<b>39%</b>	29%	39%	33%	-	50%	-	*	39%	39%	8%	41%	38%	-	39%	-	0%	-	-
Science	All Students	46%	44%	<b>38%</b>	33%	38%	*	-	*	-	-	36%	47%	8%	42%	27%	37%	39%	-	25%	-	*
	CWD	24%	15%	<b>8%</b>	20%	6%	*	-	*	-	-	9%	0%	8%	-	5%	4%	13%	-	*	-	-
	CWOD	49%	47%	<b>42%</b>	*	42%	*	-	*	-	-	40%	52%	-	42%	30%	43%	42%	-	33%	-	*
	EL	26%	36%	<b>27%</b>	-	27%	*	-	*	-	-	26%	30%	5%	30%	27%	29%	25%	-	-	-	-
	Male	47%	44%	<b>37%</b>	*	38%	*	-	-	-	-	34%	47%	4%	43%	29%	37%	-	-	40%	-	*
	Female	44%	44%	<b>39%</b>	60%	39%	*	-	*	-	-	37%	48%	13%	42%	25%	-	39%	-	*	-	-
SAT/ACT All Subjects	All Students	61%	59%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	18%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	65%	50%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	57%	64%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

**STAAR Percent at Masters Grade Level**

**All Grades**

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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
All Subjects	All Students	19%	14%	13%	3%	14%	5%	-	20%	-	*	12%	18%	2%	15%	11%	12%	15%	-	7%	*	*
	CWD	7%	4%	2%	0%	2%	*	-	*	-	-	1%	4%	2%	-	0%	2%	1%	-	0%	-	-
	CWOD	21%	15%	15%	5%	15%	5%	-	25%	-	*	14%	20%	-	15%	12%	14%	16%	-	8%	*	*
	EL	9%	11%	11%	-	11%	0%	-	*	-	*	10%	13%	0%	12%	11%	9%	12%	-	*	*	-
	Male	18%	14%	12%	0%	12%	0%	-	*	-	-	10%	21%	2%	14%	9%	12%	-	-	4%	*	*
	Female	19%	15%	15%	5%	15%	7%	-	22%	-	*	15%	16%	1%	16%	12%	-	15%	-	9%	-	-
Reading	All Students	20%	15%	16%	6%	16%	9%	-	11%	-	*	15%	17%	1%	18%	12%	13%	18%	-	8%	*	*
	CWD	7%	3%	1%	0%	1%	*	-	*	-	-	1%	0%	1%	-	0%	2%	0%	-	*	-	-
	CWOD	22%	17%	18%	11%	18%	10%	-	14%	-	*	17%	19%	-	18%	14%	14%	20%	-	10%	*	*
	EL	9%	11%	12%	-	12%	*	-	*	-	*	12%	11%	0%	14%	12%	8%	15%	-	*	*	-
	Male	17%	13%	13%	0%	13%	*	-	*	-	-	11%	21%	2%	14%	8%	13%	-	-	0%	*	*
	Female	23%	18%	18%	13%	19%	14%	-	13%	-	*	19%	13%	0%	20%	15%	-	18%	-	17%	-	-
Mathematics	All Students	18%	15%	13%	0%	14%	0%	-	43%	-	*	12%	20%	3%	15%	11%	11%	15%	-	7%	-	*
	CWD	8%	5%	3%	0%	3%	*	-	*	-	-	2%	11%	3%	-	0%	2%	4%	-	*	-	-
	CWOD	20%	16%	15%	0%	15%	0%	-	50%	-	*	13%	21%	-	15%	12%	13%	16%	-	8%	-	*
	EL	11%	12%	11%	-	11%	*	-	*	-	*	10%	14%	0%	12%	11%	10%	11%	-	-	-	-
	Male	20%	16%	11%	0%	12%	*	-	*	-	-	9%	20%	2%	13%	10%	11%	-	-	17%	-	*
	Female	16%	14%	15%	0%	15%	0%	-	50%	-	*	15%	20%	4%	16%	11%	-	15%	-	0%	-	-
Science	All Students	17%	10%	8%	0%	8%	*	-	*	-	-	5%	19%	0%	9%	7%	11%	5%	-	0%	-	*
	CWD	7%	1%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	9%	*	9%	*	-	*	-	-	6%	21%	-	9%	8%	13%	5%	-	0%	-	*
	EL	6%	6%	7%	-	7%	*	-	*	-	-	5%	15%	0%	8%	7%	11%	3%	-	-	-	-
	Male	19%	11%	11%	*	11%	*	-	-	-	-	8%	23%	0%	13%	11%	11%	-	-	0%	-	*
	Female	16%	8%	5%	0%	5%	*	-	*	-	-	3%	13%	0%	5%	3%	-	5%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	9%	0%	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

- 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 2022-23 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)



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	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	71	37	71	70	-	114	-	*	69	50	73
CWD	50	10	54	*	-	-	-	-	50	50	56
CWOD	73	53	73	78	-	114	-	*	71	-	74
EL ◇	73	-	73	*	-	-	-	*	72	56	73
Male	66	38	66	*	-	*	-	-	63	40	74
Female	75	36	75	82	-	113	-	*	75	67	72
<b>Mathematics</b>											
All Students	65	29	65	75	-	100	-	*	64	54	64
CWD	54	20	56	*	-	-	-	-	50	54	53
CWOD	66	36	66	68	-	100	-	*	65	-	64
EL ◇	64	-	63	*	-	-	-	*	63	53	64
Male	61	8	62	*	-	*	-	-	60	50	61
Female	68	50	68	50	-	100	-	*	66	61	66

- 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 2022.

	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 2022</b>													
All Students	98.4%	*	98.3%	*	-	-	-	*	97.9%	*	94.4%	97.6%	-
CWD	*	-	*	*	-	-	-	-	*	*	*	*	-
CWOD	98.3%	*	98.3%	-	-	-	-	*	97.9%	-	94.1%	97.5%	-
EL ◇	94.4%	-	94.4%	-	-	-	-	-	93.3%	*	94.4%	100.0%	-
Male	100.0%	*	100.0%	*	-	-	-	*	100.0%	*	100.0%	100.0%	-
Female	96.9%	*	96.8%	-	-	-	-	-	95.8%	*	83.3%	95.7%	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
375	115	31%

- 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	45	24	45	48	-	45	-	*	43	17	42
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	62%	*	62%	*	-	-	-	*	62%	*	36%

- 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)

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	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	N	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<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%
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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		Y						N		N

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 2022-23 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	99%	95%	99%	100%	-	100%	-	*	99%	99%	98%	99%	100%	99%	99%	-
	CWD	98%	89%	99%	*	-	*	-	-	99%	93%	98%	-	100%	97%	100%	-
	CWOD	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	89%	99%	100%	-	*	-	-	99%	99%	97%	99%	100%	99%	-	-
	Female	99%	100%	99%	100%	-	100%	-	*	99%	100%	100%	99%	100%	-	99%	-
<b>Reading</b>	All Students	99%	94%	99%	100%	-	100%	-	*	99%	99%	97%	99%	100%	99%	99%	-
	CWD	97%	88%	98%	*	-	*	-	-	98%	92%	97%	-	100%	95%	100%	-
	CWOD	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	89%	99%	*	-	*	-	-	99%	99%	95%	100%	100%	99%	-	-
	Female	99%	100%	99%	100%	-	100%	-	*	99%	100%	100%	99%	100%	-	99%	-
<b>Mathematics</b>	All Students	99%	100%	99%	100%	-	100%	-	*	99%	100%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	-	100%	-	*	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	*	-	*	-	-	99%	100%	100%	99%	100%	99%	-	-
	Female	99%	100%	99%	100%	-	100%	-	*	99%	100%	100%	99%	100%	-	99%	-
<b>Science</b>	All Students	99%	89%	99%	*	-	*	-	-	99%	98%	98%	99%	100%	98%	99%	-
	CWD	98%	80%	100%	*	-	*	-	-	100%	83%	98%	-	100%	96%	100%	-
	CWOD	99%	*	99%	*	-	*	-	-	99%	100%	-	99%	100%	98%	99%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	98%	*	99%	*	-	-	-	-	98%	97%	96%	98%	100%	98%	-	-

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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	99%	100%	99%	*	-	*	-	-	99%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	*	*	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	1%	5%	1%	0%	-	0%	-	*	1%	1%	2%	1%	0%	1%	1%	-
	CWD	2%	11%	1%	*	-	*	-	-	1%	7%	2%	-	0%	3%	0%	-
	CWOD	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	11%	1%	0%	-	*	-	-	1%	1%	3%	1%	0%	1%	-	-
	Female	1%	0%	1%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	1%	6%	1%	0%	-	0%	-	*	1%	1%	3%	1%	0%	1%	1%	-
	CWD	3%	12%	2%	*	-	*	-	-	2%	8%	3%	-	0%	5%	0%	-
	CWOD	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	11%	1%	*	-	*	-	-	1%	1%	5%	0%	0%	1%	-	-
	Female	1%	0%	1%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	0%	1%	0%	-	0%	-	*	1%	0%	0%	1%	0%	1%	1%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	*	-	*	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	0%	1%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	11%	1%	*	-	*	-	-	1%	2%	2%	1%	0%	2%	1%	-
	CWD	2%	20%	0%	*	-	*	-	-	0%	17%	2%	-	0%	4%	0%	-
	CWOD	1%	*	1%	*	-	*	-	-	1%	0%	-	1%	0%	2%	1%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	*	1%	*	-	-	-	-	2%	3%	4%	2%	0%	2%	-	-
	Female	1%	0%	1%	*	-	*	-	-	1%	0%	0%	1%	0%	-	1%	-

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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
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 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	8	0	8	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	1		
	Total	10	0	10	0	0	0	0	0	3		
<b>Out-of-School Suspensions</b>												
	Male	12	0	12	0	0	0	0	0	4		
	Female	5	0	4	1	0	0	0	0	2		
	Total	17	0	16	1	0	0	0	0	6		
<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	1		1
	Female	3	1	2	0	0	0	0	0	0		1
	Total	3	1	2	0	0	0	0	0	1		2
<b>Out-of-School Suspensions</b>												
	Male	2	0	2	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		1
<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	42	8	33	1	-8	-8	-8	-8	9	8	4
	Female	39	2	37	-8	-8	-8	-8	-8	16	2	1
	Total	81	10	70	1	-8	-8	-8	-8	25	10	5

	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	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	6
On the basis of race	1
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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	97	1	95	0	0	0	0	1	12	3
	Female	138	2	136	0	0	0	0	0	16	6
	Total	235	3	231	0	0	0	0	1	28	9
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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	58.5	96.7%
Teachers Teaching with Emergency or Provisional Credentials	2.9	5.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

## 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	-	-
Reading	52,275	1%	84	1%	-	-
Mathematics	46,462	2%	73	1%	-	-
Science	19,024	1%	21	0%	-	-

- 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

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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	77%	-	78%	-	-	-	-	-	76%	58%	58%
In-State Private Institutions	4%	-	4%	-	-	-	-	-	*	-	-
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 2021-22 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	26%	67%	25%	14%	-	36%	-	*	26%	38%	24%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	63%	59%	66%	-	-	-	*	*	63%	*	46%	65%	59%	52%	75%	-	-	-	-
	CWD	45%	43%	46%	29%	67%	-	-	-	-	-	46%	-	46%	-	60%	44%	*	-	-	-	-
	CWOD	81%	78%	65%	63%	66%	-	-	-	*	*	65%	*	-	65%	59%	53%	76%	-	-	-	-
	EL	62%	75%	59%	-	59%	-	-	-	-	-	59%	-	60%	59%	59%	54%	64%	-	-	-	-
	Male	72%	70%	52%	47%	58%	-	-	-	-	*	53%	*	44%	53%	54%	52%	-	-	-	-	-
	Female	80%	81%	75%	73%	74%	-	-	-	-	*	*	74%	*	*	76%	64%	-	75%	-	-	-

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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	74%	68%	<b>54%</b>	40%	68%	-	-	-	*	*	55%	*	54%	55%	65%	53%	56%	-	-	-	-
	CWD	51%	48%	<b>54%</b>	43%	67%	-	-	-	-	-	54%	-	54%	-	60%	56%	*	-	-	-	-
	CWOD	78%	70%	<b>55%</b>	40%	68%	-	-	-	*	*	55%	*	-	55%	65%	53%	56%	-	-	-	-
	EL	65%	69%	<b>65%</b>	-	65%	-	-	-	-	-	65%	-	60%	65%	65%	62%	68%	-	-	-	-
	Male	75%	69%	<b>53%</b>	42%	66%	-	-	-	-	*	54%	*	56%	53%	62%	53%	-	-	-	-	-
	Female	73%	68%	<b>56%</b>	38%	69%	-	-	-	*	*	55%	*	*	56%	68%	-	56%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	77%	76%	<b>68%</b>	61%	72%	*	-	-	-	*	67%	*	44%	71%	71%	70%	65%	-	*	-	-
	CWD	45%	44%	<b>44%</b>	38%	*	-	-	-	-	*	44%	-	44%	-	*	42%	50%	-	-	-	-
	CWOD	82%	79%	<b>71%</b>	68%	71%	*	-	-	-	*	70%	*	-	71%	70%	75%	67%	-	*	-	-
	EL	62%	73%	<b>71%</b>	-	70%	*	-	-	-	-	70%	*	*	70%	71%	73%	69%	-	*	-	-
	Male	73%	70%	<b>70%</b>	61%	78%	-	-	-	-	*	69%	*	42%	75%	73%	70%	-	-	-	-	-
	Female	81%	82%	<b>65%</b>	62%	65%	*	-	-	-	*	64%	*	50%	67%	69%	-	65%	-	*	-	-
Mathematics	All Students	61%	61%	<b>57%</b>	56%	60%	*	-	-	-	*	56%	*	33%	60%	55%	60%	55%	-	*	-	-
	CWD	37%	31%	<b>33%</b>	38%	*	-	-	-	-	*	33%	-	33%	-	*	42%	17%	-	-	-	-
	CWOD	66%	64%	<b>60%</b>	60%	61%	*	-	-	-	*	59%	*	-	60%	57%	63%	58%	-	*	-	-
	EL	47%	59%	<b>55%</b>	-	54%	*	-	-	-	-	54%	*	*	57%	55%	62%	49%	-	*	-	-
	Male	62%	59%	<b>60%</b>	59%	63%	-	-	-	-	*	59%	*	42%	63%	62%	60%	-	-	-	-	-
	Female	60%	62%	<b>55%</b>	52%	56%	*	-	-	-	*	53%	*	17%	58%	49%	-	55%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	82%	86%	<b>86%</b>	83%	87%	*	-	-	-	*	85%	100%	75%	87%	89%	81%	90%	-	-	-	-
	CWD	51%	52%	<b>75%</b>	75%	*	-	-	-	-	-	73%	*	75%	-	*	75%	75%	-	-	-	-
	CWOD	86%	89%	<b>87%</b>	85%	87%	*	-	-	-	*	87%	*	-	87%	90%	82%	92%	-	-	-	-
	EL	68%	85%	<b>89%</b>	*	90%	*	-	-	-	-	88%	*	*	90%	89%	81%	95%	-	-	-	-
	Male	78%	81%	<b>81%</b>	79%	81%	*	-	-	-	-	80%	*	75%	82%	81%	81%	-	-	-	-	-
	Female	86%	92%	<b>90%</b>	86%	92%	-	-	-	-	*	89%	*	75%	92%	95%	-	90%	-	-	-	-
Mathematics	All Students	74%	69%	<b>54%</b>	49%	56%	*	-	-	-	-	54%	*	38%	57%	57%	58%	50%	-	-	-	-
	CWD	48%	48%	<b>38%</b>	33%	*	-	-	-	-	-	40%	*	38%	-	*	50%	25%	-	-	-	-
	CWOD	79%	71%	<b>57%</b>	55%	57%	*	-	-	-	-	57%	*	-	57%	58%	60%	54%	-	-	-	-
	EL	64%	69%	<b>57%</b>	*	57%	*	-	-	-	-	58%	*	*	58%	57%	48%	64%	-	-	-	-
	Male	73%	67%	<b>58%</b>	64%	50%	*	-	-	-	-	57%	*	50%	60%	48%	58%	-	-	-	-	-
	Female	76%	71%	<b>50%</b>	35%	61%	-	-	-	-	-	52%	*	25%	54%	64%	-	50%	-	-	-	-
Science	All Students	73%	72%	<b>61%</b>	53%	64%	*	-	-	-	*	61%	40%	31%	64%	61%	68%	54%	-	-	-	-
	CWD	45%	38%	<b>31%</b>	33%	*	-	-	-	-	-	33%	*	31%	-	*	50%	13%	-	-	-	-
	CWOD	76%	74%	<b>64%</b>	59%	66%	*	-	-	-	*	65%	*	-	64%	63%	70%	59%	-	-	-	-
	EL	56%	68%	<b>61%</b>	*	60%	*	-	-	-	-	62%	*	*	63%	61%	69%	55%	-	-	-	-
	Male	73%	71%	<b>68%</b>	63%	69%	*	-	-	-	-	67%	*	50%	70%	69%	68%	-	-	-	-	-
	Female	72%	72%	<b>54%</b>	45%	59%	-	-	-	-	*	57%	*	13%	59%	55%	-	54%	-	-	-	-
<b>End of Course</b>																						

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English I	All Students	70%	73%	<b>60%</b>	56%	63%	*	-	-	-	*	60%	*	27%	66%	58%	56%	64%	-	14%	-	-
	CWD	37%	32%	<b>27%</b>	32%	20%	-	-	-	-	*	28%	*	27%	-	17%	30%	23%	-	*	-	-
	CWOD	75%	78%	<b>66%</b>	64%	68%	*	-	-	-	*	66%	*	-	66%	62%	63%	70%	-	17%	-	-
	EL	49%	66%	<b>58%</b>	-	58%	-	-	-	-	-	57%	*	17%	62%	58%	53%	64%	-	*	-	-
	Male	65%	69%	<b>56%</b>	51%	59%	-	-	-	-	-	56%	*	30%	63%	53%	56%	-	-	*	-	-
	Female	76%	79%	<b>64%</b>	59%	69%	*	-	-	-	*	64%	*	23%	70%	64%	-	64%	-	20%	-	-
English II	All Students	73%	76%	<b>67%</b>	59%	73%	-	*	-	-	*	66%	*	20%	77%	76%	73%	60%	-	*	-	-
	CWD	39%	29%	<b>20%</b>	14%	27%	-	-	-	-	-	20%	-	20%	-	50%	29%	0%	-	-	-	-
	CWOD	77%	82%	<b>77%</b>	73%	79%	-	*	-	-	*	76%	*	-	77%	79%	84%	68%	-	*	-	-
	EL	48%	68%	<b>76%</b>	-	77%	-	*	-	-	-	75%	*	50%	79%	76%	82%	65%	-	*	-	-
	Male	68%	71%	<b>73%</b>	70%	74%	-	-	-	-	-	72%	*	29%	84%	82%	73%	-	-	-	-	-
	Female	78%	82%	<b>60%</b>	48%	71%	-	*	-	-	*	60%	-	0%	68%	65%	-	60%	-	*	-	-
Algebra I	All Students	77%	82%	<b>67%</b>	57%	73%	*	-	-	-	*	66%	*	26%	73%	76%	58%	75%	-	43%	-	-
	CWD	52%	47%	<b>26%</b>	38%	0%	-	-	-	-	*	27%	*	26%	-	0%	17%	38%	-	*	-	-
	CWOD	81%	85%	<b>73%</b>	63%	78%	*	-	-	-	*	72%	*	-	73%	81%	66%	79%	-	50%	-	-
	EL	69%	80%	<b>76%</b>	-	76%	-	-	-	-	-	76%	*	0%	81%	76%	70%	85%	-	*	-	-
	Male	74%	79%	<b>58%</b>	41%	67%	-	-	-	-	-	58%	*	17%	66%	70%	58%	-	-	*	-	-
	Female	81%	85%	<b>75%</b>	70%	81%	*	-	-	-	*	75%	*	38%	79%	85%	-	75%	-	60%	-	-
Biology	All Students	87%	86%	<b>80%</b>	75%	85%	*	-	-	-	*	80%	*	52%	85%	82%	83%	77%	-	40%	-	-
	CWD	67%	54%	<b>52%</b>	58%	40%	-	-	-	-	*	54%	*	52%	-	*	67%	38%	-	*	-	-
	CWOD	90%	89%	<b>85%</b>	80%	88%	*	-	-	-	-	85%	*	-	85%	85%	86%	84%	-	*	-	-
	EL	75%	82%	<b>82%</b>	-	82%	-	-	-	-	-	82%	-	*	85%	82%	84%	79%	-	*	-	-
	Male	85%	86%	<b>83%</b>	77%	87%	-	-	-	-	-	83%	-	67%	86%	84%	83%	-	-	*	-	-
	Female	89%	87%	<b>77%</b>	73%	83%	*	-	-	-	*	78%	*	38%	84%	79%	-	77%	-	*	-	-

**STAAR Percent at Meets Grade Level or Above**

**Grade 6**

Reading	All Students	51%	48%	<b>33%</b>	23%	42%	-	-	-	*	*	33%	*	38%	32%	37%	24%	42%	-	-	-	-
	CWD	24%	23%	<b>38%</b>	14%	67%	-	-	-	-	-	38%	-	38%	-	60%	44%	*	-	-	-	-
	CWOD	56%	50%	<b>32%</b>	24%	39%	-	-	-	*	*	33%	*	-	32%	35%	21%	43%	-	-	-	-
	EL	34%	47%	<b>37%</b>	-	37%	-	-	-	-	-	37%	-	60%	35%	37%	31%	44%	-	-	-	-
	Male	47%	41%	<b>24%</b>	11%	37%	-	-	-	-	*	25%	*	44%	21%	31%	24%	-	-	-	-	-
	Female	56%	55%	<b>42%</b>	37%	46%	-	-	-	*	*	41%	*	*	43%	44%	-	42%	-	-	-	-
Mathematics	All Students	38%	28%	<b>11%</b>	5%	17%	-	-	-	*	*	11%	*	38%	8%	18%	15%	7%	-	-	-	-
	CWD	22%	20%	<b>38%</b>	14%	67%	-	-	-	-	-	38%	-	38%	-	60%	44%	*	-	-	-	-
	CWOD	41%	29%	<b>8%</b>	3%	13%	-	-	-	*	*	8%	*	-	8%	13%	11%	6%	-	-	-	-
	EL	26%	27%	<b>18%</b>	-	18%	-	-	-	-	-	18%	-	60%	13%	18%	27%	8%	-	-	-	-
	Male	41%	31%	<b>15%</b>	0%	29%	-	-	-	-	*	15%	*	44%	11%	27%	15%	-	-	-	-	-
	Female	36%	26%	<b>7%</b>	10%	5%	-	-	-	*	*	6%	*	*	6%	8%	-	7%	-	-	-	-

**Grade 7**

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Reading	All Students	53%	50%	<b>36%</b>	30%	40%	*	-	-	-	*	34%	*	17%	38%	37%	36%	36%	-	*	-	-
	CWD	24%	20%	<b>17%</b>	15%	*	-	-	-	-	*	17%	-	17%	-	*	17%	17%	-	-	-	-
	CWOD	58%	52%	<b>38%</b>	34%	40%	*	-	-	-	*	36%	*	-	38%	38%	39%	38%	-	*	-	-
	EL	33%	45%	<b>37%</b>	-	37%	*	-	-	-	-	36%	*	*	38%	37%	39%	34%	-	*	-	-
	Male	49%	43%	<b>36%</b>	21%	44%	-	-	-	-	*	35%	*	17%	39%	39%	36%	-	-	-	-	-
	Female	57%	56%	<b>36%</b>	38%	35%	*	-	-	-	*	33%	*	17%	38%	34%	-	36%	-	*	-	-
Mathematics	All Students	36%	36%	<b>30%</b>	22%	36%	*	-	-	-	*	28%	*	17%	32%	32%	36%	24%	-	*	-	-
	CWD	20%	19%	<b>17%</b>	15%	*	-	-	-	-	*	17%	-	17%	-	*	17%	17%	-	-	-	-
	CWOD	39%	37%	<b>32%</b>	23%	36%	*	-	-	-	*	29%	*	-	32%	32%	39%	25%	-	*	-	-
	EL	22%	34%	<b>32%</b>	-	32%	*	-	-	-	-	31%	*	*	32%	32%	41%	23%	-	*	-	-
	Male	38%	36%	<b>36%</b>	30%	41%	-	-	-	-	*	35%	*	17%	39%	41%	36%	-	-	-	-	-
	Female	34%	35%	<b>24%</b>	14%	30%	*	-	-	-	*	21%	*	17%	25%	23%	-	24%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	56%	61%	<b>46%</b>	36%	52%	*	-	-	-	*	45%	80%	6%	51%	47%	41%	51%	-	-	-	-
	CWD	24%	21%	<b>6%</b>	0%	*	-	-	-	-	-	7%	*	6%	-	*	0%	13%	-	-	-	-
	CWOD	61%	64%	<b>51%</b>	46%	53%	*	-	-	-	*	50%	*	-	51%	49%	47%	55%	-	-	-	-
	EL	34%	55%	<b>47%</b>	*	49%	*	-	-	-	-	46%	*	*	49%	47%	38%	55%	-	-	-	-
	Male	50%	54%	<b>41%</b>	29%	48%	*	-	-	-	-	39%	*	0%	47%	38%	41%	-	-	-	-	-
	Female	62%	68%	<b>51%</b>	41%	55%	-	-	-	-	*	50%	*	13%	55%	55%	-	51%	-	-	-	-
Mathematics	All Students	45%	29%	<b>9%</b>	4%	12%	*	-	-	-	-	8%	*	6%	9%	9%	8%	9%	-	-	-	-
	CWD	24%	13%	<b>6%</b>	0%	*	-	-	-	-	-	7%	*	6%	-	*	0%	13%	-	-	-	-
	CWOD	48%	30%	<b>9%</b>	6%	11%	*	-	-	-	-	8%	*	-	9%	9%	10%	9%	-	-	-	-
	EL	31%	31%	<b>9%</b>	*	9%	*	-	-	-	-	9%	*	*	9%	9%	5%	12%	-	-	-	-
	Male	44%	27%	<b>8%</b>	5%	12%	*	-	-	-	-	6%	*	0%	10%	5%	8%	-	-	-	-	-
	Female	45%	31%	<b>9%</b>	4%	13%	-	-	-	-	-	10%	*	13%	9%	12%	-	9%	-	-	-	-
Science	All Students	46%	41%	<b>26%</b>	19%	30%	*	-	-	-	*	26%	20%	13%	27%	30%	32%	20%	-	-	-	-
	CWD	24%	16%	<b>13%</b>	8%	*	-	-	-	-	-	13%	*	13%	-	*	13%	13%	-	-	-	-
	CWOD	49%	43%	<b>27%</b>	22%	30%	*	-	-	-	*	28%	*	-	27%	31%	35%	21%	-	-	-	-
	EL	26%	37%	<b>30%</b>	*	29%	*	-	-	-	-	29%	*	*	31%	30%	38%	24%	-	-	-	-
	Male	48%	43%	<b>32%</b>	25%	36%	*	-	-	-	-	32%	*	13%	35%	38%	32%	-	-	-	-	-
	Female	43%	39%	<b>20%</b>	14%	24%	-	-	-	-	*	21%	*	13%	21%	24%	-	20%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	50%	51%	<b>32%</b>	25%	37%	*	-	-	-	*	32%	*	12%	36%	35%	30%	34%	-	14%	-	-
	CWD	20%	14%	<b>12%</b>	14%	10%	-	-	-	-	*	13%	*	12%	-	17%	20%	0%	-	*	-	-
	CWOD	54%	55%	<b>36%</b>	29%	40%	*	-	-	-	*	36%	*	-	36%	37%	33%	39%	-	17%	-	-
	EL	26%	39%	<b>35%</b>	-	35%	-	-	-	-	-	36%	*	17%	37%	35%	33%	39%	-	*	-	-
	Male	44%	45%	<b>30%</b>	27%	32%	-	-	-	-	-	30%	*	20%	33%	33%	30%	-	-	*	-	-
	Female	57%	58%	<b>34%</b>	24%	44%	*	-	-	-	*	34%	*	0%	39%	39%	-	34%	-	20%	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	41%	33%	47%	-	*	-	-	*	40%	*	12%	47%	41%	43%	38%	-	*	-	-
	CWD	22%	15%	12%	14%	9%	-	-	-	-	-	12%	-	12%	-	17%	18%	0%	-	-	-	-
	CWOD	57%	59%	47%	39%	53%	-	*	-	-	*	46%	*	-	47%	44%	50%	43%	-	*	-	-
	EL	23%	43%	41%	-	42%	-	*	-	-	-	42%	*	17%	44%	41%	41%	40%	-	*	-	-
	Male	47%	48%	43%	41%	44%	-	-	-	-	-	42%	*	18%	50%	41%	43%	-	-	-	-	-
	Female	60%	62%	38%	26%	51%	-	*	-	-	*	38%	-	0%	43%	40%	-	38%	-	*	-	-
Algebra I	All Students	42%	48%	29%	18%	37%	*	-	-	-	*	29%	*	6%	33%	38%	31%	28%	-	0%	-	-
	CWD	19%	11%	6%	10%	0%	-	-	-	-	*	7%	*	6%	-	0%	11%	0%	-	*	-	-
	CWOD	45%	51%	33%	21%	40%	*	-	-	-	*	33%	*	-	33%	41%	34%	31%	-	0%	-	-
	EL	29%	42%	38%	-	38%	-	-	-	-	-	37%	*	0%	41%	38%	37%	39%	-	*	-	-
	Male	40%	46%	31%	20%	37%	-	-	-	-	-	30%	*	11%	34%	37%	31%	-	-	*	-	-
	Female	44%	50%	28%	17%	37%	*	-	-	-	*	28%	*	0%	31%	39%	-	28%	-	0%	-	-
Biology	All Students	54%	47%	26%	20%	30%	*	-	-	-	*	26%	*	16%	27%	29%	25%	26%	-	20%	-	-
	CWD	27%	14%	16%	21%	0%	-	-	-	-	*	17%	*	16%	-	*	25%	8%	-	*	-	-
	CWOD	58%	51%	27%	20%	32%	*	-	-	-	-	28%	*	-	27%	31%	25%	29%	-	*	-	-
	EL	29%	35%	29%	-	29%	-	-	-	-	-	29%	-	*	31%	29%	28%	32%	-	*	-	-
	Male	53%	46%	25%	19%	29%	-	-	-	-	-	25%	-	25%	25%	28%	25%	-	-	*	-	-
	Female	55%	49%	26%	20%	31%	*	-	-	-	*	27%	*	8%	29%	32%	-	26%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	9%	6%	12%	-	-	-	*	*	9%	*	15%	8%	6%	7%	11%	-	-	-	-
	CWD	7%	5%	15%	14%	17%	-	-	-	-	-	15%	-	15%	-	20%	11%	*	-	-	-	-
	CWOD	24%	19%	8%	5%	11%	-	-	-	*	*	9%	*	-	8%	4%	6%	10%	-	-	-	-
	EL	10%	14%	6%	-	6%	-	-	-	-	-	6%	-	20%	4%	6%	8%	4%	-	-	-	-
	Male	19%	16%	7%	0%	13%	-	-	-	-	*	7%	*	11%	6%	8%	7%	-	-	-	-	-
	Female	24%	19%	11%	13%	10%	-	-	-	*	*	11%	*	*	10%	4%	-	11%	-	-	-	-
Mathematics	All Students	15%	7%	6%	2%	9%	-	-	-	*	*	6%	*	38%	2%	10%	8%	3%	-	-	-	-
	CWD	8%	7%	38%	14%	67%	-	-	-	-	-	38%	-	38%	-	60%	44%	*	-	-	-	-
	CWOD	16%	7%	2%	0%	4%	-	-	-	*	*	2%	*	-	2%	4%	3%	2%	-	-	-	-
	EL	8%	6%	10%	-	10%	-	-	-	-	-	10%	-	60%	4%	10%	15%	4%	-	-	-	-
	Male	17%	9%	8%	0%	16%	-	-	-	-	*	8%	*	44%	3%	15%	8%	-	-	-	-	-
	Female	13%	5%	3%	3%	3%	-	-	-	*	*	3%	*	*	2%	4%	-	3%	-	-	-	-
Grade 7																						
Reading	All Students	26%	22%	16%	11%	18%	*	-	-	-	*	15%	*	6%	17%	18%	17%	15%	-	*	-	-
	CWD	7%	6%	6%	8%	*	-	-	-	-	*	6%	-	6%	-	*	0%	17%	-	-	-	-
	CWOD	29%	23%	17%	11%	19%	*	-	-	-	*	16%	*	-	17%	19%	20%	14%	-	*	-	-
	EL	11%	18%	18%	-	18%	*	-	-	-	-	18%	*	*	19%	18%	21%	14%	-	*	-	-
	Male	23%	19%	17%	11%	20%	-	-	-	-	*	16%	*	0%	20%	21%	17%	-	-	-	-	-
	Female	30%	25%	15%	10%	16%	*	-	-	-	*	14%	*	17%	14%	14%	-	15%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	10%	5%	12%	*	-	-	-	*	10%	*	17%	9%	10%	13%	7%	-	*	-	-
	CWD	7%	6%	17%	15%	*	-	-	-	-	*	17%	-	17%	-	*	17%	17%	-	-	-	-
	CWOD	12%	11%	9%	2%	12%	*	-	-	-	*	9%	*	-	9%	9%	13%	6%	-	*	-	-
	EL	5%	10%	10%	-	10%	*	-	-	-	-	10%	*	*	9%	10%	18%	3%	-	*	-	-
	Male	12%	12%	13%	7%	17%	-	-	-	-	*	12%	*	17%	13%	18%	13%	-	-	-	-	-
	Female	10%	8%	7%	3%	7%	*	-	-	-	*	7%	*	17%	6%	3%	-	7%	-	*	-	-
<b>Grade 8</b>																						
Reading	All Students	27%	24%	14%	13%	14%	*	-	-	-	*	13%	20%	0%	15%	10%	12%	15%	-	-	-	-
	CWD	7%	1%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	30%	26%	15%	17%	15%	*	-	-	-	*	15%	*	-	15%	10%	13%	17%	-	-	-	-
	EL	10%	19%	10%	*	10%	*	-	-	-	-	10%	*	*	10%	10%	6%	13%	-	-	-	-
	Male	23%	20%	12%	13%	12%	*	-	-	-	-	11%	*	0%	13%	6%	12%	-	-	-	-	-
	Female	32%	28%	15%	14%	16%	-	-	-	-	*	16%	*	0%	17%	13%	-	15%	-	-	-	-
Mathematics	All Students	17%	6%	3%	4%	2%	*	-	-	-	-	3%	*	6%	2%	0%	2%	4%	-	-	-	-
	CWD	8%	4%	6%	0%	*	-	-	-	-	-	7%	*	6%	-	*	0%	13%	-	-	-	-
	CWOD	18%	6%	2%	6%	0%	*	-	-	-	-	2%	*	-	2%	0%	2%	2%	-	-	-	-
	EL	8%	6%	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	6%	2%	5%	0%	*	-	-	-	-	2%	*	0%	2%	0%	2%	-	-	-	-	-
	Female	16%	6%	4%	4%	3%	-	-	-	-	-	4%	*	13%	2%	0%	-	4%	-	-	-	-
Science	All Students	16%	9%	3%	0%	4%	*	-	-	-	*	3%	0%	0%	3%	3%	3%	3%	-	-	-	-
	CWD	6%	1%	0%	0%	*	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	18%	10%	3%	0%	5%	*	-	-	-	*	3%	*	-	3%	3%	3%	3%	-	-	-	-
	EL	5%	7%	3%	*	3%	*	-	-	-	-	3%	*	*	3%	3%	3%	3%	-	-	-	-
	Male	18%	11%	3%	0%	5%	*	-	-	-	-	3%	*	0%	3%	3%	3%	-	-	-	-	-
	Female	14%	7%	3%	0%	4%	-	-	-	-	*	3%	*	0%	3%	3%	-	3%	-	-	-	-
<b>End of Course</b>																						
English I	All Students	13%	10%	4%	3%	4%	*	-	-	-	*	4%	*	0%	5%	3%	4%	5%	-	0%	-	-
	CWD	5%	1%	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	11%	5%	5%	5%	*	-	-	-	*	5%	*	-	5%	3%	5%	5%	-	0%	-	-
	EL	2%	3%	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	2%	4%	-	*	-	-
	Male	10%	8%	4%	3%	5%	-	-	-	-	-	4%	*	0%	5%	2%	4%	-	-	*	-	-
	Female	16%	12%	5%	4%	4%	*	-	-	-	*	5%	*	0%	5%	4%	-	5%	-	0%	-	-
English II	All Students	8%	5%	1%	0%	1%	-	*	-	-	*	1%	*	0%	1%	0%	1%	0%	-	*	-	-
	CWD	5%	3%	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	9%	5%	1%	0%	1%	-	*	-	-	*	1%	*	-	1%	0%	2%	0%	-	*	-	-
	EL	1%	1%	0%	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	7%	4%	1%	0%	2%	-	-	-	-	-	1%	*	0%	2%	0%	1%	-	-	-	-	-
	Female	10%	5%	0%	0%	0%	-	*	-	-	*	0%	-	0%	0%	0%	-	0%	-	*	-	-

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
Algebra I	All Students	22%	26%	14%	7%	19%	*	-	-	-	*	14%	*	3%	16%	18%	18%	11%	-	0%	-	-
	CWD	7%	4%	3%	5%	0%	-	-	-	-	*	3%	*	3%	-	0%	6%	0%	-	*	-	-
	CWOD	24%	28%	16%	8%	20%	*	-	-	-	*	16%	*	-	16%	20%	20%	12%	-	0%	-	-
	EL	12%	20%	18%	-	18%	-	-	-	-	-	17%	*	0%	20%	18%	19%	18%	-	*	-	-
	Male	22%	26%	18%	10%	22%	-	-	-	-	-	17%	*	6%	20%	19%	18%	-	-	*	-	-
	Female	23%	26%	11%	6%	15%	*	-	-	-	*	11%	*	0%	12%	18%	-	11%	-	0%	-	-
Biology	All Students	20%	10%	1%	1%	1%	*	-	-	-	*	1%	*	0%	1%	0%	3%	0%	-	0%	-	-
	CWD	7%	1%	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	22%	11%	1%	2%	1%	*	-	-	-	-	1%	*	-	1%	0%	3%	0%	-	*	-	-
	EL	6%	5%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	*	-	-
	Male	21%	12%	3%	3%	2%	-	-	-	-	-	3%	-	0%	3%	0%	3%	-	-	*	-	-
	Female	20%	8%	0%	0%	0%	*	-	-	-	*	0%	*	0%	0%	0%	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	65%	59%	70%	100%	*	-	*	43%	65%	71%	38%	69%	68%	64%	67%	-	29%	-	-
	CWD	48%	42%	38%	40%	37%	-	-	-	-	0%	39%	17%	38%	-	40%	42%	33%	-	*	-	-
	CWOD	79%	79%	69%	64%	73%	100%	*	-	*	56%	69%	80%	-	69%	70%	68%	70%	-	33%	-	-
	EL	62%	72%	68%	*	68%	100%	*	-	-	-	68%	80%	40%	70%	68%	68%	69%	-	17%	-	-
	Male	73%	73%	64%	58%	69%	100%	-	-	-	13%	64%	78%	42%	68%	68%	64%	-	-	0%	-	-
	Female	77%	79%	67%	60%	72%	100%	*	-	*	62%	67%	65%	33%	70%	69%	-	67%	-	39%	-	-
Reading	All Students	76%	77%	68%	62%	72%	100%	*	-	*	60%	68%	84%	38%	73%	71%	66%	71%	-	18%	-	-
	CWD	46%	38%	38%	37%	43%	-	-	-	-	*	38%	*	38%	-	50%	39%	36%	-	*	-	-
	CWOD	80%	81%	73%	69%	74%	100%	*	-	*	75%	72%	88%	-	73%	72%	71%	74%	-	20%	-	-
	EL	60%	73%	71%	*	71%	*	*	-	-	-	70%	100%	50%	72%	71%	68%	73%	-	*	-	-
	Male	72%	72%	66%	60%	69%	*	-	-	-	*	65%	80%	39%	71%	68%	66%	-	-	*	-	-
	Female	80%	83%	71%	65%	75%	*	*	-	*	83%	70%	89%	36%	74%	73%	-	71%	-	22%	-	-
Mathematics	All Students	74%	72%	60%	51%	66%	100%	-	-	*	22%	59%	67%	35%	63%	64%	57%	62%	-	38%	-	-
	CWD	49%	43%	35%	38%	30%	-	-	-	-	*	36%	*	35%	-	28%	37%	32%	-	*	-	-
	CWOD	78%	75%	63%	55%	68%	100%	-	-	*	29%	63%	77%	-	63%	67%	61%	65%	-	43%	-	-
	EL	65%	71%	64%	*	64%	*	-	-	-	-	64%	*	28%	67%	64%	63%	66%	-	*	-	-
	Male	73%	70%	57%	50%	63%	*	-	-	-	*	57%	67%	37%	61%	63%	57%	-	-	*	-	-
	Female	74%	73%	62%	53%	69%	*	-	-	*	40%	61%	67%	32%	65%	66%	-	62%	-	50%	-	-
Science	All Students	76%	79%	71%	66%	74%	*	-	-	-	*	71%	43%	44%	75%	70%	76%	66%	-	40%	-	-
	CWD	52%	47%	44%	48%	33%	-	-	-	-	*	46%	*	44%	-	33%	60%	29%	-	*	-	-
	CWOD	79%	82%	75%	71%	76%	*	-	-	-	*	75%	60%	-	75%	72%	78%	72%	-	*	-	-
	EL	62%	75%	70%	*	70%	*	-	-	-	-	71%	*	33%	72%	70%	77%	63%	-	*	-	-
	Male	76%	79%	76%	71%	78%	*	-	-	-	-	75%	*	60%	78%	77%	76%	-	-	*	-	-
	Female	75%	79%	66%	62%	70%	*	-	-	-	*	68%	20%	29%	72%	63%	-	66%	-	*	-	-

STAAR Percent at Meets Grade Level or Above  
 All Grades



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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
All Subjects	All Students	48%	46%	30%	21%	36%	54%	*	-	*	14%	29%	49%	15%	32%	33%	30%	29%	-	8%	-	-
	CWD	24%	17%	15%	12%	22%	-	-	-	-	0%	15%	0%	15%	-	21%	19%	9%	-	*	-	-
	CWOD	52%	49%	32%	24%	36%	54%	*	-	*	19%	31%	57%	-	32%	34%	32%	32%	-	10%	-	-
	EL	31%	40%	33%	*	33%	20%	*	-	-	-	33%	60%	21%	34%	33%	34%	32%	-	0%	-	-
	Male	46%	43%	30%	20%	36%	33%	-	-	-	13%	29%	50%	19%	32%	34%	30%	-	-	0%	-	-
	Female	49%	49%	29%	22%	35%	71%	*	-	*	15%	29%	48%	9%	32%	32%	-	29%	-	11%	-	-
Reading	All Students	52%	52%	37%	29%	43%	60%	*	-	*	30%	37%	63%	15%	40%	39%	35%	40%	-	9%	-	-
	CWD	24%	18%	15%	12%	23%	-	-	-	-	*	16%	*	15%	-	25%	20%	8%	-	*	-	-
	CWOD	56%	56%	40%	33%	45%	60%	*	-	*	38%	40%	71%	-	40%	41%	37%	43%	-	10%	-	-
	EL	33%	45%	39%	*	40%	*	*	-	-	-	39%	60%	25%	41%	39%	36%	43%	-	*	-	-
	Male	47%	46%	35%	25%	40%	*	-	-	-	*	34%	50%	20%	37%	36%	35%	-	-	*	-	-
	Female	57%	59%	40%	32%	46%	*	*	-	*	33%	39%	78%	8%	43%	43%	-	40%	-	11%	-	-
Mathematics	All Students	44%	38%	22%	13%	29%	40%	-	-	*	0%	21%	47%	14%	23%	27%	25%	19%	-	0%	-	-
	CWD	24%	16%	14%	10%	26%	-	-	-	-	*	15%	*	14%	-	22%	17%	10%	-	*	-	-
	CWOD	47%	40%	23%	14%	29%	40%	-	-	*	0%	22%	54%	-	23%	27%	26%	20%	-	0%	-	-
	EL	32%	35%	27%	*	27%	*	-	-	-	-	26%	*	22%	27%	27%	31%	22%	-	*	-	-
	Male	45%	38%	25%	14%	33%	*	-	-	-	*	24%	50%	17%	26%	31%	25%	-	-	*	-	-
	Female	42%	38%	19%	13%	24%	*	-	-	*	0%	18%	44%	10%	20%	22%	-	19%	-	0%	-	-
Science	All Students	46%	44%	26%	20%	30%	*	-	-	-	*	26%	14%	15%	27%	30%	28%	23%	-	20%	-	-
	CWD	24%	15%	15%	16%	11%	-	-	-	-	*	15%	*	15%	-	0%	20%	10%	-	*	-	-
	CWOD	49%	47%	27%	21%	31%	*	-	-	-	*	28%	20%	-	27%	31%	30%	25%	-	*	-	-
	EL	26%	36%	30%	*	29%	*	-	-	-	-	29%	*	0%	31%	30%	33%	26%	-	*	-	-
	Male	47%	44%	28%	22%	32%	*	-	-	-	-	28%	*	20%	30%	33%	28%	-	-	*	-	-
	Female	44%	44%	23%	18%	27%	*	-	-	-	*	24%	0%	10%	25%	26%	-	23%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	19%	14%	8%	5%	9%	31%	*	-	*	5%	8%	12%	6%	8%	8%	8%	7%	-	0%	-	-
	CWD	7%	4%	6%	4%	10%	-	-	-	-	0%	6%	0%	6%	-	10%	6%	5%	-	*	-	-
	CWOD	21%	15%	8%	5%	9%	31%	*	-	*	6%	8%	14%	-	8%	8%	9%	7%	-	0%	-	-
	EL	9%	11%	8%	*	8%	0%	*	-	-	-	8%	10%	10%	8%	8%	9%	7%	-	0%	-	-
	Male	18%	14%	8%	5%	11%	0%	-	-	-	13%	8%	22%	6%	9%	9%	8%	-	-	0%	-	-
	Female	19%	15%	7%	5%	8%	57%	*	-	*	0%	7%	4%	5%	7%	7%	-	7%	-	0%	-	-
Reading	All Students	20%	15%	8%	6%	10%	40%	*	-	*	10%	8%	16%	3%	9%	8%	8%	9%	-	0%	-	-
	CWD	7%	3%	3%	3%	3%	-	-	-	-	*	3%	*	3%	-	4%	2%	5%	-	*	-	-
	CWOD	22%	17%	9%	7%	10%	40%	*	-	*	13%	9%	18%	-	9%	8%	9%	9%	-	0%	-	-
	EL	9%	11%	8%	*	8%	*	*	-	-	-	8%	0%	4%	8%	8%	7%	8%	-	*	-	-
	Male	17%	13%	8%	5%	10%	*	-	-	-	*	7%	20%	2%	9%	7%	8%	-	-	*	-	-
	Female	23%	18%	9%	8%	10%	*	*	-	*	0%	9%	11%	5%	9%	8%	-	9%	-	0%	-	-

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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	18%	15%	9%	5%	12%	40%	-	-	*	0%	9%	13%	13%	9%	11%	12%	7%	-	0%	-	-
	CWD	8%	5%	13%	8%	26%	-	-	-	-	*	13%	*	13%	-	22%	15%	10%	-	*	-	-
	CWOD	20%	16%	9%	4%	12%	40%	-	-	*	0%	9%	15%	-	9%	10%	11%	7%	-	0%	-	-
	EL	11%	12%	11%	*	11%	*	-	-	-	-	11%	*	22%	10%	11%	15%	7%	-	*	-	-
	Male	20%	16%	12%	6%	17%	*	-	-	-	*	12%	33%	15%	11%	15%	12%	-	-	*	-	-
	Female	16%	14%	7%	4%	8%	*	-	-	*	0%	7%	0%	10%	7%	7%	-	7%	-	0%	-	-
Science	All Students	17%	10%	2%	1%	3%	*	-	-	-	*	2%	0%	0%	2%	2%	3%	1%	-	0%	-	-
	CWD	7%	1%	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	2%	1%	3%	*	-	-	-	*	2%	0%	-	2%	2%	3%	1%	-	*	-	-
	EL	6%	6%	2%	*	2%	*	-	-	-	-	2%	*	0%	2%	2%	2%	2%	-	*	-	-
	Male	19%	11%	3%	2%	3%	*	-	-	-	-	3%	*	0%	3%	2%	3%	-	-	*	-	-
	Female	16%	8%	1%	0%	2%	*	-	-	-	*	1%	0%	0%	1%	2%	-	1%	-	*	-	-

- 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 2022-23 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	69	64	72	*	-	-	*	58	69	59	72
CWD	59	53	76	-	-	-	-	*	58	59	82
CWOD	70	66	72	*	-	-	*	68	70	-	72
EL ◇	72	*	72	*	-	-	-	-	72	82	72
Male	65	59	70	*	-	-	-	*	66	61	66
Female	72	68	75	*	-	-	*	75	71	55	79
<b>Mathematics</b>											
All Students	58	53	61	*	-	-	*	47	58	57	61
CWD	57	54	65	-	-	-	-	*	58	57	52
CWOD	58	53	61	*	-	-	*	46	58	-	62
EL ◇	61	*	62	*	-	-	-	-	61	52	61

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	61	60	62	*	-	-	-	*	61	66	63
Female	55	47	61	*	-	-	*	*	55	45	60

- 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 2022.

	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 2022</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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
317	59	19%

- 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.

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**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	34	28	38	62	*	-	*	21	34	20	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	30%	24%	36%	-	*	-	-	-	31%	100%	22%

- 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	N	N	Y					N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	N					N	N	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N					N	N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<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%
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 2022-23 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	100%	99%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	99%	100%	-	-	-	-	100%	100%	100%	100%	-	100%	99%	100%	-
	CWOD	100%	99%	100%	100%	*	-	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99%	100%	100%	*	-	-	100%	99%	100%	99%	99%	100%	99%	-	-

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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>All Subjects</b>	Female	100%	99%	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%	100%	-
	CWD	100%	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	-	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	99%	100%	-
	Male	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	99%	100%	-	-
	Female	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	98%	100%	100%	-	-	*	100%	99%	100%	99%	99%	100%	99%	99%	-
	CWD	99%	98%	100%	-	-	-	-	*	99%	*	99%	-	100%	98%	100%	-
	CWOD	99%	98%	100%	100%	-	-	*	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	99%	-
	Male	99%	98%	100%	*	-	-	-	*	99%	100%	98%	99%	100%	99%	-	-
	Female	99%	99%	99%	*	-	-	*	100%	99%	100%	100%	99%	99%	-	99%	-
<b>Science</b>	All Students	100%	99%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	*	-	-	-	*	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	*	-	-	-	-	99%	*	100%	99%	100%	99%	-	-
	Female	100%	100%	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>																	
<b>All Subjects</b>	All Students	0%	1%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	1%	0%	-	-	-	-	0%	0%	0%	0%	-	0%	1%	0%	-
	CWOD	0%	1%	0%	0%	*	-	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	0%	0%	*	-	-	0%	1%	0%	1%	1%	0%	1%	-	-
	Female	0%	1%	0%	0%	*	-	*	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
Reading	All Students	0%	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%	0%	-
	EL	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	1%	0%	-
	Male	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	1%	0%	-	-
	Female	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	2%	0%	0%	-	-	*	0%	1%	0%	1%	1%	0%	1%	1%	-
	CWD	1%	2%	0%	-	-	-	-	*	1%	*	1%	-	0%	2%	0%	-
	CWOD	1%	2%	0%	0%	-	-	*	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	1%	-
	Male	1%	2%	0%	*	-	-	-	*	1%	0%	2%	1%	0%	1%	-	-
	Female	1%	1%	1%	*	-	-	*	0%	1%	0%	0%	1%	1%	-	1%	-
Science	All Students	0%	1%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	*	-	-	-	*	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	*	-	-	-	-	1%	*	0%	1%	0%	1%	-	-
	Female	0%	0%	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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	20	13	7	0	0	0	0	0	5		
	Female	17	11	6	0	0	0	0	0	4		
	Total	37	24	13	0	0	0	0	0	9		
<b>Out-of-School Suspensions</b>												
	Male	8	5	2	0	1	0	0	0	2		
	Female	6	3	3	0	0	0	0	0	1		
	Total	14	8	5	0	1	0	0	0	3		
<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>												
	Male	3	1	2	0	0	0	0	0	1		0
	Female	1	1	0	0	0	0	0	0	0		0
	Total	4	2	2	0	0	0	0	0	1		0
<b>Out-of-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	1	1	0	0	0	0	0	0	0		0
	Female	2	1	1	0	0	0	0	0	1		0
	Total	3	2	1	0	0	0	0	0	1		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	147	78	65	1	1	-8	-8	2	34	21	4
	Female	139	79	58	-8	-8	-8	-8	2	30	16	1
	Total	286	157	123	1	1	-8	-8	4	64	37	5

	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	2
Incidents of threats of physical attack with a weapon	0

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	Total
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	2
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	1
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	20	2	17	0	1	0	0	0	1	0
	Female	34	10	24	0	0	0	0	0	5	1
	Total	54	12	41	0	1	0	0	0	6	1
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	59.4	98.3%
Teachers Teaching with Emergency or Provisional Credentials	3.9	6.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	5	3%
Mathematics	6,481	2%	21	1%	5	3%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	*	2%
Mathematics	6,300	2%	23	1%	*	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
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	*	1%
Mathematics	6,162	2%	11	1%	*	1%
Science	6,163	1%	11	0%	*	1%
<b>End of Course</b>						
English I	6,032	1%	10	0%	*	1%
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	*	1%
Biology	6,041	1%	10	0%	*	2%
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	28	2%
Reading	52,275	1%	84	1%	12	1%
Mathematics	46,462	2%	73	1%	12	2%
Science	19,024	1%	21	0%	*	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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	42%	57%	34%	20%	33%	-	-	27%	43%	60%	28%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												



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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	91%	78%	92%	*	*	-	-	-	90%	100%	70%	93%	93%	90%	92%	-	*	-	-
	CWD	45%	43%	70%	*	67%	-	-	-	-	-	70%	-	70%	-	80%	57%	*	-	-	-	-
	CWOD	81%	78%	93%	75%	93%	*	*	-	-	-	92%	100%	-	93%	93%	93%	92%	-	*	-	-
	EL	62%	75%	93%	-	93%	-	*	-	-	-	92%	100%	80%	93%	93%	93%	93%	-	*	-	-
	Male	72%	70%	90%	80%	90%	*	*	-	-	-	89%	100%	57%	93%	93%	90%	-	-	*	-	-
	Female	80%	81%	92%	*	93%	-	-	-	-	-	92%	100%	*	92%	93%	-	92%	-	-	-	-

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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	74%	68%	79%	56%	80%	*	*	-	-	-	79%	85%	50%	81%	82%	75%	84%	-	*	-	-	
	CWD	51%	48%	50%	-	56%	-	-	-	-	-	50%	-	50%	-	60%	57%	*	-	-	-	-	
	CWOD	78%	70%	81%	63%	82%	*	*	-	-	-	81%	85%	-	81%	83%	76%	86%	-	*	-	-	
	EL	65%	69%	82%	-	82%	-	*	-	-	-	81%	100%	60%	83%	82%	84%	81%	-	*	-	-	
	Male	75%	69%	75%	40%	76%	*	*	-	-	-	75%	75%	57%	76%	84%	75%	-	-	*	-	-	
	Female	73%	68%	84%	*	84%	-	-	-	-	-	82%	100%	*	86%	81%	-	84%	-	-	-	-	
Grade 7																							
Reading	All Students	77%	76%	87%	100%	87%	-	-	-	-	-	88%	83%	44%	90%	84%	81%	93%	-	*	-	-	
	CWD	45%	44%	44%	-	44%	-	-	-	-	-	57%	*	44%	-	*	29%	*	-	*	-	-	
	CWOD	82%	79%	90%	100%	89%	-	-	-	-	-	90%	91%	-	90%	87%	86%	93%	-	*	-	-	
	EL	62%	73%	84%	-	84%	-	-	-	-	-	85%	75%	*	87%	84%	78%	90%	-	*	-	-	
	Male	73%	70%	81%	*	80%	-	-	-	-	-	81%	77%	29%	86%	78%	81%	-	-	*	-	-	
	Female	81%	82%	93%	100%	93%	-	-	-	-	-	93%	91%	*	93%	90%	-	93%	-	*	-	-	
Mathematics	All Students	61%	61%	78%	100%	77%	-	-	-	-	-	77%	83%	22%	81%	74%	81%	76%	-	*	-	-	
	CWD	37%	31%	22%	-	22%	-	-	-	-	-	29%	*	22%	-	*	29%	*	-	*	-	-	
	CWOD	66%	64%	81%	100%	80%	-	-	-	-	-	80%	91%	-	81%	76%	86%	78%	-	*	-	-	
	EL	47%	59%	74%	-	74%	-	-	-	-	-	74%	75%	*	76%	74%	80%	69%	-	*	-	-	
	Male	62%	59%	81%	*	80%	-	-	-	-	-	80%	85%	29%	86%	80%	81%	-	-	*	-	-	
	Female	60%	62%	76%	100%	74%	-	-	-	-	-	75%	82%	*	78%	69%	-	76%	-	*	-	-	
Grade 8																							
Reading	All Students	82%	86%	91%	86%	92%	-	-	-	-	-	90%	100%	43%	93%	91%	89%	94%	-	*	-	-	
	CWD	51%	52%	43%	*	*	-	-	-	-	-	43%	-	43%	-	*	50%	*	-	-	-	-	
	CWOD	86%	89%	93%	100%	93%	-	-	-	-	-	93%	100%	-	93%	93%	92%	96%	-	*	-	-	
	EL	68%	85%	91%	-	91%	-	-	-	-	-	91%	100%	*	93%	91%	90%	92%	-	-	-	-	
	Male	78%	81%	89%	71%	90%	-	-	-	-	-	88%	100%	50%	92%	90%	89%	-	-	*	-	-	
	Female	86%	92%	94%	100%	93%	-	-	-	-	-	93%	100%	*	96%	92%	-	94%	-	-	-	-	
Mathematics	All Students	74%	69%	82%	80%	82%	-	-	-	-	-	84%	57%	71%	83%	86%	81%	83%	-	*	-	-	
	CWD	48%	48%	71%	*	*	-	-	-	-	-	71%	-	71%	-	*	83%	*	-	-	-	-	
	CWOD	79%	71%	83%	86%	83%	-	-	-	-	-	86%	57%	-	83%	87%	80%	86%	-	*	-	-	
	EL	64%	69%	86%	-	86%	-	-	-	-	-	87%	*	*	87%	86%	86%	86%	-	-	-	-	
	Male	73%	67%	81%	83%	80%	-	-	-	-	-	84%	*	83%	80%	86%	81%	-	-	*	-	-	
	Female	76%	71%	83%	*	85%	-	-	-	-	-	85%	*	*	86%	86%	-	83%	-	-	-	-	
Science	All Students	73%	72%	82%	57%	84%	-	-	-	-	-	82%	81%	0%	86%	80%	80%	85%	-	*	-	-	
	CWD	45%	38%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-	
	CWOD	76%	74%	86%	73%	86%	-	-	-	-	-	86%	81%	-	86%	84%	85%	86%	-	*	-	-	
	EL	56%	68%	80%	-	80%	-	-	-	-	-	80%	80%	*	84%	80%	79%	82%	-	-	-	-	
	Male	73%	71%	80%	43%	83%	-	-	-	-	-	79%	83%	0%	85%	79%	80%	-	-	*	-	-	
	Female	72%	72%	85%	71%	85%	-	-	-	-	-	86%	80%	*	86%	82%	-	85%	-	-	-	-	
End of Course																							

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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 I	All Students	70%	73%	80%	67%	80%	*	-	-	-	-	80%	76%	6%	87%	74%	77%	82%	-	*	-	-
	CWD	37%	32%	6%	*	6%	-	-	-	-	-	7%	*	6%	-	8%	11%	0%	-	*	-	-
	CWOD	75%	78%	87%	*	87%	*	-	-	-	-	87%	89%	-	87%	81%	84%	89%	-	*	-	-
	EL	49%	66%	74%	-	74%	-	-	-	-	-	74%	73%	8%	81%	74%	69%	77%	-	*	-	-
	Male	65%	69%	77%	*	76%	-	-	-	-	-	77%	78%	11%	84%	69%	77%	-	-	*	-	-
	Female	76%	79%	82%	*	83%	*	-	-	-	-	83%	75%	0%	89%	77%	-	82%	-	*	-	-
English II	All Students	73%	76%	82%	82%	82%	-	-	-	-	-	83%	80%	17%	89%	74%	81%	84%	-	*	-	-
	CWD	39%	29%	17%	*	18%	-	-	-	-	-	18%	*	17%	-	18%	9%	25%	-	-	-	-
	CWOD	77%	82%	89%	100%	89%	-	-	-	-	-	89%	89%	-	89%	81%	89%	90%	-	*	-	-
	EL	48%	68%	74%	*	74%	-	-	-	-	-	74%	80%	18%	81%	74%	74%	74%	-	*	-	-
	Male	68%	71%	81%	100%	79%	-	-	-	-	-	80%	83%	9%	89%	74%	81%	-	-	*	-	-
	Female	78%	82%	84%	*	86%	-	-	-	-	-	85%	75%	25%	90%	74%	-	84%	-	*	-	-
Algebra I	All Students	77%	82%	95%	100%	95%	*	-	-	-	-	95%	92%	38%	98%	92%	94%	96%	-	*	-	-
	CWD	52%	47%	38%	-	38%	-	-	-	-	-	36%	*	38%	-	36%	40%	33%	-	*	-	-
	CWOD	81%	85%	98%	100%	98%	*	-	-	-	-	99%	96%	-	98%	97%	98%	98%	-	*	-	-
	EL	69%	80%	92%	-	92%	-	-	-	-	-	93%	83%	36%	97%	92%	91%	94%	-	-	-	-
	Male	74%	79%	94%	*	94%	-	-	-	-	-	94%	100%	40%	98%	91%	94%	-	-	*	-	-
	Female	81%	85%	96%	*	95%	*	-	-	-	-	97%	89%	33%	98%	94%	-	96%	-	*	-	-
Biology	All Students	87%	86%	93%	*	93%	*	-	-	-	-	93%	93%	44%	97%	92%	91%	95%	-	*	-	-
	CWD	67%	54%	44%	*	47%	-	-	-	-	-	47%	*	44%	-	50%	55%	20%	-	*	-	-
	CWOD	90%	89%	97%	*	97%	*	-	-	-	-	97%	100%	-	97%	97%	96%	99%	-	*	-	-
	EL	75%	82%	92%	-	92%	-	-	-	-	-	93%	88%	50%	97%	92%	91%	93%	-	-	-	-
	Male	85%	86%	91%	*	91%	-	-	-	-	-	90%	100%	55%	96%	91%	91%	-	-	-	-	-
	Female	89%	87%	95%	*	96%	*	-	-	-	-	95%	90%	20%	99%	93%	-	95%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	59%	44%	59%	*	*	-	-	-	58%	62%	40%	60%	57%	49%	68%	-	*	-	-
	CWD	24%	23%	40%	*	44%	-	-	-	-	-	40%	-	40%	-	40%	29%	*	-	-	-	-
	CWOD	56%	50%	60%	50%	60%	*	*	-	-	-	60%	62%	-	60%	58%	51%	68%	-	*	-	-
	EL	34%	47%	57%	-	57%	-	*	-	-	-	58%	50%	40%	58%	57%	47%	67%	-	*	-	-
	Male	47%	41%	49%	40%	48%	*	*	-	-	-	49%	50%	29%	51%	47%	49%	-	-	*	-	-
	Female	56%	55%	68%	*	69%	-	-	-	-	-	68%	80%	*	68%	67%	-	68%	-	-	-	-
Mathematics	All Students	38%	28%	39%	11%	40%	*	*	-	-	-	39%	38%	10%	41%	41%	42%	37%	-	*	-	-
	CWD	22%	20%	10%	-	11%	-	-	-	-	-	10%	-	10%	-	20%	14%	*	-	-	-	-
	CWOD	41%	29%	41%	13%	42%	*	*	-	-	-	41%	38%	-	41%	42%	44%	38%	-	*	-	-
	EL	26%	27%	41%	-	41%	-	*	-	-	-	40%	67%	20%	42%	41%	49%	33%	-	*	-	-
	Male	41%	31%	42%	0%	42%	*	*	-	-	-	42%	38%	14%	44%	49%	42%	-	-	*	-	-
	Female	36%	26%	37%	*	37%	-	-	-	-	-	36%	40%	*	38%	33%	-	37%	-	-	-	-
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	53%	50%	62%	75%	62%	-	-	-	-	-	59%	79%	22%	65%	56%	60%	64%	-	*	-	-
	CWD	24%	20%	22%	-	22%	-	-	-	-	-	29%	*	22%	-	*	29%	*	-	*	-	-
	CWOD	58%	52%	65%	75%	64%	-	-	-	-	-	61%	86%	-	65%	58%	63%	66%	-	*	-	-
	EL	33%	45%	56%	-	56%	-	-	-	-	-	55%	67%	*	58%	56%	51%	61%	-	*	-	-
	Male	49%	43%	60%	*	58%	-	-	-	-	-	58%	69%	29%	63%	51%	60%	-	-	*	-	-
	Female	57%	56%	64%	60%	65%	-	-	-	-	-	61%	91%	*	66%	61%	-	64%	-	*	-	-
Mathematics	All Students	36%	36%	50%	38%	51%	-	-	-	-	-	47%	67%	22%	52%	46%	54%	47%	-	*	-	-
	CWD	20%	19%	22%	-	22%	-	-	-	-	-	29%	*	22%	-	*	29%	*	-	*	-	-
	CWOD	39%	37%	52%	38%	53%	-	-	-	-	-	48%	73%	-	52%	47%	57%	48%	-	*	-	-
	EL	22%	34%	46%	-	46%	-	-	-	-	-	44%	58%	*	47%	46%	51%	41%	-	*	-	-
	Male	38%	36%	54%	*	57%	-	-	-	-	-	53%	62%	29%	57%	51%	54%	-	-	*	-	-
	Female	34%	35%	47%	60%	46%	-	-	-	-	-	43%	73%	*	48%	41%	-	47%	-	*	-	-
Grade 8																						
Reading	All Students	56%	61%	73%	79%	72%	-	-	-	-	-	72%	81%	14%	75%	67%	65%	82%	-	*	-	-
	CWD	24%	21%	14%	*	*	-	-	-	-	-	14%	-	14%	-	*	17%	*	-	-	-	-
	CWOD	61%	64%	75%	100%	73%	-	-	-	-	-	75%	81%	-	75%	69%	69%	84%	-	*	-	-
	EL	34%	55%	67%	-	67%	-	-	-	-	-	66%	80%	*	69%	67%	62%	74%	-	-	-	-
	Male	50%	54%	65%	57%	66%	-	-	-	-	-	65%	67%	17%	69%	62%	65%	-	-	*	-	-
	Female	62%	68%	82%	100%	80%	-	-	-	-	-	81%	90%	*	84%	74%	-	82%	-	-	-	-
Mathematics	All Students	45%	29%	47%	40%	48%	-	-	-	-	-	50%	14%	29%	49%	55%	49%	43%	-	*	-	-
	CWD	24%	13%	29%	*	*	-	-	-	-	-	29%	-	29%	-	*	33%	*	-	-	-	-
	CWOD	48%	30%	49%	57%	48%	-	-	-	-	-	52%	14%	-	49%	56%	51%	45%	-	*	-	-
	EL	31%	31%	55%	-	55%	-	-	-	-	-	59%	*	*	56%	55%	64%	43%	-	-	-	-
	Male	44%	27%	49%	33%	51%	-	-	-	-	-	51%	*	33%	51%	64%	49%	-	-	*	-	-
	Female	45%	31%	43%	*	42%	-	-	-	-	-	48%	*	*	45%	43%	-	43%	-	-	-	-
Science	All Students	46%	41%	52%	29%	54%	-	-	-	-	-	52%	50%	0%	54%	45%	53%	49%	-	*	-	-
	CWD	24%	16%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	49%	43%	54%	36%	55%	-	-	-	-	-	55%	50%	-	54%	47%	57%	50%	-	*	-	-
	EL	26%	37%	45%	-	45%	-	-	-	-	-	47%	20%	*	47%	45%	50%	38%	-	-	-	-
	Male	48%	43%	53%	29%	56%	-	-	-	-	-	54%	50%	0%	57%	50%	53%	-	-	*	-	-
	Female	43%	39%	49%	29%	51%	-	-	-	-	-	49%	50%	*	50%	38%	-	49%	-	-	-	-
End of Course																						
English I	All Students	50%	51%	57%	50%	57%	*	-	-	-	-	57%	57%	0%	62%	46%	55%	58%	-	*	-	-
	CWD	20%	14%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	54%	55%	62%	*	62%	*	-	-	-	-	62%	67%	-	62%	51%	61%	63%	-	*	-	-
	EL	26%	39%	46%	-	46%	-	-	-	-	-	47%	36%	0%	51%	46%	42%	48%	-	*	-	-
	Male	44%	45%	55%	*	54%	-	-	-	-	-	53%	67%	0%	61%	42%	55%	-	-	*	-	-
	Female	57%	58%	58%	*	59%	*	-	-	-	-	59%	50%	0%	63%	48%	-	58%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	58%	64%	58%	-	-	-	-	-	58%	60%	11%	63%	48%	56%	61%	-	*	-	-
	CWD	22%	15%	11%	*	12%	-	-	-	-	-	12%	*	11%	-	18%	9%	13%	-	-	-	-
	CWOD	57%	59%	63%	78%	63%	-	-	-	-	-	63%	67%	-	63%	52%	61%	66%	-	*	-	-
	EL	23%	43%	48%	*	48%	-	-	-	-	-	47%	60%	18%	52%	48%	46%	51%	-	*	-	-
	Male	47%	48%	56%	86%	53%	-	-	-	-	-	55%	58%	9%	61%	46%	56%	-	-	*	-	-
	Female	60%	62%	61%	*	63%	-	-	-	-	-	61%	63%	13%	66%	51%	-	61%	-	*	-	-
Algebra I	All Students	42%	48%	69%	100%	68%	*	-	-	-	-	69%	69%	6%	73%	60%	72%	67%	-	*	-	-
	CWD	19%	11%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	9%	10%	0%	-	*	-	-
	CWOD	45%	51%	73%	100%	72%	*	-	-	-	-	73%	75%	-	73%	64%	77%	70%	-	*	-	-
	EL	29%	42%	60%	-	60%	-	-	-	-	-	62%	42%	9%	64%	60%	68%	54%	-	-	-	-
	Male	40%	46%	72%	*	71%	-	-	-	-	-	70%	100%	10%	77%	68%	72%	-	-	*	-	-
	Female	44%	50%	67%	*	66%	*	-	-	-	-	68%	58%	0%	70%	54%	-	67%	-	*	-	-
Biology	All Students	54%	47%	58%	*	58%	*	-	-	-	-	57%	73%	0%	64%	48%	62%	55%	-	*	-	-
	CWD	27%	14%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	58%	51%	64%	*	63%	*	-	-	-	-	63%	79%	-	64%	53%	72%	58%	-	*	-	-
	EL	29%	35%	48%	-	48%	-	-	-	-	-	47%	50%	0%	53%	48%	52%	44%	-	-	-	-
	Male	53%	46%	62%	*	61%	-	-	-	-	-	60%	100%	0%	72%	52%	62%	-	-	-	-	-
	Female	55%	49%	55%	*	55%	*	-	-	-	-	54%	60%	0%	58%	44%	-	55%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	25%	22%	25%	*	*	-	-	-	26%	23%	0%	27%	21%	23%	28%	-	*	-	-
	CWD	7%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	24%	19%	27%	25%	27%	*	*	-	-	-	28%	23%	-	27%	22%	25%	29%	-	*	-	-
	EL	10%	14%	21%	-	22%	-	*	-	-	-	22%	17%	0%	22%	21%	22%	21%	-	*	-	-
	Male	19%	16%	23%	20%	23%	*	*	-	-	-	23%	25%	0%	25%	22%	23%	-	-	*	-	-
	Female	24%	19%	28%	*	28%	-	-	-	-	-	28%	20%	*	29%	21%	-	28%	-	-	-	-
Mathematics	All Students	15%	7%	15%	0%	15%	*	*	-	-	-	15%	8%	10%	15%	14%	16%	14%	-	*	-	-
	CWD	8%	7%	10%	-	11%	-	-	-	-	-	10%	-	10%	-	20%	14%	*	-	-	-	-
	CWOD	16%	7%	15%	0%	15%	*	*	-	-	-	16%	8%	-	15%	14%	15%	14%	-	*	-	-
	EL	8%	6%	14%	-	14%	-	*	-	-	-	15%	0%	20%	14%	14%	16%	12%	-	*	-	-
	Male	17%	9%	16%	0%	15%	*	*	-	-	-	16%	13%	14%	15%	16%	16%	-	-	*	-	-
	Female	13%	5%	14%	*	15%	-	-	-	-	-	15%	0%	*	14%	12%	-	14%	-	-	-	-
Grade 7																						
Reading	All Students	26%	22%	31%	13%	32%	-	-	-	-	-	27%	50%	11%	32%	23%	32%	30%	-	*	-	-
	CWD	7%	6%	11%	-	11%	-	-	-	-	-	14%	*	11%	-	*	14%	*	-	*	-	-
	CWOD	29%	23%	32%	13%	33%	-	-	-	-	-	28%	55%	-	32%	24%	34%	31%	-	*	-	-
	EL	11%	18%	23%	-	23%	-	-	-	-	-	23%	25%	*	24%	23%	27%	20%	-	*	-	-
	Male	23%	19%	32%	*	33%	-	-	-	-	-	29%	46%	14%	34%	27%	32%	-	-	*	-	-
	Female	30%	25%	30%	20%	30%	-	-	-	-	-	26%	55%	*	31%	20%	-	30%	-	*	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	23%	13%	23%	-	-	-	-	-	21%	33%	11%	23%	17%	29%	17%	-	*	-	-
	CWD	7%	6%	11%	-	11%	-	-	-	-	-	14%	*	11%	-	*	14%	*	-	*	-	-
	CWOD	12%	11%	23%	13%	24%	-	-	-	-	-	21%	36%	-	23%	18%	31%	18%	-	*	-	-
	EL	5%	10%	17%	-	17%	-	-	-	-	-	16%	25%	*	18%	17%	24%	10%	-	*	-	-
	Male	12%	12%	29%	*	30%	-	-	-	-	-	27%	38%	14%	31%	24%	29%	-	-	*	-	-
	Female	10%	8%	17%	20%	17%	-	-	-	-	-	16%	27%	*	18%	10%	-	17%	-	*	-	-
Grade 8																						
Reading	All Students	27%	24%	32%	29%	33%	-	-	-	-	-	32%	38%	0%	34%	23%	28%	38%	-	*	-	-
	CWD	7%	1%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	30%	26%	34%	36%	34%	-	-	-	-	-	34%	38%	-	34%	24%	30%	39%	-	*	-	-
	EL	10%	19%	23%	-	23%	-	-	-	-	-	24%	0%	*	24%	23%	19%	28%	-	-	-	-
	Male	23%	20%	28%	14%	29%	-	-	-	-	-	29%	17%	0%	30%	19%	28%	-	-	*	-	-
	Female	32%	28%	38%	43%	38%	-	-	-	-	-	36%	50%	*	39%	28%	-	38%	-	-	-	-
Mathematics	All Students	17%	6%	10%	0%	12%	-	-	-	-	-	11%	0%	14%	10%	14%	11%	10%	-	*	-	-
	CWD	8%	4%	14%	*	*	-	-	-	-	-	14%	-	14%	-	*	17%	*	-	-	-	-
	CWOD	18%	6%	10%	0%	11%	-	-	-	-	-	11%	0%	-	10%	13%	10%	10%	-	*	-	-
	EL	8%	6%	14%	-	14%	-	-	-	-	-	15%	*	*	13%	14%	18%	10%	-	-	-	-
	Male	17%	6%	11%	0%	12%	-	-	-	-	-	12%	*	17%	10%	18%	11%	-	-	*	-	-
	Female	16%	6%	10%	*	12%	-	-	-	-	-	11%	*	*	10%	10%	-	10%	-	-	-	-
Science	All Students	16%	9%	14%	7%	14%	-	-	-	-	-	14%	6%	0%	14%	9%	16%	10%	-	*	-	-
	CWD	6%	1%	0%	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	18%	10%	14%	9%	14%	-	-	-	-	-	15%	6%	-	14%	9%	17%	11%	-	*	-	-
	EL	5%	7%	9%	-	9%	-	-	-	-	-	9%	0%	*	9%	9%	10%	8%	-	-	-	-
	Male	18%	11%	16%	14%	16%	-	-	-	-	-	16%	17%	0%	17%	10%	16%	-	-	*	-	-
	Female	14%	7%	10%	0%	11%	-	-	-	-	-	12%	0%	*	11%	8%	-	10%	-	-	-	-
End of Course																						
English I	All Students	13%	10%	11%	0%	11%	*	-	-	-	-	11%	14%	0%	12%	4%	14%	9%	-	*	-	-
	CWD	5%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	11%	12%	*	12%	*	-	-	-	-	12%	17%	-	12%	4%	16%	10%	-	*	-	-
	EL	2%	3%	4%	-	4%	-	-	-	-	-	3%	9%	0%	4%	4%	8%	1%	-	*	-	-
	Male	10%	8%	14%	*	15%	-	-	-	-	-	13%	22%	0%	16%	8%	14%	-	-	*	-	-
	Female	16%	12%	9%	*	9%	*	-	-	-	-	9%	8%	0%	10%	1%	-	9%	-	*	-	-
English II	All Students	8%	5%	6%	0%	6%	-	-	-	-	-	6%	5%	0%	7%	1%	4%	8%	-	*	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	9%	5%	7%	0%	7%	-	-	-	-	-	7%	6%	-	7%	1%	4%	9%	-	*	-	-
	EL	1%	1%	1%	*	1%	-	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	-	*	-	-
	Male	7%	4%	4%	0%	4%	-	-	-	-	-	5%	0%	0%	4%	2%	4%	-	-	*	-	-
	Female	10%	5%	8%	*	8%	-	-	-	-	-	8%	13%	0%	9%	0%	-	8%	-	*	-	-



Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	<b>36%</b>	57%	35%	*	-	-	-	-	36%	38%	0%	38%	23%	37%	35%	-	*	-	-
	CWD	7%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	24%	28%	<b>38%</b>	57%	37%	*	-	-	-	-	38%	42%	-	38%	25%	41%	36%	-	*	-	-
	EL	12%	20%	<b>23%</b>	-	23%	-	-	-	-	-	23%	25%	0%	25%	23%	23%	23%	-	-	-	-
	Male	22%	26%	<b>37%</b>	*	36%	-	-	-	-	-	36%	57%	0%	41%	23%	37%	-	-	*	-	-
	Female	23%	26%	<b>35%</b>	*	34%	*	-	-	-	-	35%	32%	0%	36%	23%	-	35%	-	*	-	-
Biology	All Students	20%	10%	<b>11%</b>	*	12%	*	-	-	-	-	12%	7%	0%	12%	5%	17%	7%	-	*	-	-
	CWD	7%	1%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	11%	<b>12%</b>	*	13%	*	-	-	-	-	13%	7%	-	12%	5%	19%	7%	-	*	-	-
	EL	6%	5%	<b>5%</b>	-	5%	-	-	-	-	-	5%	0%	0%	5%	5%	7%	3%	-	-	-	-
	Male	21%	12%	<b>17%</b>	*	18%	-	-	-	-	-	17%	20%	0%	19%	7%	17%	-	-	-	-	-
	Female	20%	8%	<b>7%</b>	*	7%	*	-	-	-	-	7%	0%	0%	7%	3%	-	7%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	75%	76%	<b>86%</b>	81%	86%	100%	*	-	-	-	86%	86%	35%	90%	84%	84%	88%	-	64%	-	-
	CWD	48%	42%	<b>35%</b>	25%	36%	-	-	-	-	-	38%	8%	35%	-	33%	39%	27%	-	40%	-	-
	CWOD	79%	79%	<b>90%</b>	90%	90%	100%	*	-	-	-	90%	91%	-	90%	88%	88%	91%	-	70%	-	-
	EL	62%	72%	<b>84%</b>	*	84%	-	*	-	-	-	84%	82%	33%	88%	84%	83%	85%	-	17%	-	-
	Male	73%	73%	<b>84%</b>	81%	84%	*	*	-	-	-	84%	85%	39%	88%	83%	84%	-	-	56%	-	-
	Female	77%	79%	<b>88%</b>	80%	88%	*	-	-	-	-	88%	87%	27%	91%	85%	-	88%	-	80%	-	-
Reading	All Students	76%	77%	<b>86%</b>	83%	86%	*	*	-	-	-	86%	86%	29%	90%	83%	83%	88%	-	57%	-	-
	CWD	46%	38%	<b>29%</b>	25%	30%	-	-	-	-	-	33%	0%	29%	-	25%	28%	30%	-	*	-	-
	CWOD	80%	81%	<b>90%</b>	95%	90%	*	*	-	-	-	90%	93%	-	90%	87%	89%	92%	-	67%	-	-
	EL	60%	73%	<b>83%</b>	*	83%	-	*	-	-	-	83%	82%	25%	87%	83%	81%	85%	-	*	-	-
	Male	72%	72%	<b>83%</b>	88%	83%	*	*	-	-	-	83%	85%	28%	89%	81%	83%	-	-	44%	-	-
	Female	80%	83%	<b>88%</b>	77%	89%	*	-	-	-	-	89%	87%	30%	92%	85%	-	88%	-	80%	-	-
Mathematics	All Students	74%	72%	<b>85%</b>	85%	85%	*	*	-	-	-	85%	84%	45%	88%	84%	84%	86%	-	56%	-	-
	CWD	49%	43%	<b>45%</b>	*	43%	-	-	-	-	-	47%	*	45%	-	43%	52%	25%	-	*	-	-
	CWOD	78%	75%	<b>88%</b>	87%	88%	*	*	-	-	-	88%	88%	-	88%	87%	87%	89%	-	57%	-	-
	EL	65%	71%	<b>84%</b>	-	84%	-	*	-	-	-	84%	82%	43%	87%	84%	85%	83%	-	*	-	-
	Male	73%	70%	<b>84%</b>	78%	84%	*	*	-	-	-	85%	81%	52%	87%	85%	84%	-	-	50%	-	-
	Female	74%	73%	<b>86%</b>	88%	86%	*	-	-	-	-	86%	87%	25%	89%	83%	-	86%	-	*	-	-
Science	All Students	76%	79%	<b>88%</b>	61%	89%	*	-	-	-	-	88%	87%	32%	92%	87%	85%	91%	-	100%	-	-
	CWD	52%	47%	<b>32%</b>	*	39%	-	-	-	-	-	33%	*	32%	-	36%	35%	17%	-	*	-	-
	CWOD	79%	82%	<b>92%</b>	79%	92%	*	-	-	-	-	92%	90%	-	92%	91%	90%	93%	-	*	-	-
	EL	62%	75%	<b>87%</b>	-	87%	-	-	-	-	-	87%	85%	36%	91%	87%	84%	89%	-	-	-	-
	Male	76%	79%	<b>85%</b>	60%	86%	-	-	-	-	-	84%	91%	35%	90%	84%	85%	-	-	*	-	-
	Female	75%	79%	<b>91%</b>	63%	91%	*	-	-	-	-	91%	85%	17%	93%	89%	-	91%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						

Texas Education Agency  
**2023 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
All Subjects	All Students	48%	46%	<b>58%</b>	54%	58%	100%	*	-	-	-	57%	63%	12%	61%	52%	57%	59%	-	36%	-	-
	CWD	24%	17%	<b>12%</b>	0%	14%	-	-	-	-	-	13%	0%	12%	-	12%	14%	7%	-	0%	-	-
	CWOD	52%	49%	<b>61%</b>	64%	61%	100%	*	-	-	-	60%	67%	-	61%	54%	61%	61%	-	43%	-	-
	EL	31%	40%	<b>52%</b>	*	52%	-	*	-	-	-	52%	51%	12%	54%	52%	53%	51%	-	17%	-	-
	Male	46%	43%	<b>57%</b>	55%	57%	*	*	-	-	-	56%	63%	14%	61%	53%	57%	-	-	22%	-	-
	Female	49%	49%	<b>59%</b>	53%	59%	*	-	-	-	-	58%	63%	7%	61%	51%	-	59%	-	60%	-	-
Reading	All Students	52%	52%	<b>61%</b>	65%	61%	*	*	-	-	-	61%	68%	15%	65%	54%	57%	66%	-	50%	-	-
	CWD	24%	18%	<b>15%</b>	0%	17%	-	-	-	-	-	16%	0%	15%	-	14%	15%	13%	-	*	-	-
	CWOD	56%	56%	<b>65%</b>	78%	64%	*	*	-	-	-	64%	74%	-	65%	57%	61%	69%	-	58%	-	-
	EL	33%	45%	<b>54%</b>	*	54%	-	*	-	-	-	54%	57%	14%	57%	54%	50%	59%	-	*	-	-
	Male	47%	46%	<b>57%</b>	69%	56%	*	*	-	-	-	56%	63%	15%	61%	50%	57%	-	-	33%	-	-
	Female	57%	59%	<b>66%</b>	59%	66%	*	-	-	-	-	65%	74%	13%	69%	59%	-	66%	-	80%	-	-
Mathematics	All Students	44%	38%	<b>55%</b>	45%	55%	*	*	-	-	-	54%	57%	15%	57%	51%	57%	52%	-	22%	-	-
	CWD	24%	16%	<b>15%</b>	*	16%	-	-	-	-	-	17%	*	15%	-	17%	21%	0%	-	*	-	-
	CWOD	47%	40%	<b>57%</b>	50%	57%	*	*	-	-	-	57%	61%	-	57%	53%	60%	54%	-	29%	-	-
	EL	32%	35%	<b>51%</b>	-	51%	-	*	-	-	-	51%	48%	17%	53%	51%	58%	44%	-	*	-	-
	Male	45%	38%	<b>57%</b>	33%	58%	*	*	-	-	-	57%	59%	21%	60%	58%	57%	-	-	17%	-	-
	Female	42%	38%	<b>52%</b>	56%	52%	*	-	-	-	-	52%	55%	0%	54%	44%	-	52%	-	*	-	-
Science	All Students	46%	44%	<b>55%</b>	39%	56%	*	-	-	-	-	54%	61%	0%	59%	46%	58%	53%	-	20%	-	-
	CWD	24%	15%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	49%	47%	<b>59%</b>	50%	59%	*	-	-	-	-	59%	63%	-	59%	50%	64%	55%	-	*	-	-
	EL	26%	36%	<b>46%</b>	-	46%	-	-	-	-	-	47%	38%	0%	50%	46%	51%	42%	-	-	-	-
	Male	47%	44%	<b>58%</b>	50%	58%	-	-	-	-	-	56%	73%	0%	64%	51%	58%	-	-	*	-	-
	Female	44%	44%	<b>53%</b>	25%	53%	*	-	-	-	-	52%	55%	0%	55%	42%	-	53%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	19%	14%	<b>20%</b>	13%	21%	80%	*	-	-	-	20%	24%	3%	22%	14%	21%	19%	-	4%	-	-
	CWD	7%	4%	<b>3%</b>	0%	4%	-	-	-	-	-	4%	0%	3%	-	3%	5%	0%	-	0%	-	-
	CWOD	21%	15%	<b>22%</b>	16%	22%	80%	*	-	-	-	21%	25%	-	22%	15%	23%	20%	-	4%	-	-
	EL	9%	11%	<b>14%</b>	*	14%	-	*	-	-	-	14%	12%	3%	15%	14%	16%	12%	-	0%	-	-
	Male	18%	14%	<b>21%</b>	11%	22%	*	*	-	-	-	21%	25%	5%	23%	16%	21%	-	-	0%	-	-
	Female	19%	15%	<b>19%</b>	16%	20%	*	-	-	-	-	19%	22%	0%	20%	12%	-	19%	-	10%	-	-
Reading	All Students	20%	15%	<b>20%</b>	15%	20%	*	*	-	-	-	19%	27%	2%	22%	14%	19%	21%	-	0%	-	-
	CWD	7%	3%	<b>2%</b>	0%	2%	-	-	-	-	-	2%	0%	2%	-	0%	3%	0%	-	*	-	-
	CWOD	22%	17%	<b>22%</b>	18%	22%	*	*	-	-	-	21%	29%	-	22%	15%	21%	22%	-	0%	-	-
	EL	9%	11%	<b>14%</b>	*	14%	-	*	-	-	-	14%	11%	0%	15%	14%	16%	12%	-	*	-	-
	Male	17%	13%	<b>19%</b>	8%	20%	*	*	-	-	-	19%	23%	3%	21%	16%	19%	-	-	0%	-	-
	Female	23%	18%	<b>21%</b>	23%	21%	*	-	-	-	-	20%	30%	0%	22%	12%	-	21%	-	0%	-	-

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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	18%	15%	24%	15%	25%	*	*	-	-	-	24%	27%	8%	26%	18%	26%	23%	-	11%	-	-
	CWD	8%	5%	8%	*	8%	-	-	-	-	-	8%	*	8%	-	9%	10%	0%	-	*	-	-
	CWOD	20%	16%	26%	17%	26%	*	*	-	-	-	25%	29%	-	26%	19%	28%	24%	-	14%	-	-
	EL	11%	12%	18%	-	18%	-	*	-	-	-	18%	18%	9%	19%	18%	21%	16%	-	*	-	-
	Male	20%	16%	26%	17%	26%	*	*	-	-	-	25%	31%	10%	28%	21%	26%	-	-	0%	-	-
	Female	16%	14%	23%	13%	23%	*	-	-	-	-	23%	24%	0%	24%	16%	-	23%	-	*	-	-
Science	All Students	17%	10%	12%	6%	13%	*	-	-	-	-	13%	6%	0%	13%	7%	16%	8%	-	0%	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	10%	13%	7%	14%	*	-	-	-	-	14%	7%	-	13%	7%	18%	9%	-	*	-	-
	EL	6%	6%	7%	-	7%	-	-	-	-	-	7%	0%	0%	7%	7%	8%	5%	-	-	-	-
	Male	19%	11%	16%	10%	17%	-	-	-	-	-	16%	18%	0%	18%	8%	16%	-	-	*	-	-
	Female	16%	8%	8%	0%	9%	*	-	-	-	-	9%	0%	0%	9%	5%	-	8%	-	*	-	-

- 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 2022-23 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	78	82	78	*	*	-	-	-	77	47	77
CWD	47	*	50	-	-	-	-	-	49	47	48
CWOD	80	89	79	*	*	-	-	-	79	-	78
EL ◇	77	*	77	-	*	-	-	-	76	48	77
Male	76	76	76	*	*	-	-	-	74	43	75
Female	80	91	80	*	-	-	-	-	81	58	79
<b>Mathematics</b>											
All Students	76	84	75	*	*	-	-	-	76	54	76
CWD	54	*	53	-	-	-	-	-	56	54	55
CWOD	77	86	76	*	*	-	-	-	77	-	76
EL ◇	76	-	76	-	*	-	-	-	76	55	76

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	74	72	74	*	*	-	-	-	75	52	74
Female	77	97	76	*	-	-	-	-	77	59	77

- 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 2022.

	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 2022</b>													
All Students	97.4%	100.0%	97.2%	*	*	-	-	-	97.0%	100.0%	97.2%	90.0%	-
CWD	100.0%	*	100.0%	-	*	-	-	-	100.0%	100.0%	100.0%	*	-
CWOD	97.1%	100.0%	96.9%	*	-	-	-	-	96.7%	-	96.4%	88.9%	-
EL ◇	97.2%	-	97.1%	-	*	-	-	-	96.8%	100.0%	97.2%	*	-
Male	98.5%	*	98.5%	-	-	-	-	-	98.3%	100.0%	100.0%	*	-
Female	96.4%	100.0%	96.1%	*	*	-	-	-	95.9%	100.0%	94.4%	87.5%	-

- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
557	168	30%

- 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.

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**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	55	49	55	93	*	-	-	-	54	17	50
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	70%	43%	71%	*	*	-	-	-	70%	100%	65%

- 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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
<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	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	Y	N						Y	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
<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%
Target Met	Y		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	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	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	Y	N

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 2022-23 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	99%	98%	99%	100%	*	-	-	-	99%	100%	97%	99%	99%	99%	99%	-
	CWD	97%	94%	97%	-	-	-	-	-	97%	100%	97%	-	100%	96%	100%	-
	CWOD	99%	99%	99%	100%	*	-	-	-	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	*	99%	-	*	-	-	-	99%	100%	100%	99%	99%	99%	99%	-
	Male	99%	98%	99%	*	*	-	-	-	99%	100%	96%	99%	99%	99%	-	-

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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>All Subjects</b>	Female	99%	98%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	-
<b>Reading</b>	All Students	100%	100%	100%	*	*	-	-	-	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	100%	98%	-	-	-	-	-	98%	100%	99%	-	100%	98%	100%	-
	CWOD	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%	98%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	99%	97%	99%	*	*	-	-	-	99%	100%	95%	99%	99%	98%	99%	-
	CWD	95%	*	97%	-	-	-	-	-	95%	*	95%	-	100%	93%	100%	-
	CWOD	99%	100%	99%	*	*	-	-	-	99%	100%	-	99%	99%	99%	99%	-
	EL	99%	-	99%	-	*	-	-	-	99%	100%	100%	99%	99%	99%	99%	-
	Male	98%	94%	99%	*	*	-	-	-	98%	100%	93%	99%	99%	98%	-	-
	Female	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	-
<b>Science</b>	All Students	98%	94%	99%	*	-	-	-	-	98%	100%	96%	99%	99%	99%	98%	-
	CWD	96%	*	95%	-	-	-	-	-	95%	*	96%	-	100%	94%	100%	-
	CWOD	99%	93%	99%	*	-	-	-	-	99%	100%	-	99%	99%	99%	98%	-
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	99%	100%	99%	-	-	-	-	-	99%	100%	94%	99%	100%	99%	-	-
	Female	98%	88%	99%	*	-	-	-	-	98%	100%	100%	98%	99%	-	98%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	1%	2%	1%	0%	*	-	-	-	1%	0%	3%	1%	1%	1%	1%	-
	CWD	3%	6%	3%	-	-	-	-	-	3%	0%	3%	-	0%	4%	0%	-
	CWOD	1%	1%	1%	0%	*	-	-	-	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	*	1%	-	*	-	-	-	1%	0%	0%	1%	1%	1%	1%	-
	Male	1%	2%	1%	*	*	-	-	-	1%	0%	4%	1%	1%	1%	-	-
	Female	1%	2%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	-	1%	-

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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
Reading	All Students	0%	0%	0%	*	*	-	-	-	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	2%	-	-	-	-	-	2%	0%	1%	-	0%	2%	0%	-
	CWOD	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%	2%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	3%	1%	*	*	-	-	-	1%	0%	5%	1%	1%	2%	1%	-
	CWD	5%	*	3%	-	-	-	-	-	5%	*	5%	-	0%	7%	0%	-
	CWOD	1%	0%	1%	*	*	-	-	-	1%	0%	-	1%	1%	1%	1%	-
	EL	1%	-	1%	-	*	-	-	-	1%	0%	0%	1%	1%	1%	1%	-
	Male	2%	6%	1%	*	*	-	-	-	2%	0%	7%	1%	1%	2%	-	-
	Female	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	-	1%	-
Science	All Students	2%	6%	1%	*	-	-	-	-	2%	0%	4%	1%	1%	1%	2%	-
	CWD	4%	*	5%	-	-	-	-	-	5%	*	4%	-	0%	6%	0%	-
	CWOD	1%	7%	1%	*	-	-	-	-	1%	0%	-	1%	1%	1%	2%	-
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	1%	0%	1%	-	-	-	-	-	1%	0%	6%	1%	0%	1%	-	-
	Female	2%	12%	1%	*	-	-	-	-	2%	0%	0%	2%	1%	-	2%	-
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 arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)



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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	41	3	37	0	0	1	0	0	25		
	Female	21	0	21	0	0	0	0	0	9		
	Total	62	3	58	0	0	1	0	0	34		
<b>Out-of-School Suspensions</b>												
	Male	6	0	5	1	0	0	0	0	3		
	Female	1	0	1	0	0	0	0	0	2		
	Total	7	0	6	1	0	0	0	0	5		
<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>												
	Male	3	1	2	0	0	0	0	0	2		0
	Female	3	0	3	0	0	0	0	0	3		2
	Total	6	1	5	0	0	0	0	0	5		2
<b>Out-of-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>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	79	4	75	-8	-8	-8	-8	-8	26	7	3
	Female	69	2	67	-8	-8	-8	-8	-8	21	5	7
	Total	148	6	142	-8	-8	-8	-8	-8	47	12	10

	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	5
Incidents of threats of physical attack with a weapon	0

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	Total
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or bullying</b>	
On the basis of sex	4
On the basis of race	1
On the basis of disability	4
On the basis of sexual orientation	2
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	133	2	131	0	0	0	0	0	28	3
	Female	166	6	159	1	0	0	0	0	26	1
	Total	299	8	290	1	0	0	0	0	54	4
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	58.3	96.7%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	-	-
Mathematics	6,481	2%	21	1%	-	-
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-

	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 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	-	-
Reading	52,275	1%	84	1%	-	-
Mathematics	46,462	2%	73	1%	-	-
Science	19,024	1%	21	0%	-	-

- 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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	52%	*	52%	-	-	-	-	-	50%	-	34%
In-State Private Institutions	12%	-	12%	-	-	-	-	-	11%	-	19%
Out-of-State Institutions	7%	*	7%	-	-	-	-	-	7%	-	*

- 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 2021-22 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	29%	23%	29%	*	*	*	-	-	29%	40%	24%

- Indicates there are no students in the group.

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

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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 (*not applicable to district and state report cards*).

State 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%



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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	81%	93%	79%	*	-	100%	*	-	81%	78%	67%	82%	78%	82%	80%	-	*	-	-
	CWD	45%	43%	67%	-	80%	*	-	-	-	-	*	*	67%	-	*	*	*	-	*	-	-
	CWOD	81%	78%	82%	93%	79%	*	-	100%	*	-	81%	86%	-	82%	77%	83%	81%	-	-	-	-
	EL	62%	75%	78%	80%	76%	*	-	100%	*	-	78%	83%	*	77%	78%	78%	78%	-	-	-	-
	Male	72%	70%	82%	91%	80%	*	-	100%	-	-	83%	60%	*	83%	78%	82%	-	-	-	-	-
	Female	80%	81%	80%	*	77%	*	-	100%	*	-	79%	*	*	81%	78%	-	80%	-	*	-	-

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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	74%	68%	64%	67%	61%	*	-	83%	*	-	65%	44%	33%	65%	63%	71%	57%	-	*	-	-
	CWD	51%	48%	33%	-	20%	*	-	-	-	-	*	*	33%	-	*	*	*	-	*	-	-
	CWOD	78%	70%	65%	67%	63%	*	-	83%	*	-	66%	57%	-	65%	65%	73%	57%	-	-	-	-
	EL	65%	69%	63%	80%	60%	*	-	89%	*	-	64%	50%	*	65%	63%	72%	54%	-	-	-	-
	Male	75%	69%	71%	64%	72%	*	-	80%	-	-	73%	40%	*	73%	72%	71%	-	-	-	-	-
	Female	73%	68%	57%	*	50%	*	-	86%	*	-	57%	*	*	57%	54%	-	57%	-	*	-	-
Grade 7																						
Reading	All Students	77%	76%	75%	72%	76%	*	*	*	-	*	77%	63%	50%	77%	72%	70%	81%	-	*	-	-
	CWD	45%	44%	50%	*	63%	-	-	*	-	*	55%	*	50%	-	50%	63%	*	-	-	-	-
	CWOD	82%	79%	77%	81%	77%	*	*	*	-	*	79%	67%	-	77%	74%	71%	84%	-	*	-	-
	EL	62%	73%	72%	*	72%	-	-	*	-	-	73%	67%	50%	74%	72%	68%	76%	-	*	-	-
	Male	73%	70%	70%	63%	71%	*	*	*	-	*	72%	50%	63%	71%	68%	70%	-	-	*	-	-
	Female	81%	82%	81%	80%	81%	-	-	*	-	-	81%	75%	*	84%	76%	-	81%	-	-	-	-
Mathematics	All Students	61%	61%	61%	50%	63%	*	*	*	-	*	61%	63%	42%	63%	61%	60%	63%	-	*	-	-
	CWD	37%	31%	42%	*	50%	-	-	*	-	*	45%	*	42%	-	50%	50%	*	-	-	-	-
	CWOD	66%	64%	63%	56%	64%	*	*	*	-	*	63%	67%	-	63%	61%	61%	65%	-	*	-	-
	EL	47%	59%	61%	*	59%	-	-	*	-	-	60%	67%	50%	61%	61%	61%	60%	-	*	-	-
	Male	62%	59%	60%	50%	62%	*	*	*	-	*	61%	50%	50%	61%	61%	60%	-	-	*	-	-
	Female	60%	62%	63%	50%	64%	-	-	*	-	-	61%	75%	*	65%	60%	-	63%	-	-	-	-
Grade 8																						
Reading	All Students	82%	86%	89%	76%	90%	*	-	100%	-	*	88%	93%	43%	91%	87%	89%	88%	-	*	-	*
	CWD	51%	52%	43%	*	60%	-	-	-	-	-	43%	-	43%	-	60%	*	*	-	-	-	-
	CWOD	86%	89%	91%	84%	92%	*	-	100%	-	*	90%	93%	-	91%	88%	92%	90%	-	*	-	*
	EL	68%	85%	87%	*	87%	*	-	*	-	-	87%	*	60%	88%	87%	87%	87%	-	*	-	-
	Male	78%	81%	89%	80%	92%	*	-	*	-	*	90%	88%	*	92%	87%	89%	-	-	*	-	-
	Female	86%	92%	88%	73%	89%	*	-	100%	-	*	87%	100%	*	90%	87%	-	88%	-	-	-	*
Science	All Students	73%	72%	70%	62%	69%	*	-	100%	-	*	71%	64%	14%	73%	66%	74%	67%	-	*	-	*
	CWD	45%	38%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	20%	*	*	-	-	-	-
	CWOD	76%	74%	73%	68%	71%	*	-	100%	-	*	74%	64%	-	73%	69%	77%	69%	-	*	-	*
	EL	56%	68%	66%	*	64%	*	-	*	-	-	67%	*	20%	69%	66%	76%	58%	-	*	-	-
	Male	73%	71%	74%	60%	74%	*	-	*	-	*	76%	50%	*	77%	76%	74%	-	-	*	-	-
	Female	72%	72%	67%	64%	63%	*	-	100%	-	*	65%	83%	*	69%	58%	-	67%	-	-	-	*
End of Course																						
English I	All Students	70%	73%	75%	67%	76%	*	*	83%	-	*	75%	79%	33%	79%	69%	72%	79%	-	-	*	-
	CWD	37%	32%	33%	*	36%	-	-	*	-	-	31%	*	33%	-	36%	31%	40%	-	-	-	-
	CWOD	75%	78%	79%	83%	79%	*	*	100%	-	*	78%	82%	-	79%	72%	77%	81%	-	-	*	-
	EL	49%	66%	69%	-	71%	*	*	-	-	*	68%	75%	36%	72%	69%	68%	71%	-	-	*	-
	Male	65%	69%	72%	63%	73%	*	*	*	-	-	71%	80%	31%	77%	68%	72%	-	-	-	*	-
	Female	76%	79%	79%	*	80%	*	-	80%	-	*	79%	78%	40%	81%	71%	-	79%	-	-	-	-

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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	73%	76%	78%	100%	77%	-	-	*	-	*	79%	75%	42%	82%	67%	76%	81%	-	*	-	-
	CWD	39%	29%	42%	-	42%	-	-	-	-	-	45%	*	42%	-	33%	40%	*	-	-	-	-
	CWOD	77%	82%	82%	100%	80%	-	-	*	-	*	82%	80%	-	82%	71%	82%	82%	-	*	-	-
	EL	48%	68%	67%	-	67%	-	-	*	-	-	69%	50%	33%	71%	67%	67%	68%	-	-	-	-
	Male	68%	71%	76%	*	74%	-	-	*	-	-	75%	*	40%	82%	67%	76%	-	-	-	-	-
	Female	78%	82%	81%	*	80%	-	-	-	-	*	83%	69%	*	82%	68%	-	81%	-	*	-	-
Algebra I	All Students	77%	82%	76%	71%	76%	63%	*	92%	-	*	75%	82%	50%	78%	74%	75%	76%	-	*	*	*
	CWD	52%	47%	50%	40%	55%	-	-	*	-	-	54%	*	50%	-	50%	53%	45%	-	-	-	-
	CWOD	81%	85%	78%	77%	78%	63%	*	100%	-	*	77%	87%	-	78%	75%	77%	79%	-	*	*	*
	EL	69%	80%	74%	*	74%	*	*	*	-	*	73%	80%	50%	75%	74%	75%	72%	-	*	*	-
	Male	74%	79%	75%	74%	75%	*	*	*	-	*	74%	84%	53%	77%	75%	75%	-	-	*	*	-
	Female	81%	85%	76%	67%	77%	*	-	90%	-	*	76%	79%	45%	79%	72%	-	76%	-	-	-	*
Biology	All Students	87%	86%	86%	88%	87%	*	*	100%	-	*	86%	88%	69%	88%	82%	85%	88%	-	-	*	-
	CWD	67%	54%	69%	*	67%	-	-	*	-	-	64%	*	69%	-	67%	64%	80%	-	-	-	-
	CWOD	90%	89%	88%	100%	88%	*	*	100%	-	*	88%	87%	-	88%	83%	88%	88%	-	-	*	-
	EL	75%	82%	82%	-	83%	*	*	-	-	*	82%	80%	67%	83%	82%	80%	83%	-	-	*	-
	Male	85%	86%	85%	86%	85%	*	*	*	-	-	86%	80%	64%	88%	80%	85%	-	-	-	*	-
	Female	89%	87%	88%	*	88%	*	-	100%	-	*	87%	100%	80%	88%	83%	-	88%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	51%	53%	46%	*	-	100%	*	-	50%	67%	17%	53%	48%	54%	49%	-	*	-	-
	CWD	24%	23%	17%	-	20%	*	-	-	-	-	*	*	17%	-	*	*	*	-	*	-	-
	CWOD	56%	50%	53%	53%	47%	*	-	100%	*	-	51%	86%	-	53%	48%	55%	50%	-	-	-	-
	EL	34%	47%	48%	60%	42%	*	-	100%	*	-	47%	67%	*	48%	48%	48%	48%	-	-	-	-
	Male	47%	41%	54%	55%	50%	*	-	100%	-	-	55%	40%	*	55%	48%	54%	-	-	-	-	-
	Female	56%	55%	49%	*	42%	*	-	100%	*	-	46%	*	*	50%	48%	-	49%	-	*	-	-
Mathematics	All Students	38%	28%	25%	27%	22%	*	-	67%	*	-	26%	11%	17%	26%	23%	28%	22%	-	*	-	-
	CWD	22%	20%	17%	-	20%	*	-	-	-	-	*	*	17%	-	*	*	*	-	*	-	-
	CWOD	41%	29%	26%	27%	22%	*	-	67%	*	-	26%	14%	-	26%	23%	29%	22%	-	-	-	-
	EL	26%	27%	23%	40%	20%	*	-	67%	*	-	24%	17%	*	23%	23%	23%	24%	-	-	-	-
	Male	41%	31%	28%	27%	25%	*	-	80%	-	-	30%	0%	*	29%	23%	28%	-	-	-	-	-
	Female	36%	26%	22%	*	19%	*	-	57%	*	-	22%	*	*	22%	24%	-	22%	-	*	-	-
Grade 7																						
Reading	All Students	53%	50%	46%	61%	44%	*	*	*	-	*	47%	38%	17%	49%	39%	39%	54%	-	*	-	-
	CWD	24%	20%	17%	*	13%	-	-	*	-	*	18%	*	17%	-	13%	13%	*	-	-	-	-
	CWOD	58%	52%	49%	69%	46%	*	*	*	-	*	50%	40%	-	49%	42%	42%	55%	-	*	-	-
	EL	33%	45%	39%	*	39%	-	-	*	-	-	39%	42%	13%	42%	39%	34%	45%	-	*	-	-
	Male	49%	43%	39%	63%	35%	*	*	*	-	*	40%	25%	13%	42%	34%	39%	-	-	*	-	-
	Female	57%	56%	54%	60%	52%	-	-	*	-	-	54%	50%	*	55%	45%	-	54%	-	-	-	-

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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	36%	36%	36%	22%	38%	*	*	*	-	*	37%	31%	8%	38%	33%	35%	37%	-	*	-	-
	CWD	20%	19%	8%	*	13%	-	-	*	-	*	9%	*	8%	-	13%	13%	*	-	-	-	-
	CWOD	39%	37%	38%	25%	40%	*	*	*	-	*	39%	33%	-	38%	35%	38%	39%	-	*	-	-
	EL	22%	34%	33%	*	34%	-	-	*	-	-	34%	25%	13%	35%	33%	34%	33%	-	*	-	-
	Male	38%	36%	35%	25%	38%	*	*	*	-	*	38%	13%	13%	38%	34%	35%	-	-	*	-	-
	Female	34%	35%	37%	20%	39%	-	-	*	-	-	36%	50%	*	39%	33%	-	37%	-	-	-	-
Grade 8																						
Reading	All Students	56%	61%	61%	48%	61%	*	-	100%	-	*	61%	64%	14%	63%	58%	55%	67%	-	*	-	*
	CWD	24%	21%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	20%	*	*	-	-	-	-
	CWOD	61%	64%	63%	53%	63%	*	-	100%	-	*	63%	64%	-	63%	60%	58%	69%	-	*	-	*
	EL	34%	55%	58%	*	56%	*	-	*	-	-	59%	*	20%	60%	58%	54%	62%	-	*	-	-
	Male	50%	54%	55%	50%	56%	*	-	*	-	*	54%	63%	*	58%	54%	55%	-	-	*	-	-
	Female	62%	68%	67%	45%	66%	*	-	100%	-	*	67%	67%	*	69%	62%	-	67%	-	-	-	*
Science	All Students	46%	41%	41%	24%	42%	*	-	71%	-	*	39%	57%	14%	42%	36%	43%	38%	-	*	-	*
	CWD	24%	16%	14%	*	20%	-	-	-	-	-	14%	-	14%	-	20%	*	*	-	-	-	-
	CWOD	49%	43%	42%	26%	43%	*	-	71%	-	*	40%	57%	-	42%	37%	45%	39%	-	*	-	*
	EL	26%	37%	36%	*	34%	*	-	*	-	-	35%	*	20%	37%	36%	43%	29%	-	*	-	-
	Male	48%	43%	43%	20%	47%	*	-	*	-	*	43%	50%	*	45%	43%	43%	-	-	*	-	-
	Female	43%	39%	38%	27%	37%	*	-	60%	-	*	36%	67%	*	39%	29%	-	38%	-	-	-	*
End of Course																						
English I	All Students	50%	51%	51%	44%	51%	*	*	83%	-	*	51%	53%	11%	55%	39%	50%	54%	-	-	*	-
	CWD	20%	14%	11%	*	14%	-	-	*	-	-	13%	*	11%	-	18%	15%	0%	-	-	-	-
	CWOD	54%	55%	55%	67%	54%	*	*	100%	-	*	55%	59%	-	55%	41%	54%	57%	-	-	*	-
	EL	26%	39%	39%	-	40%	*	*	-	-	*	38%	50%	18%	41%	39%	41%	37%	-	-	*	-
	Male	44%	45%	50%	38%	51%	*	*	*	-	-	49%	60%	15%	54%	41%	50%	-	-	-	*	-
	Female	57%	58%	54%	*	52%	*	-	80%	-	*	55%	44%	0%	57%	37%	-	54%	-	-	-	-
English II	All Students	53%	54%	55%	80%	54%	-	-	*	-	*	55%	56%	8%	60%	38%	49%	62%	-	*	-	-
	CWD	22%	15%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	11%	10%	*	-	-	-	-
	CWOD	57%	59%	60%	80%	58%	-	-	*	-	*	60%	60%	-	60%	41%	55%	63%	-	*	-	-
	EL	23%	43%	38%	-	37%	-	-	*	-	-	39%	25%	11%	41%	38%	36%	40%	-	-	-	-
	Male	47%	48%	49%	*	45%	-	-	*	-	-	48%	*	10%	55%	36%	49%	-	-	-	-	-
	Female	60%	62%	62%	*	61%	-	-	-	-	*	63%	54%	*	63%	40%	-	62%	-	*	-	-
Algebra I	All Students	42%	48%	36%	26%	35%	38%	*	85%	-	*	35%	45%	7%	38%	28%	35%	37%	-	*	*	*
	CWD	19%	11%	7%	0%	9%	-	-	*	-	-	8%	*	7%	-	6%	6%	9%	-	-	-	-
	CWOD	45%	51%	38%	31%	37%	38%	*	92%	-	*	37%	48%	-	38%	30%	37%	39%	-	*	*	*
	EL	29%	42%	28%	*	28%	*	*	*	-	*	27%	40%	6%	30%	28%	29%	27%	-	*	*	-
	Male	40%	46%	35%	16%	37%	*	*	*	-	*	33%	47%	6%	37%	29%	35%	-	-	*	*	-
	Female	44%	50%	37%	42%	34%	*	-	90%	-	*	37%	43%	9%	39%	27%	-	37%	-	-	-	*

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Biology	All Students	54%	47%	47%	38%	47%	*	*	83%	-	*	46%	59%	0%	52%	33%	47%	48%	-	-	*	-
	CWD	27%	14%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	58%	51%	52%	60%	50%	*	*	100%	-	*	50%	67%	-	52%	36%	53%	51%	-	-	*	-
	EL	29%	35%	33%	-	34%	*	*	-	-	*	32%	40%	0%	36%	33%	38%	28%	-	-	*	-
	Male	53%	46%	47%	29%	48%	*	*	*	-	-	47%	50%	0%	53%	38%	47%	-	-	-	*	-
	Female	55%	49%	48%	*	45%	*	-	80%	-	*	45%	71%	0%	51%	28%	-	48%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	15%	27%	11%	*	-	50%	*	-	15%	11%	17%	15%	11%	15%	16%	-	*	-	-
	CWD	7%	5%	17%	-	20%	*	-	-	-	-	*	*	17%	-	*	*	*	-	*	-	-
	CWOD	24%	19%	15%	27%	11%	*	-	50%	*	-	15%	14%	-	15%	10%	15%	15%	-	-	-	-
	EL	10%	14%	11%	20%	8%	*	-	44%	*	-	11%	0%	*	10%	11%	8%	14%	-	-	-	-
	Male	19%	16%	15%	27%	8%	*	-	80%	-	-	14%	20%	*	15%	8%	15%	-	-	-	-	-
	Female	24%	19%	16%	*	15%	*	-	29%	*	-	17%	*	*	15%	14%	-	16%	-	*	-	-
Mathematics	All Students	15%	7%	7%	0%	6%	*	-	33%	*	-	7%	0%	0%	7%	5%	10%	4%	-	*	-	-
	CWD	8%	7%	0%	-	0%	*	-	-	-	-	*	*	0%	-	*	*	*	-	*	-	-
	CWOD	16%	7%	7%	0%	6%	*	-	33%	*	-	8%	0%	-	7%	6%	10%	4%	-	-	-	-
	EL	8%	6%	5%	0%	5%	*	-	22%	*	-	6%	0%	*	6%	5%	8%	3%	-	-	-	-
	Male	17%	9%	10%	0%	8%	*	-	60%	-	-	10%	0%	*	10%	8%	10%	-	-	-	-	-
	Female	13%	5%	4%	*	3%	*	-	14%	*	-	4%	*	*	4%	3%	-	4%	-	*	-	-
Grade 7																						
Reading	All Students	26%	22%	17%	17%	17%	*	*	*	-	*	18%	6%	0%	18%	14%	13%	22%	-	*	-	-
	CWD	7%	6%	0%	*	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	29%	23%	18%	19%	18%	*	*	*	-	*	20%	7%	-	18%	15%	14%	23%	-	*	-	-
	EL	11%	18%	14%	*	14%	-	-	*	-	-	16%	0%	0%	15%	14%	10%	18%	-	*	-	-
	Male	23%	19%	13%	13%	12%	*	*	*	-	*	14%	0%	0%	14%	10%	13%	-	-	*	-	-
	Female	30%	25%	22%	20%	22%	-	-	*	-	-	23%	13%	*	23%	18%	-	22%	-	-	-	-
Mathematics	All Students	11%	10%	7%	6%	8%	*	*	*	-	*	7%	6%	0%	8%	6%	8%	6%	-	*	-	-
	CWD	7%	6%	0%	*	0%	-	-	*	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	12%	11%	8%	6%	8%	*	*	*	-	*	8%	7%	-	8%	7%	8%	7%	-	*	-	-
	EL	5%	10%	6%	*	5%	-	-	*	-	-	7%	0%	0%	7%	6%	7%	5%	-	*	-	-
	Male	12%	12%	8%	0%	9%	*	*	*	-	*	8%	0%	0%	8%	7%	8%	-	-	*	-	-
	Female	10%	8%	6%	10%	6%	-	-	*	-	-	6%	13%	*	7%	5%	-	6%	-	-	-	-
Grade 8																						
Reading	All Students	27%	24%	25%	24%	23%	*	-	43%	-	*	22%	50%	0%	26%	16%	21%	28%	-	*	-	*
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	30%	26%	26%	26%	24%	*	-	43%	-	*	24%	50%	-	26%	17%	22%	30%	-	*	-	*
	EL	10%	19%	16%	*	15%	*	-	*	-	-	15%	*	0%	17%	16%	13%	19%	-	*	-	-
	Male	23%	20%	21%	20%	21%	*	-	*	-	*	18%	50%	*	22%	13%	21%	-	-	*	-	-
	Female	32%	28%	28%	27%	26%	*	-	40%	-	*	27%	50%	*	30%	19%	-	28%	-	-	-	-



Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	16%	9%	8%	0%	6%	*	-	43%	-	*	6%	21%	0%	8%	5%	5%	10%	-	*	-	*
	CWD	6%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD	18%	10%	8%	0%	7%	*	-	43%	-	*	7%	21%	-	8%	5%	5%	10%	-	*	-	*
	EL	5%	7%	5%	*	4%	*	-	*	-	-	4%	*	0%	5%	5%	2%	8%	-	*	-	-
	Male	18%	11%	5%	0%	5%	*	-	*	-	*	3%	25%	*	5%	2%	5%	-	-	*	-	-
	Female	14%	7%	10%	0%	8%	*	-	40%	-	*	9%	17%	*	10%	8%	-	10%	-	-	-	*
End of Course																						
English I	All Students	13%	10%	12%	22%	10%	*	*	67%	-	*	12%	11%	0%	13%	5%	10%	15%	-	-	*	-
	CWD	5%	1%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	14%	11%	13%	33%	11%	*	*	80%	-	*	13%	12%	-	13%	5%	11%	16%	-	-	*	-
	EL	2%	3%	5%	-	5%	*	*	-	-	*	5%	0%	0%	5%	5%	5%	5%	-	-	*	-
	Male	10%	8%	10%	13%	9%	*	*	*	-	-	10%	10%	0%	11%	5%	10%	-	-	-	*	-
	Female	16%	12%	15%	*	12%	*	-	60%	-	*	16%	11%	0%	16%	5%	-	15%	-	-	-	-
English II	All Students	8%	5%	5%	0%	5%	-	-	*	-	*	5%	0%	0%	5%	0%	1%	8%	-	*	-	-
	CWD	5%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	5%	5%	0%	5%	-	-	*	-	*	6%	0%	-	5%	0%	2%	8%	-	*	-	-
	EL	1%	1%	0%	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	4%	1%	*	2%	-	-	*	-	-	1%	*	0%	2%	0%	1%	-	-	-	-	-
	Female	10%	5%	8%	*	8%	-	-	-	-	*	9%	0%	*	8%	0%	-	8%	-	*	-	-
Algebra I	All Students	22%	26%	17%	10%	15%	25%	*	69%	-	*	17%	18%	0%	18%	11%	17%	17%	-	*	*	*
	CWD	7%	4%	0%	0%	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	28%	18%	12%	17%	25%	*	75%	-	*	18%	19%	-	18%	12%	19%	18%	-	*	*	*
	EL	12%	20%	11%	*	10%	*	*	*	-	*	11%	7%	0%	12%	11%	13%	8%	-	*	*	-
	Male	22%	26%	17%	11%	18%	*	*	*	-	*	17%	16%	0%	19%	13%	17%	-	-	*	*	-
	Female	23%	26%	17%	8%	13%	*	-	70%	-	*	16%	21%	0%	18%	8%	-	17%	-	-	-	*
Biology	All Students	20%	10%	18%	13%	17%	*	*	50%	-	*	18%	12%	0%	19%	9%	21%	13%	-	-	*	-
	CWD	7%	1%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	11%	19%	20%	19%	*	*	60%	-	*	20%	13%	-	19%	9%	24%	14%	-	-	*	-
	EL	6%	5%	9%	-	9%	*	*	-	-	*	10%	0%	0%	9%	9%	13%	4%	-	-	*	-
	Male	21%	12%	21%	14%	21%	*	*	*	-	-	22%	10%	0%	24%	13%	21%	-	-	-	*	-
	Female	20%	8%	13%	*	12%	*	-	40%	-	*	13%	14%	0%	14%	4%	-	13%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	76%	76%	72%	76%	67%	60%	93%	*	67%	76%	75%	46%	78%	72%	75%	76%	-	50%	*	*
	CWD	48%	42%	46%	26%	50%	*	-	40%	-	*	48%	31%	46%	-	48%	45%	47%	-	*	-	-
	CWOD	79%	79%	78%	78%	77%	68%	60%	97%	*	69%	78%	79%	-	78%	74%	78%	78%	-	50%	*	*
	EL	62%	72%	72%	90%	71%	56%	*	94%	*	*	72%	70%	48%	74%	72%	73%	71%	-	20%	*	-
	Male	73%	73%	75%	72%	76%	50%	60%	92%	-	71%	76%	70%	45%	78%	73%	75%	-	-	20%	*	-
	Female	77%	79%	76%	71%	76%	86%	-	93%	*	63%	76%	80%	47%	78%	71%	-	76%	-	80%	-	*

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	76%	77%	<b>79%</b>	79%	79%	55%	*	93%	*	86%	80%	77%	44%	82%	75%	77%	82%	-	67%	*	*
	CWD	46%	38%	<b>44%</b>	14%	50%	*	-	*	-	*	45%	33%	44%	-	49%	42%	47%	-	*	-	-
	CWOD	80%	81%	<b>82%</b>	87%	81%	60%	*	100%	*	83%	82%	81%	-	82%	76%	80%	83%	-	80%	*	*
	EL	60%	73%	<b>75%</b>	89%	74%	50%	*	93%	*	*	75%	69%	49%	76%	75%	73%	76%	-	*	*	-
	Male	72%	72%	<b>77%</b>	78%	77%	33%	*	91%	-	*	77%	74%	42%	80%	73%	77%	-	-	*	*	-
	Female	80%	83%	<b>82%</b>	81%	81%	80%	-	94%	*	*	82%	80%	47%	83%	76%	-	82%	-	*	-	*
Mathematics	All Students	74%	72%	<b>70%</b>	65%	70%	62%	*	89%	*	40%	70%	71%	46%	72%	68%	71%	69%	-	*	*	*
	CWD	49%	43%	<b>46%</b>	29%	49%	*	-	*	-	*	51%	0%	46%	-	47%	48%	42%	-	*	-	-
	CWOD	78%	75%	<b>72%</b>	69%	71%	58%	*	92%	*	*	71%	78%	-	72%	69%	73%	71%	-	*	*	*
	EL	65%	71%	<b>68%</b>	89%	67%	43%	*	93%	*	*	68%	70%	47%	69%	68%	71%	64%	-	*	*	-
	Male	73%	70%	<b>71%</b>	66%	72%	43%	*	90%	-	*	71%	69%	48%	73%	71%	71%	-	-	*	*	-
	Female	74%	73%	<b>69%</b>	63%	68%	83%	-	89%	*	*	69%	74%	42%	71%	64%	-	69%	-	*	-	*
Science	All Students	76%	79%	<b>79%</b>	69%	79%	100%	*	100%	-	*	79%	77%	52%	81%	75%	80%	77%	-	*	*	*
	CWD	52%	47%	<b>52%</b>	40%	53%	-	-	*	-	-	48%	*	52%	-	50%	50%	56%	-	-	-	-
	CWOD	79%	82%	<b>81%</b>	75%	80%	100%	*	100%	-	*	81%	76%	-	81%	76%	83%	79%	-	*	*	*
	EL	62%	75%	<b>75%</b>	*	74%	*	*	*	-	*	75%	71%	50%	76%	75%	79%	71%	-	*	*	-
	Male	76%	79%	<b>80%</b>	71%	81%	*	*	*	-	*	82%	67%	50%	83%	79%	80%	-	-	*	*	-
	Female	75%	79%	<b>77%</b>	67%	76%	*	-	100%	-	*	76%	92%	56%	79%	71%	-	77%	-	-	-	*
SAT/ACT All Subjects	All Students	90%	100%	<b>100%</b>	*	*	-	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	<b>100%</b>	*	*	-	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-
	EL	67%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	91%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	100%	<b>100%</b>	*	*	-	-	-	-	-	*	*	-	100%	*	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	48%	46%	<b>44%</b>	38%	43%	43%	40%	81%	*	27%	44%	49%	10%	47%	36%	43%	46%	-	30%	*	*
	CWD	24%	17%	<b>10%</b>	0%	11%	*	-	0%	-	*	11%	0%	10%	-	12%	8%	13%	-	*	-	-
	CWOD	52%	49%	<b>47%</b>	43%	45%	46%	40%	88%	*	23%	46%	53%	-	47%	38%	46%	48%	-	38%	*	*
	EL	31%	40%	<b>36%</b>	60%	35%	25%	*	75%	*	*	36%	39%	12%	38%	36%	37%	36%	-	0%	*	-
	Male	46%	43%	<b>43%</b>	36%	43%	25%	40%	79%	-	14%	43%	43%	8%	46%	37%	43%	-	-	0%	*	-
	Female	49%	49%	<b>46%</b>	41%	44%	64%	-	83%	*	38%	45%	55%	13%	48%	36%	-	46%	-	60%	-	*
Reading	All Students	52%	52%	<b>53%</b>	54%	51%	55%	*	93%	*	57%	53%	54%	13%	56%	44%	49%	57%	-	50%	*	*
	CWD	24%	18%	<b>13%</b>	0%	14%	*	-	*	-	*	14%	0%	13%	-	16%	11%	16%	-	*	-	-
	CWOD	56%	56%	<b>56%</b>	61%	54%	60%	*	100%	*	50%	55%	59%	-	56%	46%	53%	59%	-	60%	*	*
	EL	33%	45%	<b>44%</b>	67%	43%	50%	*	93%	*	*	44%	45%	16%	46%	44%	43%	46%	-	*	*	-
	Male	47%	46%	<b>49%</b>	56%	48%	33%	*	91%	-	*	49%	50%	11%	53%	43%	49%	-	-	*	*	-
	Female	57%	59%	<b>57%</b>	52%	55%	80%	-	94%	*	*	57%	58%	16%	59%	46%	-	57%	-	*	-	*

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	44%	38%	<b>34%</b>	26%	33%	23%	*	71%	*	0%	33%	37%	9%	35%	28%	33%	34%	-	*	*	*
	CWD	24%	16%	<b>9%</b>	0%	11%	*	-	*	-	*	10%	0%	9%	-	10%	7%	11%	-	*	-	-
	CWOD	47%	40%	<b>35%</b>	29%	35%	25%	*	77%	*	*	35%	41%	-	35%	29%	35%	36%	-	*	*	*
	EL	32%	35%	<b>28%</b>	56%	27%	0%	*	57%	*	*	28%	30%	10%	29%	28%	29%	27%	-	*	*	-
	Male	45%	38%	<b>33%</b>	21%	35%	14%	*	60%	-	*	33%	31%	7%	35%	29%	33%	-	-	*	*	-
	Female	42%	38%	<b>34%</b>	33%	32%	33%	-	78%	*	*	33%	44%	11%	36%	27%	-	34%	-	*	-	*
Science	All Students	46%	44%	<b>44%</b>	28%	45%	67%	*	77%	-	*	43%	58%	4%	47%	34%	45%	43%	-	*	*	*
	CWD	24%	15%	<b>4%</b>	0%	6%	-	-	*	-	-	5%	*	4%	-	7%	0%	11%	-	-	-	-
	CWOD	49%	47%	<b>47%</b>	33%	47%	67%	*	83%	-	*	46%	62%	-	47%	36%	49%	45%	-	*	*	*
	EL	26%	36%	<b>34%</b>	*	34%	*	*	*	-	*	34%	43%	7%	36%	34%	40%	28%	-	*	*	-
	Male	47%	44%	<b>45%</b>	24%	48%	*	*	*	-	*	45%	50%	0%	49%	40%	45%	-	-	*	*	-
	Female	44%	44%	<b>43%</b>	33%	41%	*	-	70%	-	*	41%	69%	11%	45%	28%	-	43%	-	-	-	*
SAT/ACT All Subjects	All Students	61%	59%	<b>60%</b>	*	*	-	-	-	-	-	*	*	-	60%	*	-	60%	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	<b>60%</b>	*	*	-	-	-	-	-	*	*	-	60%	*	-	60%	-	-	-	-
	EL	18%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	65%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	57%	64%	<b>60%</b>	*	*	-	-	-	-	-	*	*	-	60%	*	-	60%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	19%	14%	<b>13%</b>	12%	12%	17%	20%	46%	*	0%	13%	14%	1%	14%	9%	13%	14%	-	0%	*	*
	CWD	7%	4%	<b>1%</b>	0%	1%	*	-	0%	-	*	1%	0%	1%	-	1%	0%	2%	-	*	-	-
	CWOD	21%	15%	<b>14%</b>	13%	13%	18%	20%	49%	*	0%	14%	15%	-	14%	9%	14%	15%	-	0%	*	*
	EL	9%	11%	<b>9%</b>	15%	8%	6%	*	31%	*	*	9%	4%	1%	9%	9%	9%	9%	-	0%	*	-
	Male	18%	14%	<b>13%</b>	10%	12%	0%	20%	54%	-	0%	13%	14%	0%	14%	9%	13%	-	-	0%	*	-
	Female	19%	15%	<b>14%</b>	14%	12%	36%	-	41%	*	0%	14%	14%	2%	15%	9%	-	14%	-	0%	-	*
Reading	All Students	20%	15%	<b>15%</b>	21%	13%	18%	*	45%	*	0%	15%	15%	2%	16%	9%	12%	18%	-	0%	*	*
	CWD	7%	3%	<b>2%</b>	0%	2%	*	-	*	-	*	2%	0%	2%	-	3%	0%	5%	-	*	-	-
	CWOD	22%	17%	<b>16%</b>	23%	14%	20%	*	48%	*	0%	16%	16%	-	16%	10%	13%	18%	-	0%	*	*
	EL	9%	11%	<b>9%</b>	22%	9%	17%	*	33%	*	*	10%	5%	3%	10%	9%	7%	12%	-	*	*	-
	Male	17%	13%	<b>12%</b>	17%	10%	0%	*	55%	-	*	11%	18%	0%	13%	7%	12%	-	-	*	*	-
	Female	23%	18%	<b>18%</b>	26%	16%	40%	-	39%	*	*	18%	13%	5%	18%	12%	-	18%	-	*	-	*
Mathematics	All Students	18%	15%	<b>12%</b>	6%	11%	15%	*	46%	*	0%	12%	12%	0%	13%	8%	13%	11%	-	*	*	*
	CWD	8%	5%	<b>0%</b>	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	16%	<b>13%</b>	7%	12%	17%	*	50%	*	*	13%	13%	-	13%	9%	14%	12%	-	*	*	*
	EL	11%	12%	<b>8%</b>	11%	8%	0%	*	29%	*	*	9%	3%	0%	9%	8%	10%	6%	-	*	*	-
	Male	20%	16%	<b>13%</b>	5%	14%	0%	*	50%	-	*	14%	9%	0%	14%	10%	13%	-	-	*	*	-
	Female	16%	14%	<b>11%</b>	7%	9%	33%	-	44%	*	*	11%	15%	0%	12%	6%	-	11%	-	*	-	*

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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	17%	10%	13%	3%	13%	17%	*	46%	-	*	13%	16%	0%	14%	7%	14%	12%	-	*	*	*
	CWD	7%	1%	0%	0%	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	10%	14%	4%	13%	17%	*	50%	-	*	14%	17%	-	14%	8%	15%	12%	-	*	*	*
	EL	6%	6%	7%	*	7%	*	*	*	-	*	7%	7%	0%	8%	7%	8%	6%	-	*	*	-
	Male	19%	11%	14%	6%	15%	*	*	*	-	*	14%	17%	0%	15%	8%	14%	-	-	*	*	-
	Female	16%	8%	12%	0%	10%	*	-	40%	-	*	11%	15%	0%	12%	6%	-	12%	-	-	-	*
SAT/ACT All Subjects	All Students	12%	0%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	15%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	0%	*	*	-	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-

- 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 2022-23 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	77	77	76	69	*	86	*	90	77	70	74
CWD	70	54	72	-	-	*	-	-	74	70	77
CWOD	77	79	77	69	*	85	*	90	77	-	74
EL ◇	74	81	73	*	*	100	*	*	74	77	74
Male	74	65	75	*	*	91	-	*	74	66	72
Female	80	93	78	*	-	83	*	*	80	77	77
<b>Mathematics</b>											
All Students	63	63	62	67	*	72	*	*	62	52	61
CWD	52	57	48	-	-	*	-	-	54	52	48
CWOD	63	63	63	67	*	72	*	*	63	-	61
EL ◇	61	53	61	50	*	63	*	*	60	48	61

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Male	64	63	63	50	*	75	-	*	63	57	61
Female	61	63	61	*	-	71	*	*	61	44	60

- 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 2022.

	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 2022</b>													
All Students	93.0%	83.3%	94.4%	*	*	*	-	-	91.8%	71.4%	85.7%	80.0%	-
CWD	71.4%	*	83.3%	-	-	-	-	-	66.7%	71.4%	80.0%	-	-
CWOD	94.9%	100.0%	95.5%	*	*	*	-	-	94.0%	-	87.5%	80.0%	-
EL ◇	85.7%	-	84.2%	-	*	*	-	-	84.2%	80.0%	85.7%	*	-
Male	90.7%	*	91.2%	*	-	*	-	-	89.2%	83.3%	75.0%	*	-
Female	95.3%	*	97.4%	-	*	-	-	-	94.4%	*	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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
568	112	20%

- 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.

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**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	44	41	44	42	40	73	*	31	44	19	39
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	66%	80%	66%	*	*	*	-	-	62%	100%	50%

- 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	N		Y			Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	N		Y			Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	N	N		Y			N	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N	N		Y			N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	Y	Y	N		N			Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N	N		N			N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N	N		N			N	N	N

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N	N		N			N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											40%
Target Met											N
<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		N
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	N		N						N		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

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 2022-23 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	100%	100%	100%	100%	100%	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	100%	100%	-	-

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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>All Subjects</b>	Female	100%	100%	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%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	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%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	99%	100%	99%	100%	*	100%	-	*	100%	97%	100%	99%	100%	99%	100%	-
	CWD	100%	100%	100%	-	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	*	100%	-	*	100%	97%	-	99%	100%	99%	100%	-
	EL	100%	*	100%	*	*	*	-	*	100%	100%	100%	100%	100%	99%	100%	-
	Male	99%	100%	99%	*	*	*	-	*	99%	95%	100%	99%	99%	99%	-	-
	Female	100%	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	83%	*	80%	-	-	-	-	-	*	*	-	83%	*	*	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	*	80%	-	-	-	-	-	*	*	-	83%	*	*	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	100%	*	*	-	-	-	-	-	*	*	-	100%	*	-	100%	-
<b>Non-Participation Rate</b>																	
<b>All Subjects</b>	All Students	0%	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	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
Reading	All Students	0%	0%	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%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	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%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	1%	0%	*	0%	-	*	0%	3%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	*	0%	-	*	0%	3%	-	1%	0%	1%	0%	-
	EL	0%	*	0%	*	*	*	-	*	0%	0%	0%	0%	0%	1%	0%	-
	Male	1%	0%	1%	*	*	*	-	*	1%	5%	0%	1%	1%	1%	-	-
	Female	0%	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	17%	*	20%	-	-	-	-	-	*	*	-	17%	*	*	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	*	20%	-	-	-	-	-	*	*	-	17%	*	*	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	0%	*	*	-	-	-	-	-	*	*	-	0%	*	-	0%	-

- 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)

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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)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	30	3	26	0	0	1	0	0	9		
	Female	19	1	15	1	0	1	0	1	7		
	Total	49	4	41	1	0	2	0	1	16		
<b>Out-of-School Suspensions</b>												
	Male	7	0	6	0	0	0	0	1	3		
	Female	1	0	1	0	0	0	0	0	0		
	Total	8	0	7	0	0	0	0	1	3		
<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>												
	Male	2	0	2	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		1
<b>Out-of-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	3	0	3	0	0	0	0	0	3		1
	Female	1	0	1	0	0	0	0	0	1		0
	Total	4	0	4	0	0	0	0	0	4		1
<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	87	5	75	2	1	2	-8	2	43	8	-8
	Female	53	6	44	1	1	1	-8	-8	27	2	3
	Total	140	11	119	3	2	3	-8	2	70	10	3

	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	12
Incidents of threats of physical attack with a weapon	0

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	Total
Incidents of threats of physical attack without a weapon	2
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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</b>											
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	78	4	62	4	2	6	0	0	9	3
	Female	73	4	66	2	1	0	0	0	13	2
	Total	151	8	128	6	3	6	0	0	22	5
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus level.

## Part (ix): Teacher Quality Data

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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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	58.2	97.0%
Teachers Teaching with Emergency or Provisional Credentials	6.0	10.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	*	1%
Mathematics	6,481	2%	21	1%	*	1%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	-	-
Mathematics	6,300	2%	23	1%	-	-

	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 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	-	-
English II	5,771	1%	11	0%	-	-
Algebra I	6,015	1%	10	0%	-	-
Biology	6,041	1%	10	0%	-	-
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	*	0%
Reading	52,275	1%	84	1%	*	0%
Mathematics	46,462	2%	73	1%	*	0%
Science	19,024	1%	21	0%	-	-

- 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

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	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
		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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	63%	*	64%	*	*	*	-	-	62%	*	63%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	7%	-	7%	*	-	-	-	-	7%	-	*

- 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 2021-22 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	31%	32%	31%	23%	43%	17%	-	40%	30%	39%	29%

- Indicates there are no students in the group.

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



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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 (*not applicable to district and state report cards*).

State 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%

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State 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%
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%
<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%

State 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)
<b>Academic Performance (At Meets Grade Level or Above)</b>												
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%
<b>EL Progress</b>												

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State 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)
	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 4-2023 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'. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for Targeted Support and Improvement (TSI). TSI identifies both Title I and non-Title I campuses. Data from 2019, 2022, and 2023 are considered consecutive years for 2023 TSI identification. See the accountability manual for details. [Chapter 10-2023 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. 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 2022-2023 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.

### 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 2022-23 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 6																						
Reading	All Students	75%	76%	69%	76%	69%	*	*	-	-	*	70%	63%	57%	70%	63%	69%	70%	-	-	-	-
	CWD	45%	43%	57%	-	57%	-	-	-	-	-	57%	-	57%	-	40%	*	*	-	-	-	-
	CWOD	81%	78%	70%	76%	70%	*	*	-	-	*	71%	63%	-	70%	65%	70%	70%	-	-	-	-
	EL	62%	75%	63%	-	64%	*	*	-	-	-	65%	43%	40%	65%	63%	68%	59%	-	-	-	-
	Male	72%	70%	69%	63%	70%	*	*	-	-	*	69%	71%	*	70%	68%	69%	-	-	-	-	-
	Female	80%	81%	70%	89%	68%	*	-	-	-	-	71%	56%	*	70%	59%	-	70%	-	-	-	-

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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	74%	68%	67%	56%	69%	*	*	-	-	-	67%	69%	43%	68%	66%	72%	63%	-	-	-	-	
	CWD	51%	48%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	40%	*	*	-	-	-	-	
	CWOD	78%	70%	68%	56%	71%	*	*	-	-	-	68%	69%	-	68%	67%	73%	64%	-	-	-	-	
	EL	65%	69%	66%	-	66%	*	*	-	-	-	65%	71%	40%	67%	66%	73%	59%	-	-	-	-	
	Male	75%	69%	72%	50%	75%	*	*	-	-	-	72%	71%	*	73%	73%	72%	-	-	-	-	-	
	Female	73%	68%	63%	63%	64%	*	-	-	-	-	62%	67%	*	64%	59%	-	63%	-	-	-	-	
Grade 7																							
Reading	All Students	77%	76%	72%	78%	73%	*	*	-	-	58%	70%	82%	77%	71%	60%	76%	67%	-	-	-	-	
	CWD	45%	44%	77%	*	67%	-	*	-	-	-	63%	100%	77%	-	*	67%	*	-	-	-	-	
	CWOD	82%	79%	71%	67%	73%	*	*	-	-	58%	70%	76%	-	71%	61%	77%	65%	-	-	-	-	
	EL	62%	73%	60%	-	65%	-	*	-	-	29%	59%	67%	*	61%	60%	66%	53%	-	-	-	-	
	Male	73%	70%	76%	*	78%	-	*	-	-	60%	72%	92%	67%	77%	66%	76%	-	-	-	-	-	
	Female	81%	82%	67%	80%	66%	*	*	-	-	57%	67%	70%	*	65%	53%	-	67%	-	-	-	-	
Mathematics	All Students	61%	61%	57%	67%	59%	*	*	-	-	33%	55%	68%	62%	56%	51%	64%	49%	-	-	-	-	
	CWD	37%	31%	62%	*	67%	-	*	-	-	-	50%	80%	62%	-	*	56%	*	-	-	-	-	
	CWOD	66%	64%	56%	67%	59%	*	*	-	-	33%	55%	65%	-	56%	52%	66%	48%	-	-	-	-	
	EL	47%	59%	51%	-	55%	-	*	-	-	29%	52%	44%	*	52%	51%	61%	41%	-	-	-	-	
	Male	62%	59%	64%	*	67%	-	*	-	-	60%	64%	67%	56%	66%	61%	64%	-	-	-	-	-	
	Female	60%	62%	49%	80%	51%	*	*	-	-	14%	46%	70%	*	48%	41%	-	49%	-	-	-	-	
Grade 8																							
Reading	All Students	82%	86%	84%	75%	86%	*	-	*	*	*	85%	63%	30%	87%	82%	79%	88%	*	-	-	-	
	CWD	51%	52%	30%	*	29%	-	-	-	-	-	50%	*	30%	-	29%	17%	*	-	-	-	-	
	CWOD	86%	89%	87%	89%	89%	*	-	*	*	*	87%	83%	-	87%	85%	84%	90%	*	-	-	-	
	EL	68%	85%	82%	-	83%	*	-	*	-	*	84%	58%	29%	85%	82%	75%	86%	*	-	-	-	
	Male	78%	81%	79%	*	83%	*	-	*	-	*	80%	63%	17%	84%	75%	79%	-	-	-	-	-	
	Female	86%	92%	88%	75%	88%	-	-	-	*	*	89%	63%	*	90%	86%	-	88%	*	-	-	-	
Mathematics	All Students	74%	69%	67%	67%	68%	*	-	*	*	*	68%	54%	56%	68%	65%	76%	61%	-	-	-	-	
	CWD	48%	48%	56%	*	50%	-	-	-	-	-	67%	*	56%	-	50%	40%	*	-	-	-	-	
	CWOD	79%	71%	68%	67%	69%	*	-	*	*	*	68%	60%	-	68%	66%	80%	60%	-	-	-	-	
	EL	64%	69%	65%	-	66%	*	-	*	-	*	67%	50%	50%	66%	65%	77%	57%	-	-	-	-	
	Male	73%	67%	76%	*	77%	*	-	*	-	*	78%	67%	40%	80%	77%	76%	-	-	-	-	-	
	Female	76%	71%	61%	63%	61%	-	-	-	*	*	62%	43%	*	60%	57%	-	61%	-	-	-	-	
Science	All Students	73%	72%	74%	75%	74%	*	-	*	*	*	74%	69%	40%	76%	68%	79%	71%	*	-	-	-	
	CWD	45%	38%	40%	*	43%	-	-	-	-	-	33%	*	40%	-	43%	50%	*	-	-	-	-	
	CWOD	76%	74%	76%	89%	75%	*	-	*	*	*	76%	75%	-	76%	69%	80%	73%	*	-	-	-	
	EL	56%	68%	68%	-	68%	*	-	*	-	*	67%	67%	43%	69%	68%	75%	63%	*	-	-	-	
	Male	73%	71%	79%	*	81%	*	-	*	-	*	78%	75%	50%	80%	75%	79%	-	-	-	-	-	
	Female	72%	72%	71%	75%	69%	-	-	-	*	*	71%	63%	*	73%	63%	-	71%	*	-	-	-	
End of Course																							

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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 I	All Students	70%	73%	67%	71%	67%	*	-	*	-	-	68%	65%	39%	72%	61%	63%	73%	-	-	-	-
	CWD	37%	32%	39%	*	42%	-	-	-	-	-	37%	*	39%	-	25%	35%	50%	-	-	-	-
	CWOD	75%	78%	72%	79%	72%	*	-	*	-	-	73%	63%	-	72%	66%	69%	76%	-	-	-	-
	EL	49%	66%	61%	*	62%	-	-	*	-	-	62%	50%	25%	66%	61%	54%	69%	-	-	-	-
	Male	65%	69%	63%	75%	62%	*	-	*	-	-	63%	67%	35%	69%	54%	63%	-	-	-	-	-
	Female	76%	79%	73%	60%	75%	*	-	-	-	-	74%	63%	50%	76%	69%	-	73%	-	-	-	-
English II	All Students	73%	76%	70%	33%	72%	-	*	*	-	-	70%	71%	38%	76%	64%	62%	82%	-	-	-	-
	CWD	39%	29%	38%	*	47%	-	-	-	-	-	33%	*	38%	-	50%	27%	67%	-	-	-	-
	CWOD	77%	82%	76%	60%	76%	-	*	*	-	-	76%	73%	-	76%	66%	69%	84%	-	-	-	-
	EL	48%	68%	64%	-	65%	-	-	*	-	-	65%	60%	50%	66%	64%	56%	76%	-	-	-	-
	Male	68%	71%	62%	20%	64%	-	*	*	-	-	62%	63%	27%	69%	56%	62%	-	-	-	-	-
	Female	78%	82%	82%	*	85%	-	-	-	-	-	82%	83%	67%	84%	76%	-	82%	-	-	-	-
Algebra I	All Students	77%	82%	82%	64%	85%	*	-	-	-	-	81%	89%	60%	85%	83%	78%	87%	*	*	-	-
	CWD	52%	47%	60%	*	67%	-	-	-	-	-	60%	-	60%	-	57%	56%	63%	-	-	-	-
	CWOD	81%	85%	85%	72%	87%	*	-	-	-	-	84%	89%	-	85%	86%	81%	90%	*	*	-	-
	EL	69%	80%	83%	*	84%	-	-	-	-	-	83%	79%	57%	86%	83%	78%	88%	*	-	-	-
	Male	74%	79%	78%	69%	79%	*	-	-	-	-	78%	75%	56%	81%	78%	78%	-	-	*	-	-
	Female	81%	85%	87%	50%	91%	*	-	-	-	-	86%	100%	63%	90%	88%	-	87%	*	-	-	-
Biology	All Students	87%	86%	78%	68%	81%	*	-	*	-	-	78%	86%	50%	82%	75%	76%	81%	-	*	-	-
	CWD	67%	54%	50%	*	55%	-	-	-	-	-	50%	-	50%	-	38%	50%	50%	-	-	-	-
	CWOD	90%	89%	82%	75%	85%	*	-	*	-	-	82%	86%	-	82%	80%	81%	84%	-	*	-	-
	EL	75%	82%	75%	*	77%	*	-	*	-	-	74%	80%	38%	80%	75%	71%	79%	-	-	-	-
	Male	85%	86%	76%	71%	79%	*	-	*	-	-	74%	100%	50%	81%	71%	76%	-	-	*	-	-
	Female	89%	87%	81%	60%	84%	*	-	-	-	-	82%	75%	50%	84%	79%	-	81%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	51%	48%	42%	47%	42%	*	*	-	-	*	42%	44%	43%	42%	39%	35%	48%	-	-	-	-
	CWD	24%	23%	43%	-	43%	-	-	-	-	-	43%	-	43%	-	20%	*	*	-	-	-	-
	CWOD	56%	50%	42%	47%	42%	*	*	-	-	*	42%	44%	-	42%	40%	34%	49%	-	-	-	-
	EL	34%	47%	39%	-	39%	*	*	-	-	-	39%	43%	20%	40%	39%	37%	41%	-	-	-	-
	Male	47%	41%	35%	38%	35%	*	*	-	-	*	33%	57%	*	34%	37%	35%	-	-	-	-	-
	Female	56%	55%	48%	56%	48%	*	-	-	-	-	50%	33%	*	49%	41%	-	48%	-	-	-	-
Mathematics	All Students	38%	28%	29%	31%	29%	*	*	-	-	-	29%	31%	29%	29%	29%	31%	27%	-	-	-	-
	CWD	22%	20%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	20%	*	*	-	-	-	-
	CWOD	41%	29%	29%	31%	29%	*	*	-	-	-	29%	31%	-	29%	29%	30%	28%	-	-	-	-
	EL	26%	27%	29%	-	30%	*	*	-	-	-	28%	43%	20%	29%	29%	32%	27%	-	-	-	-
	Male	41%	31%	31%	38%	32%	*	*	-	-	-	30%	43%	*	30%	32%	31%	-	-	-	-	-
	Female	36%	26%	27%	25%	28%	*	-	-	-	-	28%	22%	*	28%	27%	-	27%	-	-	-	-
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	53%	50%	48%	67%	50%	*	*	-	-	25%	44%	68%	54%	48%	39%	46%	51%	-	-	-	-
	CWD	24%	20%	54%	*	56%	-	*	-	-	-	38%	80%	54%	-	*	56%	*	-	-	-	-
	CWOD	58%	52%	48%	67%	49%	*	*	-	-	25%	45%	65%	-	48%	39%	44%	51%	-	-	-	-
	EL	33%	45%	39%	-	44%	-	*	-	-	0%	38%	44%	*	39%	39%	37%	41%	-	-	-	-
	Male	49%	43%	46%	*	48%	-	*	-	-	20%	41%	67%	56%	44%	37%	46%	-	-	-	-	-
	Female	57%	56%	51%	80%	51%	*	*	-	-	29%	47%	70%	*	51%	41%	-	51%	-	-	-	-
Mathematics	All Students	36%	36%	39%	33%	41%	*	*	-	-	25%	35%	59%	54%	37%	33%	46%	31%	-	-	-	-
	CWD	20%	19%	54%	*	56%	-	*	-	-	-	38%	80%	54%	-	*	56%	*	-	-	-	-
	CWOD	39%	37%	37%	17%	39%	*	*	-	-	25%	35%	53%	-	37%	33%	44%	30%	-	-	-	-
	EL	22%	34%	33%	-	35%	-	*	-	-	14%	31%	44%	*	33%	33%	42%	22%	-	-	-	-
	Male	38%	36%	46%	*	48%	-	*	-	-	40%	43%	58%	56%	44%	42%	46%	-	-	-	-	-
	Female	34%	35%	31%	40%	32%	*	*	-	-	14%	26%	60%	*	30%	22%	-	31%	-	-	-	-
Grade 8																						
Reading	All Students	56%	61%	60%	75%	59%	*	-	*	*	*	62%	44%	20%	63%	53%	59%	61%	*	-	-	-
	CWD	24%	21%	20%	*	14%	-	-	-	-	-	33%	*	20%	-	14%	17%	*	-	-	-	-
	CWOD	61%	64%	63%	89%	61%	*	-	*	*	*	63%	58%	-	63%	56%	63%	63%	*	-	-	-
	EL	34%	55%	53%	-	54%	*	-	*	-	*	55%	33%	14%	56%	53%	50%	56%	*	-	-	-
	Male	50%	54%	59%	*	61%	*	-	*	-	*	59%	50%	17%	63%	50%	59%	-	-	-	-	-
	Female	62%	68%	61%	75%	58%	-	-	-	*	*	63%	38%	*	63%	56%	-	61%	*	-	-	-
Mathematics	All Students	45%	29%	28%	33%	28%	*	-	*	*	*	27%	31%	0%	30%	25%	31%	25%	-	-	-	-
	CWD	24%	13%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	48%	30%	30%	44%	30%	*	-	*	*	*	29%	40%	-	30%	27%	35%	27%	-	-	-	-
	EL	31%	31%	25%	-	26%	*	-	*	-	*	26%	20%	0%	27%	25%	31%	21%	-	-	-	-
	Male	44%	27%	31%	*	32%	*	-	*	-	*	31%	33%	0%	35%	31%	31%	-	-	-	-	-
	Female	45%	31%	25%	25%	26%	-	-	-	*	*	25%	29%	*	27%	21%	-	25%	-	-	-	-
Science	All Students	46%	41%	38%	50%	37%	*	-	*	*	*	37%	38%	10%	39%	32%	48%	30%	*	-	-	-
	CWD	24%	16%	10%	*	0%	-	-	-	-	-	17%	*	10%	-	0%	17%	*	-	-	-	-
	CWOD	49%	43%	39%	56%	39%	*	-	*	*	*	38%	50%	-	39%	34%	50%	32%	*	-	-	-
	EL	26%	37%	32%	-	32%	*	-	*	-	*	33%	25%	0%	34%	32%	43%	25%	*	-	-	-
	Male	48%	43%	48%	*	48%	*	-	*	-	*	48%	38%	17%	50%	43%	48%	-	-	-	-	-
	Female	43%	39%	30%	38%	28%	-	-	-	*	*	29%	38%	*	32%	25%	-	30%	*	-	-	-
End of Course																						
English I	All Students	50%	51%	45%	52%	45%	*	-	*	-	-	46%	35%	18%	49%	39%	43%	49%	-	-	-	-
	CWD	20%	14%	18%	*	19%	-	-	-	-	-	19%	*	18%	-	13%	20%	13%	-	-	-	-
	CWOD	54%	55%	49%	58%	49%	*	-	*	-	-	51%	38%	-	49%	42%	47%	53%	-	-	-	-
	EL	26%	39%	39%	*	39%	-	-	*	-	-	40%	25%	13%	42%	39%	32%	46%	-	-	-	-
	Male	44%	45%	43%	63%	39%	*	-	*	-	-	43%	33%	20%	47%	32%	43%	-	-	-	-	-
	Female	57%	58%	49%	20%	51%	*	-	-	-	-	50%	38%	13%	53%	46%	-	49%	-	-	-	-



Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	53%	54%	45%	22%	46%	-	*	*	-	-	46%	36%	19%	50%	36%	37%	58%	-	-	-	-
	CWD	22%	15%	19%	*	24%	-	-	-	-	-	17%	*	19%	-	30%	13%	33%	-	-	-	-
	CWOD	57%	59%	50%	40%	50%	-	*	*	-	-	51%	36%	-	50%	37%	42%	61%	-	-	-	-
	EL	23%	43%	36%	-	36%	-	-	*	-	-	38%	20%	30%	37%	36%	25%	53%	-	-	-	-
	Male	47%	48%	37%	20%	37%	-	*	*	-	-	38%	25%	13%	42%	25%	37%	-	-	-	-	-
	Female	60%	62%	58%	*	60%	-	-	-	-	-	59%	50%	33%	61%	53%	-	58%	-	-	-	-
Algebra I	All Students	42%	48%	40%	18%	44%	*	-	-	-	-	42%	21%	12%	44%	40%	35%	48%	*	*	-	-
	CWD	19%	11%	12%	*	14%	-	-	-	-	-	12%	-	12%	-	14%	11%	13%	-	-	-	-
	CWOD	45%	51%	44%	22%	48%	*	-	-	-	-	47%	21%	-	44%	42%	39%	51%	*	*	-	-
	EL	29%	42%	40%	*	40%	-	-	-	-	-	41%	21%	14%	42%	40%	35%	44%	*	-	-	-
	Male	40%	46%	35%	19%	38%	*	-	-	-	-	37%	17%	11%	39%	35%	35%	-	-	*	-	-
	Female	44%	50%	48%	17%	51%	*	-	-	-	-	50%	25%	13%	51%	44%	-	48%	*	-	-	-
Biology	All Students	54%	47%	46%	45%	47%	*	-	*	-	-	47%	29%	23%	49%	38%	45%	47%	-	*	-	-
	CWD	27%	14%	23%	*	25%	-	-	-	-	-	23%	-	23%	-	15%	25%	17%	-	-	-	-
	CWOD	58%	51%	49%	50%	51%	*	-	*	-	-	51%	29%	-	49%	41%	49%	49%	-	*	-	-
	EL	29%	35%	38%	*	39%	*	-	*	-	-	41%	10%	15%	41%	38%	39%	37%	-	-	-	-
	Male	53%	46%	45%	53%	45%	*	-	*	-	-	45%	50%	25%	49%	39%	45%	-	-	*	-	-
	Female	55%	49%	47%	20%	49%	*	-	-	-	-	51%	13%	17%	49%	37%	-	47%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	22%	18%	15%	24%	14%	*	*	-	-	*	15%	19%	14%	15%	11%	10%	19%	-	-	-	-
	CWD	7%	5%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	0%	*	*	-	-	-	-
	CWOD	24%	19%	15%	24%	14%	*	*	-	-	*	15%	19%	-	15%	12%	9%	20%	-	-	-	-
	EL	10%	14%	11%	-	11%	*	*	-	-	-	11%	14%	0%	12%	11%	5%	16%	-	-	-	-
	Male	19%	16%	10%	13%	11%	*	*	-	-	*	8%	29%	*	9%	5%	10%	-	-	-	-	-
	Female	24%	19%	19%	33%	17%	*	-	-	-	-	20%	11%	*	20%	16%	-	19%	-	-	-	-
Mathematics	All Students	15%	7%	5%	0%	6%	*	*	-	-	-	5%	0%	14%	4%	2%	4%	5%	-	-	-	-
	CWD	8%	7%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	0%	*	*	-	-	-	-
	CWOD	16%	7%	4%	0%	5%	*	*	-	-	-	5%	0%	-	4%	2%	3%	5%	-	-	-	-
	EL	8%	6%	2%	-	2%	*	*	-	-	-	2%	0%	0%	2%	2%	2%	2%	-	-	-	-
	Male	17%	9%	4%	0%	5%	*	*	-	-	-	5%	0%	*	3%	2%	4%	-	-	-	-	-
	Female	13%	5%	5%	0%	6%	*	-	-	-	-	6%	0%	*	5%	2%	-	5%	-	-	-	-
Grade 7																						
Reading	All Students	26%	22%	23%	44%	23%	*	*	-	-	8%	21%	36%	15%	24%	14%	24%	22%	-	-	-	-
	CWD	7%	6%	15%	*	11%	-	*	-	-	-	13%	20%	15%	-	*	22%	*	-	-	-	-
	CWOD	29%	23%	24%	50%	24%	*	*	-	-	8%	21%	41%	-	24%	15%	25%	24%	-	-	-	-
	EL	11%	18%	14%	-	16%	-	*	-	-	0%	15%	11%	*	15%	14%	13%	16%	-	-	-	-
	Male	23%	19%	24%	*	23%	-	*	-	-	20%	24%	25%	22%	25%	13%	24%	-	-	-	-	-
	Female	30%	25%	22%	40%	23%	*	*	-	-	0%	18%	50%	*	24%	16%	-	22%	-	-	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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	11%	10%	12%	33%	12%	*	*	-	-	8%	11%	18%	23%	11%	7%	14%	10%	-	-	-	-
	CWD	7%	6%	23%	*	11%	-	*	-	-	-	25%	20%	23%	-	*	22%	*	-	-	-	-
	CWOD	12%	11%	11%	17%	12%	*	*	-	-	8%	10%	18%	-	11%	7%	13%	10%	-	-	-	-
	EL	5%	10%	7%	-	8%	-	*	-	-	0%	8%	0%	*	7%	7%	8%	6%	-	-	-	-
	Male	12%	12%	14%	*	13%	-	*	-	-	20%	12%	25%	22%	13%	8%	14%	-	-	-	-	-
	Female	10%	8%	10%	40%	9%	*	*	-	-	0%	11%	10%	*	10%	6%	-	10%	-	-	-	-
<b>Grade 8</b>																						
Reading	All Students	27%	24%	18%	17%	19%	*	-	*	*	*	17%	25%	0%	19%	16%	20%	17%	*	-	-	-
	CWD	7%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	30%	26%	19%	22%	20%	*	-	*	*	*	18%	33%	-	19%	16%	21%	18%	*	-	-	-
	EL	10%	19%	16%	-	16%	*	-	*	-	*	15%	17%	0%	16%	16%	15%	16%	*	-	-	-
	Male	23%	20%	20%	*	19%	*	-	*	-	*	17%	38%	0%	21%	15%	20%	-	-	-	-	-
	Female	32%	28%	17%	0%	19%	-	-	-	*	*	17%	13%	*	18%	16%	-	17%	*	-	-	-
Mathematics	All Students	17%	6%	3%	8%	3%	*	-	*	*	*	4%	0%	0%	4%	2%	8%	0%	-	-	-	-
	CWD	8%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	6%	4%	11%	3%	*	-	*	*	*	4%	0%	-	4%	2%	9%	0%	-	-	-	-
	EL	8%	6%	2%	-	2%	*	-	*	-	*	3%	0%	0%	2%	2%	6%	0%	-	-	-	-
	Male	17%	6%	8%	*	7%	*	-	*	-	*	9%	0%	0%	9%	6%	8%	-	-	-	-	-
	Female	16%	6%	0%	0%	0%	-	-	-	*	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Science	All Students	16%	9%	6%	8%	6%	*	-	*	*	*	6%	6%	0%	7%	3%	10%	4%	*	-	-	-
	CWD	6%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	10%	7%	11%	7%	*	-	*	*	*	6%	8%	-	7%	3%	11%	4%	*	-	-	-
	EL	5%	7%	3%	-	3%	*	-	*	-	*	3%	0%	0%	3%	3%	5%	2%	*	-	-	-
	Male	18%	11%	10%	*	9%	*	-	*	-	*	9%	13%	0%	11%	5%	10%	-	-	-	-	-
	Female	14%	7%	4%	0%	4%	-	-	-	*	*	4%	0%	*	4%	2%	-	4%	*	-	-	-
<b>End of Course</b>																						
English I	All Students	13%	10%	9%	5%	9%	*	-	*	-	-	9%	6%	7%	9%	6%	8%	9%	-	-	-	-
	CWD	5%	1%	7%	*	8%	-	-	-	-	-	7%	*	7%	-	13%	5%	13%	-	-	-	-
	CWOD	14%	11%	9%	5%	9%	*	-	*	-	-	9%	6%	-	9%	5%	9%	9%	-	-	-	-
	EL	2%	3%	6%	*	6%	-	-	*	-	-	7%	0%	13%	5%	6%	7%	5%	-	-	-	-
	Male	10%	8%	8%	6%	9%	*	-	*	-	-	8%	11%	5%	9%	7%	8%	-	-	-	-	-
	Female	16%	12%	9%	0%	10%	*	-	-	-	-	10%	0%	13%	9%	5%	-	9%	-	-	-	-
English II	All Students	8%	5%	3%	0%	3%	-	*	*	-	-	3%	0%	5%	2%	1%	3%	2%	-	-	-	-
	CWD	5%	3%	5%	*	6%	-	-	-	-	-	6%	*	5%	-	10%	7%	0%	-	-	-	-
	CWOD	9%	5%	2%	0%	3%	-	*	*	-	-	3%	0%	-	2%	0%	3%	2%	-	-	-	-
	EL	1%	1%	1%	-	1%	-	-	*	-	-	1%	0%	10%	0%	1%	2%	0%	-	-	-	-
	Male	7%	4%	3%	0%	4%	-	*	*	-	-	4%	0%	7%	3%	2%	3%	-	-	-	-	-
	Female	10%	5%	2%	*	2%	-	-	-	-	-	2%	0%	0%	2%	0%	-	2%	-	-	-	-

Texas Education Agency  
**2023 Federal Report Card**  
 YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		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
Algebra I	All Students	22%	26%	<b>22%</b>	0%	25%	*	-	-	-	-	24%	11%	8%	24%	23%	19%	27%	*	*	-	-
	CWD	7%	4%	<b>8%</b>	*	10%	-	-	-	-	-	8%	-	8%	-	14%	6%	13%	-	-	-	-
	CWOD	24%	28%	<b>24%</b>	0%	28%	*	-	-	-	-	26%	11%	-	24%	23%	22%	28%	*	*	-	-
	EL	12%	20%	<b>23%</b>	*	23%	-	-	-	-	-	24%	7%	14%	23%	23%	23%	22%	*	-	-	-
	Male	22%	26%	<b>19%</b>	0%	23%	*	-	-	-	-	20%	8%	6%	22%	23%	19%	-	-	*	-	-
	Female	23%	26%	<b>27%</b>	0%	29%	*	-	-	-	-	28%	13%	13%	28%	22%	-	27%	*	-	-	-
Biology	All Students	20%	10%	<b>14%</b>	14%	15%	*	-	*	-	-	15%	7%	9%	15%	13%	17%	11%	-	*	-	-
	CWD	7%	1%	<b>9%</b>	*	10%	-	-	-	-	-	9%	-	9%	-	15%	6%	17%	-	-	-	-
	CWOD	22%	11%	<b>15%</b>	15%	15%	*	-	*	-	-	16%	7%	-	15%	12%	19%	10%	-	*	-	-
	EL	6%	5%	<b>13%</b>	*	13%	*	-	*	-	-	14%	0%	15%	12%	13%	18%	8%	-	-	-	-
	Male	21%	12%	<b>17%</b>	18%	17%	*	-	*	-	-	17%	17%	6%	19%	18%	17%	-	-	*	-	-
	Female	20%	8%	<b>11%</b>	0%	12%	*	-	-	-	-	12%	0%	17%	10%	8%	-	11%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	75%	76%	<b>72%</b>	69%	74%	38%	57%	33%	*	45%	72%	73%	50%	74%	68%	72%	73%	*	*	-	-
	CWD	48%	42%	<b>50%</b>	37%	53%	-	*	-	-	-	48%	60%	50%	-	42%	46%	59%	-	-	-	-
	CWOD	79%	79%	<b>74%</b>	75%	76%	38%	60%	33%	*	45%	74%	75%	-	74%	70%	75%	73%	*	*	-	-
	EL	62%	72%	<b>68%</b>	*	69%	0%	*	33%	-	35%	69%	63%	42%	70%	68%	68%	68%	*	-	-	-
	Male	73%	73%	<b>72%</b>	66%	73%	44%	60%	33%	-	47%	71%	76%	46%	75%	68%	72%	-	-	*	-	-
	Female	77%	79%	<b>73%</b>	72%	74%	29%	*	-	*	41%	73%	70%	59%	73%	68%	-	73%	*	-	-	-
Reading	All Students	76%	77%	<b>72%</b>	71%	73%	50%	*	*	*	53%	72%	71%	46%	75%	66%	68%	76%	*	-	-	-
	CWD	46%	38%	<b>46%</b>	33%	48%	-	*	-	-	-	42%	62%	46%	-	35%	38%	64%	-	-	-	-
	CWOD	80%	81%	<b>75%</b>	80%	76%	50%	*	*	*	53%	75%	72%	-	75%	69%	73%	77%	*	-	-	-
	EL	60%	73%	<b>66%</b>	*	68%	*	*	*	-	38%	67%	57%	35%	69%	66%	62%	70%	*	-	-	-
	Male	72%	72%	<b>68%</b>	67%	70%	*	*	*	-	43%	68%	74%	38%	73%	62%	68%	-	-	-	-	-
	Female	80%	83%	<b>76%</b>	77%	77%	*	*	-	*	63%	77%	68%	64%	77%	70%	-	76%	*	-	-	-
Mathematics	All Students	74%	72%	<b>70%</b>	64%	72%	33%	*	*	*	33%	70%	72%	57%	71%	69%	73%	66%	*	*	-	-
	CWD	49%	43%	<b>57%</b>	50%	60%	-	*	-	-	-	57%	56%	57%	-	52%	54%	63%	-	-	-	-
	CWOD	78%	75%	<b>71%</b>	67%	73%	33%	*	*	*	33%	71%	74%	-	71%	70%	76%	67%	*	*	-	-
	EL	65%	71%	<b>69%</b>	*	70%	*	*	*	-	25%	69%	64%	52%	70%	69%	73%	64%	*	-	-	-
	Male	73%	70%	<b>73%</b>	63%	75%	*	*	*	-	57%	73%	72%	54%	76%	73%	73%	-	-	*	-	-
	Female	74%	73%	<b>66%</b>	65%	69%	*	*	-	*	13%	66%	73%	63%	67%	64%	-	66%	*	-	-	-
Science	All Students	76%	79%	<b>76%</b>	73%	78%	*	-	*	*	*	76%	79%	48%	80%	71%	77%	76%	*	*	-	-
	CWD	52%	47%	<b>48%</b>	20%	54%	-	-	-	-	-	46%	*	48%	-	42%	52%	40%	-	-	-	-
	CWOD	79%	82%	<b>80%</b>	82%	80%	*	-	*	*	*	79%	84%	-	80%	74%	81%	78%	*	*	-	-
	EL	62%	75%	<b>71%</b>	*	73%	*	-	*	-	*	71%	76%	42%	74%	71%	73%	70%	*	-	-	-
	Male	76%	79%	<b>77%</b>	71%	80%	*	-	*	-	*	76%	86%	52%	81%	73%	77%	-	-	*	-	-
	Female	75%	79%	<b>76%</b>	69%	76%	*	-	-	*	*	76%	69%	40%	78%	70%	-	76%	*	-	-	-

Texas Education Agency  
**2023 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
SAT/ACT All Subjects	All Students	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	91%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	46%	42%	43%	43%	19%	29%	0%	*	26%	42%	42%	24%	44%	37%	41%	43%	*	*	-	-
	CWD	24%	17%	24%	22%	25%	-	*	-	-	-	21%	36%	24%	-	16%	26%	20%	-	-	-	-
	CWOD	52%	49%	44%	48%	45%	19%	40%	0%	*	26%	44%	43%	-	44%	39%	43%	45%	*	*	-	-
	EL	31%	40%	37%	*	38%	0%	*	0%	-	18%	38%	29%	16%	39%	37%	36%	38%	*	-	-	-
	Male	46%	43%	41%	45%	42%	11%	40%	0%	-	20%	41%	45%	26%	43%	36%	41%	-	-	*	-	-
	Female	49%	49%	43%	41%	44%	29%	*	-	*	29%	44%	40%	20%	45%	38%	-	43%	*	-	-	-
Reading	All Students	52%	52%	48%	55%	48%	33%	*	*	*	27%	48%	48%	27%	50%	41%	43%	53%	*	-	-	-
	CWD	24%	18%	27%	25%	28%	-	*	-	-	-	24%	38%	27%	-	20%	26%	28%	-	-	-	-
	CWOD	56%	56%	50%	61%	50%	33%	*	*	*	27%	50%	49%	-	50%	43%	46%	55%	*	-	-	-
	EL	33%	45%	41%	*	42%	*	*	*	-	13%	42%	33%	20%	43%	41%	35%	48%	*	-	-	-
	Male	47%	46%	43%	53%	43%	*	*	*	-	14%	42%	49%	26%	46%	35%	43%	-	-	-	-	-
	Female	57%	59%	53%	57%	53%	*	*	-	*	38%	54%	48%	28%	55%	48%	-	53%	*	-	-	-
Mathematics	All Students	44%	38%	35%	28%	37%	17%	*	*	*	20%	35%	38%	22%	36%	32%	36%	34%	*	*	-	-
	CWD	24%	16%	22%	20%	23%	-	*	-	-	-	17%	44%	22%	-	15%	26%	16%	-	-	-	-
	CWOD	47%	40%	36%	29%	38%	17%	*	*	*	20%	36%	36%	-	36%	34%	38%	35%	*	*	-	-
	EL	32%	35%	32%	*	33%	*	*	*	-	13%	32%	31%	15%	34%	32%	35%	30%	*	-	-	-
	Male	45%	38%	36%	28%	38%	*	*	*	-	29%	36%	39%	26%	38%	35%	36%	-	-	*	-	-
	Female	42%	38%	34%	27%	35%	*	*	-	*	13%	33%	36%	16%	35%	30%	-	34%	*	-	-	-
Science	All Students	46%	44%	42%	48%	42%	*	-	*	*	*	43%	34%	19%	45%	35%	46%	38%	*	*	-	-
	CWD	24%	15%	19%	20%	19%	-	-	-	-	-	21%	*	19%	-	11%	24%	10%	-	-	-	-
	CWOD	49%	47%	45%	54%	45%	*	-	*	*	*	45%	40%	-	45%	37%	50%	40%	*	*	-	-
	EL	26%	36%	35%	*	36%	*	-	*	-	*	37%	19%	11%	37%	35%	41%	30%	*	-	-	-
	Male	47%	44%	46%	57%	47%	*	-	*	-	*	46%	43%	24%	50%	41%	46%	-	-	*	-	-
	Female	44%	44%	38%	31%	38%	*	-	-	*	*	39%	25%	10%	40%	30%	-	38%	*	-	-	-
SAT/ACT All Subjects	All Students	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	18%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	65%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	57%	64%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

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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
All Subjects	All Students	19%	14%	<b>12%</b>	12%	13%	6%	0%	0%	*	6%	12%	13%	9%	13%	9%	13%	12%	*	*	-	-
	CWD	7%	4%	<b>9%</b>	11%	8%	-	*	-	-	-	9%	8%	9%	-	8%	9%	7%	-	-	-	-
	CWOD	21%	15%	<b>13%</b>	12%	13%	6%	0%	0%	*	6%	13%	14%	-	13%	9%	13%	12%	*	*	-	-
	EL	9%	11%	<b>9%</b>	*	10%	0%	*	0%	-	0%	10%	5%	8%	9%	9%	10%	9%	*	-	-	-
	Male	18%	14%	<b>13%</b>	13%	13%	0%	0%	0%	-	13%	12%	16%	9%	13%	10%	13%	-	-	*	-	-
	Female	19%	15%	<b>12%</b>	10%	12%	14%	*	-	*	0%	12%	10%	7%	12%	9%	-	12%	*	-	-	-
Reading	All Students	20%	15%	<b>13%</b>	17%	13%	17%	*	*	*	7%	12%	19%	8%	14%	9%	12%	14%	*	-	-	-
	CWD	7%	3%	<b>8%</b>	8%	8%	-	*	-	-	-	8%	8%	8%	-	8%	9%	4%	-	-	-	-
	CWOD	22%	17%	<b>14%</b>	19%	14%	17%	*	*	*	7%	13%	21%	-	14%	9%	12%	15%	*	-	-	-
	EL	9%	11%	<b>9%</b>	*	10%	*	*	*	-	0%	9%	8%	8%	9%	9%	8%	11%	*	-	-	-
	Male	17%	13%	<b>12%</b>	17%	12%	*	*	*	-	14%	11%	21%	9%	12%	8%	12%	-	-	-	-	-
	Female	23%	18%	<b>14%</b>	17%	14%	*	*	-	*	0%	14%	18%	4%	15%	11%	-	14%	*	-	-	-
Mathematics	All Students	18%	15%	<b>12%</b>	7%	13%	0%	*	*	*	7%	13%	9%	11%	12%	10%	13%	11%	*	*	-	-
	CWD	8%	5%	<b>11%</b>	20%	9%	-	*	-	-	-	11%	11%	11%	-	7%	11%	11%	-	-	-	-
	CWOD	20%	16%	<b>12%</b>	4%	13%	0%	*	*	*	7%	13%	8%	-	12%	10%	13%	11%	*	*	-	-
	EL	11%	12%	<b>10%</b>	*	10%	*	*	*	-	0%	11%	3%	7%	10%	10%	12%	8%	*	-	-	-
	Male	20%	16%	<b>13%</b>	6%	14%	*	*	*	-	14%	13%	11%	11%	13%	12%	13%	-	-	*	-	-
	Female	16%	14%	<b>11%</b>	8%	12%	*	*	-	*	0%	12%	6%	11%	11%	8%	-	11%	*	-	-	-
Science	All Students	17%	10%	<b>11%</b>	12%	11%	*	-	*	*	*	11%	7%	6%	11%	8%	14%	7%	*	*	-	-
	CWD	7%	1%	<b>6%</b>	0%	8%	-	-	-	-	-	7%	*	6%	-	11%	5%	10%	-	-	-	-
	CWOD	19%	10%	<b>11%</b>	14%	11%	*	-	*	*	*	11%	8%	-	11%	7%	16%	7%	*	*	-	-
	EL	6%	6%	<b>8%</b>	*	8%	*	-	*	-	*	9%	0%	11%	7%	8%	12%	4%	*	-	-	-
	Male	19%	11%	<b>14%</b>	19%	14%	*	-	*	-	*	14%	14%	5%	16%	12%	14%	-	-	*	-	-
	Female	16%	8%	<b>7%</b>	0%	8%	*	-	-	*	*	8%	0%	10%	7%	4%	-	7%	*	-	-	-
SAT/ACT All Subjects	All Students	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

- 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 2022-23 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)

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	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	71	74	71	70	*	*	*	68	71	64	67
CWD	64	69	63	-	*	-	-	-	60	64	48
CWOD	72	74	72	70	*	*	*	68	71	-	68
EL ◇	67	*	67	*	*	*	-	47	66	48	67
Male	71	77	71	*	*	*	-	46	69	63	63
Female	72	70	72	*	*	-	*	84	72	68	70
<b>Mathematics</b>											
All Students	65	62	66	60	*	*	*	41	65	68	64
CWD	68	59	69	-	*	-	-	-	69	68	61
CWOD	65	62	66	60	*	*	*	41	65	-	65
EL ◇	64	*	65	*	*	*	-	31	64	61	64
Male	64	50	67	*	*	*	-	54	65	62	65
Female	65	78	66	*	*	-	*	31	65	80	64

- 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 2022.

	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 2022</b>													
All Students	92.4%	87.5%	93.8%	*	*	-	*	-	91.9%	100.0%	86.2%	94.4%	-
CWD	100.0%	*	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	91.9%	85.7%	93.3%	*	*	-	*	-	91.3%	-	84.0%	92.9%	-
EL ◇	86.2%	-	85.7%	*	-	-	-	-	86.2%	*	86.2%	88.9%	-
Male	89.1%	*	91.8%	*	*	-	-	-	88.2%	*	82.4%	90.0%	-
Female	97.3%	*	96.8%	*	-	-	*	-	97.1%	*	91.7%	100.0%	-

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- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
484	140	29%

- 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	42	41	43	21	29	11	*	26	42	28	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	76%	50%	78%	*	-	-	*	-	74%	88%	67%

- 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)

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	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					N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	Y	Y					N	Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	N					N	N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N					N	N	N	N
<b>Mathematics</b>											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	Y	Y					N	Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N					N	N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N					N	N	N	N
<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%
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	N		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	N		N						N		N



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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

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 2022-23 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	99%	98%	100%	100%	100%	100%	*	97%	100%	97%	98%	100%	100%	99%	100%	*
	CWD	98%	100%	98%	*	*	-	-	-	100%	88%	98%	-	97%	97%	100%	-
	CWOD	100%	97%	100%	100%	100%	100%	*	97%	100%	98%	-	100%	100%	99%	100%	*
	EL	100%	*	100%	100%	*	100%	-	100%	100%	97%	97%	100%	100%	99%	100%	*
	Male	99%	99%	99%	100%	100%	100%	-	93%	100%	97%	97%	99%	99%	99%	-	-
	Female	100%	96%	100%	100%	*	-	*	100%	100%	97%	100%	100%	100%	-	100%	*
<b>Reading</b>	All Students	100%	97%	100%	100%	*	*	*	100%	100%	98%	99%	100%	100%	99%	100%	*
	CWD	99%	100%	99%	*	*	-	-	-	100%	92%	99%	-	98%	98%	100%	-
	CWOD	100%	96%	100%	100%	*	*	*	100%	100%	99%	-	100%	100%	99%	100%	*
	EL	100%	*	100%	*	*	*	-	100%	100%	98%	98%	100%	100%	100%	100%	*
	Male	99%	97%	99%	*	*	*	-	100%	99%	98%	98%	99%	100%	99%	-	-
	Female	100%	97%	100%	100%	*	-	*	100%	100%	98%	100%	100%	100%	-	100%	*
<b>Mathematics</b>	All Students	99%	98%	100%	100%	*	*	*	93%	100%	97%	98%	99%	99%	99%	100%	*
	CWD	98%	100%	98%	-	*	-	-	-	100%	89%	98%	-	96%	97%	100%	-
	CWOD	99%	98%	100%	100%	*	*	*	93%	100%	98%	-	99%	100%	99%	100%	*
	EL	99%	*	99%	*	*	*	-	100%	100%	98%	96%	100%	99%	99%	100%	*
	Male	99%	100%	99%	*	*	*	-	86%	99%	97%	97%	99%	99%	99%	-	-
	Female	100%	96%	100%	*	*	-	*	100%	100%	97%	100%	100%	100%	-	100%	*
<b>Science</b>	All Students	99%	97%	100%	*	-	*	*	*	100%	93%	97%	100%	100%	99%	99%	*
	CWD	97%	100%	96%	-	-	-	-	-	100%	*	97%	-	95%	95%	100%	-
	CWOD	100%	97%	100%	*	-	*	*	*	100%	96%	-	100%	100%	100%	99%	*
	EL	100%	*	100%	*	-	*	-	*	100%	95%	95%	100%	100%	99%	100%	*
	Male	99%	100%	99%	*	-	*	-	*	100%	93%	95%	100%	99%	99%	-	-

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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	99%	92%	100%	*	-	-	*	*	100%	94%	100%	99%	100%	-	99%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	1%	2%	0%	0%	0%	0%	*	3%	0%	3%	2%	0%	0%	1%	0%	*
	CWD	2%	0%	2%	*	*	-	-	-	0%	12%	2%	-	3%	3%	0%	-
	CWOD	0%	3%	0%	0%	0%	0%	*	3%	0%	2%	-	0%	0%	1%	0%	*
	EL	0%	*	0%	0%	*	0%	-	0%	0%	3%	3%	0%	0%	1%	0%	*
	Male	1%	1%	1%	0%	0%	0%	-	7%	0%	3%	3%	1%	1%	1%	-	-
	Female	0%	4%	0%	0%	*	-	*	0%	0%	3%	0%	0%	0%	-	0%	*
Reading	All Students	0%	3%	0%	0%	*	*	*	0%	0%	2%	1%	0%	0%	1%	0%	*
	CWD	1%	0%	1%	*	*	-	-	-	0%	8%	1%	-	2%	2%	0%	-
	CWOD	0%	4%	0%	0%	*	*	*	0%	0%	1%	-	0%	0%	1%	0%	*
	EL	0%	*	0%	*	*	*	-	0%	0%	2%	2%	0%	0%	0%	0%	*
	Male	1%	3%	1%	*	*	*	-	0%	1%	2%	2%	1%	0%	1%	-	-
	Female	0%	3%	0%	0%	*	-	*	0%	0%	2%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	2%	0%	0%	*	*	*	7%	0%	3%	2%	1%	1%	1%	0%	*
	CWD	2%	0%	2%	-	*	-	-	-	0%	11%	2%	-	4%	3%	0%	-
	CWOD	1%	2%	0%	0%	*	*	*	7%	0%	2%	-	1%	0%	1%	0%	*
	EL	1%	*	1%	*	*	*	-	0%	0%	2%	4%	0%	1%	1%	0%	*
	Male	1%	0%	1%	*	*	*	-	14%	1%	3%	3%	1%	1%	1%	-	-
	Female	0%	4%	0%	*	*	-	*	0%	0%	3%	0%	0%	0%	-	0%	*
Science	All Students	1%	3%	0%	*	-	*	*	*	0%	7%	3%	0%	0%	1%	1%	*
	CWD	3%	0%	4%	-	-	-	-	-	0%	*	3%	-	5%	5%	0%	-
	CWOD	0%	3%	0%	*	-	*	*	*	0%	4%	-	0%	0%	0%	1%	*
	EL	0%	*	0%	*	-	*	-	*	0%	5%	5%	0%	0%	1%	0%	*
	Male	1%	0%	1%	*	-	*	-	*	0%	7%	5%	0%	1%	1%	-	-
	Female	1%	8%	0%	*	-	-	*	*	0%	6%	0%	1%	0%	-	1%	*

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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
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 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	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>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	2	1	1	0	0	0	0	0	0		
	Total	2	1	1	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	3	3	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	3	3	0	0	0	0	0	0	0		1
<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	122	15	106	1	-8	-8	-8	-8	60	10	4
	Female	72	13	57	-8	-8	-8	1	1	36	4	1
	Total	194	28	163	1	-8	-8	1	1	96	14	5

	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	1
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.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
<b>Preschool Programs</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
	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
<b>Accelerated Coursework</b>											
Advanced Placement Courses	Male	99	5	93	1	0	0	0	0	33	5
	Female	92	6	85	1	0	0	0	0	25	3
	Total	191	11	178	2	0	0	0	0	58	8
International Baccalaureate Courses	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
Dual Enrollment/Dual Credit Programs	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

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.
- \*\*\* Indicates aggregated data at the state level is not available due to suppressed data at the campus 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.

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		52.4 96.3%
Teachers Teaching with Emergency or Provisional Credentials		4.9 9.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- 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.

*To be updated by June 30th, 2024.*

### 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 2022-23 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	7,391	2%	*	1%	-	-
Mathematics	7,386	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	7,296	2%	5	2%	-	-
Mathematics	7,293	2%	5	2%	-	-
<b>Grade 5</b>						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
<b>Grade 6</b>						
Reading	6,480	2%	21	1%	*	1%
Mathematics	6,481	2%	21	1%	*	1%
<b>Grade 7</b>						
Reading	6,309	2%	23	1%	6	4%
Mathematics	6,300	2%	23	1%	6	4%
<b>Grade 8</b>						
Reading	6,168	1%	11	0%	-	-
Mathematics	6,162	2%	11	1%	-	-
Science	6,163	1%	11	0%	-	-
<b>End of Course</b>						
English I	6,032	1%	10	0%	*	1%
English II	5,771	1%	11	0%	*	2%
Algebra I	6,015	1%	10	0%	*	1%
Biology	6,041	1%	10	0%	*	1%
<b>All Grades</b>						
All Subjects	117,761	1%	178	1%	25	1%
Reading	52,275	1%	84	1%	13	2%
Mathematics	46,462	2%	73	1%	10	2%
Science	19,024	1%	21	0%	*	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



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	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	53%	*	53%	-	-	-	-	-	52%	*	60%
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 2021-22 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	38%	58%	36%	40%	*	*	*	36%	38%	44%	31%

- Indicates there are no students in the group.

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