



Federal Report Cards

2023-2024

State

District

Campuses

Information (English and Spanish)

This same information is also available on the Texas Education Agency's website at:
<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards>

Texas Education Agency
2024 Federal Report Card
State

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
State

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
State

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

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

Texas Education Agency
2024 Federal Report Card
 State

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 State

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

	State	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																				

Texas Education Agency
2024 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	63%	67%	83%	73%	89%	75%	80%	65%	85%	48%	78%	62%	70%	75%	59%	54%	55%	83%
	CWD	48%	37%	43%	60%	47%	65%	52%	55%	41%	63%	48%	-	37%	48%	49%	37%	36%	40%	60%
	CWOD	78%	70%	73%	89%	79%	92%	79%	86%	71%	90%	-	78%	66%	76%	80%	64%	60%	64%	89%
	EL	62%	70%	59%	67%	60%	81%	58%	68%	59%	73%	37%	66%	62%	59%	64%	54%	45%	44%	75%
	Male	70%	59%	64%	81%	68%	88%	70%	77%	62%	83%	48%	76%	59%	70%	-	58%	50%	50%	80%
	Female	75%	68%	70%	85%	78%	91%	81%	82%	68%	87%	49%	80%	64%	-	75%	60%	59%	59%	86%
Mathematics	All Students	68%	56%	64%	80%	69%	89%	68%	74%	61%	82%	46%	74%	61%	70%	66%	55%	50%	50%	79%
	CWD	46%	34%	41%	57%	46%	65%	44%	50%	39%	60%	46%	-	39%	49%	40%	38%	33%	37%	57%
	CWOD	74%	62%	69%	85%	75%	91%	72%	80%	66%	86%	-	74%	65%	77%	71%	58%	55%	57%	84%
	EL	61%	66%	59%	67%	62%	81%	52%	67%	59%	71%	39%	65%	61%	64%	59%	53%	47%	43%	72%
	Male	70%	56%	66%	81%	68%	89%	70%	76%	63%	83%	49%	77%	64%	70%	-	57%	51%	52%	81%
	Female	66%	55%	61%	78%	71%	89%	66%	73%	58%	80%	40%	71%	59%	-	66%	52%	49%	48%	76%
Grade 4																				
Reading	All Students	79%	73%	74%	89%	77%	92%	80%	86%	73%	90%	55%	85%	68%	77%	81%	66%	62%	63%	88%
	CWD	55%	46%	49%	67%	53%	68%	50%	63%	48%	70%	55%	-	42%	55%	55%	48%	42%	46%	65%
	CWOD	85%	80%	80%	94%	82%	94%	86%	91%	79%	93%	-	85%	73%	84%	86%	70%	68%	74%	93%
	EL	68%	77%	66%	73%	63%	84%	68%	72%	67%	76%	42%	73%	68%	66%	70%	60%	49%	48%	76%
	Male	77%	69%	72%	87%	76%	90%	77%	84%	70%	88%	55%	84%	66%	77%	-	64%	59%	62%	86%
	Female	81%	76%	77%	90%	78%	94%	84%	88%	75%	91%	55%	86%	70%	-	81%	69%	66%	63%	89%
Mathematics	All Students	67%	53%	63%	78%	66%	89%	67%	71%	59%	80%	42%	73%	62%	69%	65%	57%	47%	48%	76%
	CWD	42%	30%	39%	52%	44%	64%	45%	45%	36%	55%	42%	-	38%	46%	36%	36%	30%	34%	52%
	CWOD	73%	59%	68%	84%	70%	91%	71%	78%	65%	84%	-	73%	66%	75%	70%	62%	52%	58%	82%
	EL	62%	66%	60%	66%	57%	81%	49%	67%	60%	70%	38%	66%	62%	64%	59%	53%	47%	45%	67%
	Male	69%	53%	65%	79%	69%	89%	68%	73%	61%	81%	46%	75%	64%	69%	-	60%	48%	50%	77%
	Female	65%	53%	61%	76%	63%	89%	65%	70%	57%	79%	36%	70%	59%	-	65%	54%	46%	46%	74%
Grade 5																				
Reading	All Students	78%	69%	74%	86%	77%	92%	80%	83%	71%	89%	48%	84%	70%	75%	80%	63%	59%	59%	87%
	CWD	48%	38%	43%	60%	42%	67%	40%	56%	41%	64%	48%	-	39%	48%	48%	33%	35%	33%	59%
	CWOD	84%	77%	80%	92%	83%	94%	85%	89%	78%	93%	-	84%	75%	83%	85%	70%	66%	75%	92%
	EL	70%	77%	68%	72%	63%	83%	61%	72%	68%	76%	39%	75%	70%	67%	72%	60%	53%	59%	76%
	Male	75%	65%	71%	85%	76%	91%	76%	82%	68%	87%	48%	83%	67%	75%	-	61%	56%	56%	86%
	Female	80%	72%	77%	88%	78%	93%	84%	85%	74%	90%	48%	85%	72%	-	80%	66%	63%	63%	88%
Mathematics	All Students	75%	62%	72%	84%	75%	93%	78%	79%	69%	86%	52%	80%	70%	75%	75%	65%	56%	58%	83%
	CWD	52%	39%	50%	61%	52%	74%	56%	55%	46%	65%	52%	-	49%	54%	50%	45%	42%	41%	62%
	CWOD	80%	69%	77%	89%	79%	95%	81%	84%	74%	90%	-	80%	74%	81%	79%	70%	61%	69%	88%
	EL	70%	72%	69%	73%	69%	87%	64%	71%	69%	76%	49%	74%	70%	71%	70%	64%	55%	59%	73%
	Male	75%	61%	72%	84%	76%	93%	77%	79%	69%	86%	54%	81%	71%	75%	-	67%	57%	58%	84%
	Female	75%	64%	72%	83%	74%	93%	79%	79%	69%	86%	50%	79%	70%	-	75%	63%	56%	59%	83%

Texas Education Agency
2024 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	42%	49%	73%	58%	81%	55%	65%	46%	73%	34%	61%	43%	59%	54%	40%	35%	42%	68%
	CWD	34%	24%	29%	47%	35%	54%	28%	42%	27%	48%	34%	-	24%	37%	28%	23%	24%	26%	45%
	CWOD	61%	47%	54%	78%	63%	83%	58%	70%	51%	77%	-	61%	46%	65%	58%	43%	39%	52%	73%
	EL	43%	50%	41%	48%	46%	66%	34%	51%	41%	54%	24%	46%	43%	46%	39%	36%	27%	34%	52%
	Male	59%	43%	52%	75%	63%	82%	56%	67%	49%	75%	37%	65%	46%	59%	-	45%	38%	43%	71%
	Female	54%	41%	46%	70%	53%	79%	53%	63%	43%	71%	28%	58%	39%	-	54%	34%	32%	41%	65%
Grade 6																				
Reading	All Students	75%	68%	69%	86%	74%	92%	76%	82%	67%	87%	43%	81%	61%	71%	79%	57%	54%	53%	85%
	CWD	43%	36%	38%	56%	47%	64%	45%	51%	37%	59%	43%	-	32%	42%	46%	30%	34%	36%	53%
	CWOD	81%	75%	75%	91%	79%	94%	81%	88%	74%	91%	-	81%	65%	78%	83%	64%	60%	66%	91%
	EL	61%	74%	59%	68%	56%	80%	63%	67%	59%	68%	32%	65%	61%	57%	65%	50%	40%	52%	70%
	Male	71%	62%	65%	83%	68%	91%	71%	79%	62%	85%	42%	78%	57%	71%	-	52%	49%	49%	82%
	Female	79%	73%	74%	88%	79%	94%	81%	86%	72%	90%	46%	83%	65%	-	79%	63%	59%	58%	88%
Mathematics	All Students	70%	58%	64%	82%	68%	92%	69%	76%	62%	83%	44%	75%	60%	70%	70%	55%	51%	47%	80%
	CWD	44%	35%	40%	55%	44%	71%	42%	47%	38%	58%	44%	-	38%	46%	41%	36%	33%	38%	52%
	CWOD	75%	64%	69%	87%	73%	94%	74%	82%	67%	87%	-	75%	64%	76%	74%	60%	56%	54%	85%
	EL	60%	68%	58%	67%	57%	84%	59%	68%	59%	68%	38%	64%	60%	61%	59%	50%	46%	58%	67%
	Male	70%	57%	65%	82%	69%	92%	67%	76%	62%	83%	46%	76%	61%	70%	-	55%	50%	49%	80%
	Female	70%	60%	64%	82%	68%	92%	72%	75%	61%	83%	41%	74%	59%	-	70%	55%	52%	44%	80%
Grade 7																				
Reading	All Students	72%	65%	66%	84%	69%	92%	73%	80%	64%	86%	39%	78%	57%	67%	78%	54%	51%	51%	82%
	CWD	39%	32%	34%	50%	41%	63%	40%	46%	33%	53%	39%	-	28%	37%	42%	29%	27%	31%	50%
	CWOD	78%	72%	72%	90%	74%	93%	77%	86%	70%	90%	-	78%	61%	74%	82%	59%	57%	63%	88%
	EL	57%	69%	55%	63%	43%	77%	51%	56%	56%	63%	28%	61%	57%	52%	62%	46%	36%	51%	62%
	Male	67%	58%	61%	80%	66%	90%	67%	75%	58%	83%	37%	74%	52%	67%	-	45%	44%	45%	78%
	Female	78%	72%	72%	88%	72%	94%	80%	85%	70%	89%	42%	82%	62%	-	78%	62%	57%	57%	87%
Mathematics	All Students	54%	40%	48%	70%	53%	86%	58%	60%	45%	70%	31%	58%	42%	55%	53%	39%	33%	34%	64%
	CWD	31%	23%	28%	41%	33%	58%	40%	34%	26%	42%	31%	-	24%	33%	28%	28%	21%	24%	40%
	CWOD	58%	44%	52%	75%	57%	88%	61%	66%	49%	74%	-	58%	45%	61%	56%	42%	36%	41%	69%
	EL	42%	49%	40%	51%	33%	70%	42%	46%	41%	49%	24%	45%	42%	44%	40%	34%	29%	24%	43%
	Male	55%	39%	49%	71%	54%	86%	60%	61%	46%	71%	33%	61%	44%	55%	-	39%	34%	35%	64%
	Female	53%	40%	46%	68%	52%	86%	56%	60%	43%	69%	28%	56%	40%	-	53%	40%	33%	33%	63%
Grade 8																				
Reading	All Students	79%	73%	74%	88%	74%	94%	83%	85%	72%	89%	48%	83%	64%	74%	84%	62%	60%	56%	88%
	CWD	48%	40%	45%	57%	49%	66%	54%	54%	42%	60%	48%	-	39%	44%	53%	39%	40%	40%	59%
	CWOD	83%	80%	78%	93%	79%	95%	85%	90%	77%	92%	-	83%	67%	80%	87%	67%	65%	67%	92%
	EL	64%	71%	63%	67%	57%	79%	60%	63%	64%	66%	39%	67%	64%	59%	69%	57%	43%	51%	65%
	Male	74%	66%	69%	85%	68%	92%	79%	81%	66%	86%	44%	80%	59%	74%	-	54%	53%	49%	85%
	Female	84%	80%	79%	92%	81%	95%	86%	89%	78%	92%	53%	87%	69%	-	84%	70%	68%	64%	90%

Texas Education Agency
2024 Federal Report Card
State

		State	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	70%	60%	66%	80%	65%	92%	72%	75%	63%	81%	45%	74%	62%	69%	71%	61%	53%	48%	77%
	CWD	45%	35%	44%	51%	42%	67%	43%	47%	41%	54%	45%	-	43%	46%	44%	44%	38%	36%	50%
	CWOD	74%	65%	70%	85%	70%	93%	75%	80%	68%	85%	-	74%	64%	74%	75%	64%	57%	56%	82%
	EL	62%	65%	60%	68%	54%	81%	59%	64%	61%	64%	43%	64%	62%	61%	63%	58%	51%	52%	61%
	Male	69%	57%	65%	80%	62%	91%	70%	74%	62%	81%	46%	74%	61%	69%	-	57%	51%	45%	78%
	Female	71%	63%	67%	81%	68%	92%	74%	77%	65%	82%	44%	75%	63%	-	71%	65%	56%	52%	77%
Science	All Students	68%	57%	61%	83%	67%	92%	74%	77%	58%	83%	39%	72%	51%	70%	66%	44%	46%	46%	81%
	CWD	39%	30%	35%	52%	41%	64%	47%	45%	34%	53%	39%	-	30%	43%	34%	24%	33%	39%	55%
	CWOD	72%	62%	65%	88%	72%	93%	77%	82%	63%	86%	-	72%	54%	75%	70%	48%	49%	52%	85%
	EL	51%	57%	49%	58%	48%	76%	53%	56%	50%	57%	30%	54%	51%	54%	47%	40%	35%	40%	59%
	Male	70%	56%	63%	84%	68%	92%	76%	78%	60%	84%	43%	75%	54%	70%	-	45%	48%	49%	83%
	Female	66%	57%	58%	82%	67%	92%	73%	76%	56%	82%	34%	70%	47%	-	66%	43%	44%	43%	80%
End of Course																				
English I	All Students	67%	61%	62%	82%	65%	88%	71%	78%	60%	81%	35%	73%	47%	62%	74%	49%	47%	44%	81%
	CWD	35%	29%	32%	46%	40%	57%	39%	41%	31%	46%	35%	-	27%	33%	40%	21%	26%	29%	43%
	CWOD	73%	68%	66%	88%	69%	90%	75%	84%	65%	86%	-	73%	50%	68%	78%	54%	51%	53%	87%
	EL	47%	49%	47%	49%	41%	62%	47%	48%	47%	49%	27%	50%	47%	43%	53%	40%	27%	28%	55%
	Male	62%	54%	56%	78%	60%	86%	68%	73%	54%	77%	33%	68%	43%	62%	-	43%	41%	37%	75%
	Female	74%	69%	68%	88%	70%	90%	75%	84%	67%	86%	40%	78%	53%	-	74%	58%	53%	51%	87%
English II	All Students	74%	67%	69%	86%	74%	91%	75%	82%	67%	85%	39%	78%	52%	69%	79%	53%	53%	51%	85%
	CWD	39%	32%	37%	49%	47%	62%	43%	45%	35%	50%	39%	-	29%	37%	44%	24%	31%	35%	52%
	CWOD	78%	73%	73%	91%	77%	92%	78%	88%	72%	89%	-	78%	55%	74%	83%	57%	58%	58%	90%
	EL	52%	53%	52%	52%	47%	63%	42%	46%	52%	53%	29%	55%	52%	48%	57%	42%	33%	32%	59%
	Male	69%	60%	64%	82%	70%	89%	69%	78%	61%	81%	37%	74%	48%	69%	-	46%	48%	44%	81%
	Female	79%	75%	74%	90%	79%	92%	81%	87%	73%	89%	44%	83%	57%	-	79%	62%	59%	57%	89%
Algebra I	All Students	79%	70%	77%	86%	76%	95%	81%	83%	74%	87%	54%	83%	72%	77%	81%	74%	64%	56%	87%
	CWD	54%	45%	55%	60%	60%	75%	59%	56%	52%	61%	54%	-	54%	54%	55%	61%	43%	41%	59%
	CWOD	83%	75%	80%	91%	78%	96%	83%	87%	78%	90%	-	83%	75%	81%	84%	76%	68%	64%	91%
	EL	72%	73%	72%	74%	65%	86%	67%	72%	72%	73%	54%	75%	72%	70%	75%	70%	61%	56%	78%
	Male	77%	66%	74%	85%	74%	94%	77%	81%	72%	85%	54%	81%	70%	77%	-	71%	62%	51%	85%
	Female	81%	74%	79%	88%	77%	96%	85%	84%	77%	89%	55%	84%	75%	-	81%	77%	65%	60%	88%
Biology	All Students	90%	86%	88%	96%	89%	97%	90%	94%	87%	95%	75%	92%	84%	89%	91%	82%	81%	78%	96%
	CWD	75%	69%	74%	83%	75%	86%	73%	79%	73%	82%	75%	-	72%	75%	76%	66%	67%	66%	86%
	CWOD	92%	90%	90%	98%	91%	98%	91%	96%	90%	96%	-	92%	85%	92%	93%	85%	83%	85%	97%
	EL	84%	84%	83%	86%	82%	91%	78%	89%	84%	84%	72%	85%	84%	83%	85%	77%	73%	64%	91%
	Male	89%	84%	87%	95%	87%	97%	90%	93%	86%	94%	75%	92%	83%	89%	-	81%	80%	76%	95%
	Female	91%	88%	89%	96%	91%	98%	90%	95%	89%	96%	76%	93%	85%	-	91%	84%	82%	79%	96%
STAAR Percent at Meets Grade Level or Above																				
Grade 3																				

**Texas Education Agency
2024 Federal Report Card
State**

		State	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	47%	37%	40%	60%	46%	74%	46%	56%	37%	64%	25%	52%	34%	44%	50%	30%	27%	27%	57%
	CWD	25%	19%	21%	33%	23%	45%	27%	29%	20%	36%	25%	-	18%	26%	24%	18%	17%	22%	31%
	CWOD	52%	41%	44%	67%	51%	77%	49%	63%	41%	70%	-	52%	37%	50%	54%	33%	30%	30%	64%
	EL	34%	45%	31%	41%	36%	59%	30%	43%	31%	48%	18%	37%	34%	32%	36%	26%	20%	14%	48%
	Male	44%	33%	37%	57%	41%	71%	37%	53%	34%	61%	26%	50%	32%	44%	-	30%	24%	26%	54%
	Female	50%	40%	42%	63%	51%	78%	54%	59%	39%	67%	24%	54%	36%	-	50%	31%	30%	28%	61%
Mathematics	All Students	41%	28%	34%	54%	40%	72%	36%	48%	31%	58%	24%	44%	32%	44%	37%	27%	22%	22%	50%
	CWD	24%	17%	21%	32%	18%	48%	23%	28%	19%	35%	24%	-	19%	28%	19%	22%	18%	16%	30%
	CWOD	44%	30%	37%	60%	45%	75%	39%	53%	34%	62%	-	44%	35%	49%	40%	28%	24%	25%	55%
	EL	32%	39%	29%	39%	32%	59%	27%	43%	29%	46%	19%	35%	32%	36%	28%	24%	20%	21%	44%
	Male	44%	29%	38%	58%	41%	74%	39%	52%	34%	61%	28%	49%	36%	44%	-	30%	25%	25%	54%
	Female	37%	26%	30%	49%	38%	70%	33%	45%	27%	54%	19%	40%	28%	-	37%	23%	20%	18%	46%
Grade 4																				
Reading	All Students	50%	39%	43%	63%	48%	77%	48%	58%	40%	67%	24%	56%	39%	47%	53%	32%	29%	30%	59%
	CWD	24%	18%	20%	32%	22%	43%	26%	29%	19%	35%	24%	-	17%	25%	22%	14%	15%	20%	28%
	CWOD	56%	44%	48%	70%	53%	80%	52%	65%	45%	73%	-	56%	42%	54%	58%	35%	33%	37%	66%
	EL	39%	48%	36%	45%	34%	60%	25%	45%	36%	51%	17%	42%	39%	37%	41%	29%	24%	20%	42%
	Male	47%	35%	41%	60%	46%	74%	43%	56%	37%	64%	25%	54%	37%	47%	-	30%	27%	29%	57%
	Female	53%	42%	46%	66%	50%	80%	53%	61%	42%	70%	22%	58%	41%	-	53%	33%	31%	32%	61%
Mathematics	All Students	44%	30%	39%	56%	40%	76%	39%	50%	35%	60%	24%	49%	38%	47%	41%	33%	25%	25%	52%
	CWD	24%	17%	21%	31%	22%	49%	24%	27%	20%	34%	24%	-	20%	28%	19%	19%	15%	19%	30%
	CWOD	49%	33%	43%	63%	44%	78%	42%	56%	39%	65%	-	49%	41%	53%	45%	36%	28%	29%	58%
	EL	38%	43%	35%	43%	31%	64%	25%	49%	35%	49%	20%	41%	38%	41%	34%	31%	25%	27%	40%
	Male	47%	31%	42%	60%	43%	77%	42%	53%	38%	63%	28%	53%	41%	47%	-	36%	28%	27%	56%
	Female	41%	29%	35%	53%	37%	75%	37%	47%	32%	57%	19%	45%	34%	-	41%	30%	23%	23%	48%
Grade 5																				
Reading	All Students	53%	42%	46%	66%	52%	81%	51%	62%	43%	70%	25%	59%	41%	51%	56%	34%	31%	33%	65%
	CWD	25%	19%	21%	34%	24%	47%	19%	32%	19%	38%	25%	-	18%	26%	23%	13%	17%	16%	33%
	CWOD	59%	48%	52%	73%	57%	84%	56%	68%	49%	76%	-	59%	45%	58%	61%	38%	35%	43%	71%
	EL	41%	52%	38%	48%	37%	64%	34%	50%	38%	53%	18%	45%	41%	39%	43%	32%	23%	25%	47%
	Male	51%	39%	44%	64%	50%	79%	47%	60%	40%	68%	26%	58%	39%	51%	-	31%	29%	31%	62%
	Female	56%	45%	49%	68%	54%	83%	56%	64%	45%	73%	23%	61%	43%	-	56%	37%	34%	35%	67%
Mathematics	All Students	49%	34%	43%	61%	48%	81%	47%	54%	39%	65%	26%	54%	41%	50%	47%	33%	28%	31%	59%
	CWD	26%	18%	24%	34%	24%	55%	23%	30%	21%	38%	26%	-	22%	29%	22%	17%	17%	19%	35%
	CWOD	54%	38%	47%	67%	52%	83%	50%	59%	43%	69%	-	54%	44%	56%	51%	36%	31%	37%	64%
	EL	41%	45%	38%	47%	39%	68%	31%	48%	39%	52%	22%	44%	41%	43%	39%	30%	26%	28%	44%
	Male	50%	34%	44%	63%	50%	82%	47%	55%	40%	66%	29%	56%	43%	50%	-	35%	29%	33%	62%
	Female	47%	34%	41%	59%	46%	80%	47%	52%	37%	63%	22%	51%	39%	-	47%	30%	26%	28%	55%

Texas Education Agency
2024 Federal Report Card
State

		State	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	27%	16%	19%	40%	24%	53%	20%	34%	17%	42%	16%	29%	15%	30%	23%	14%	12%	14%	34%
	CWD	16%	12%	14%	22%	15%	35%	15%	21%	13%	24%	16%	-	11%	19%	12%	10%	11%	14%	22%
	CWOD	29%	17%	21%	44%	26%	55%	21%	37%	19%	44%	-	29%	16%	33%	25%	15%	12%	15%	37%
	EL	15%	21%	14%	19%	14%	34%	10%	23%	14%	25%	11%	16%	15%	18%	13%	12%	7%	9%	18%
	Male	30%	17%	22%	44%	29%	57%	23%	37%	20%	45%	19%	33%	18%	30%	-	18%	14%	16%	38%
	Female	23%	14%	16%	36%	19%	50%	17%	31%	15%	38%	12%	25%	13%	-	23%	10%	10%	12%	31%
Grade 6																				
Reading	All Students	55%	44%	47%	69%	54%	84%	53%	64%	44%	73%	24%	61%	38%	51%	59%	34%	33%	29%	66%
	CWD	24%	19%	21%	34%	25%	48%	24%	29%	19%	37%	24%	-	16%	24%	25%	14%	18%	20%	30%
	CWOD	61%	51%	52%	76%	60%	86%	58%	71%	49%	78%	-	61%	41%	57%	64%	39%	38%	37%	73%
	EL	38%	50%	35%	47%	37%	64%	31%	52%	36%	49%	16%	41%	38%	35%	42%	26%	24%	33%	46%
	Male	51%	39%	42%	65%	49%	81%	46%	59%	39%	69%	24%	57%	35%	51%	-	31%	29%	27%	61%
	Female	59%	50%	52%	74%	59%	86%	61%	69%	49%	77%	25%	64%	42%	-	59%	38%	38%	32%	71%
Mathematics	All Students	38%	25%	30%	52%	38%	77%	36%	45%	27%	56%	19%	42%	27%	40%	36%	22%	19%	18%	45%
	CWD	19%	14%	16%	25%	20%	47%	21%	21%	15%	28%	19%	-	14%	21%	14%	11%	14%	20%	22%
	CWOD	42%	28%	33%	57%	41%	79%	39%	50%	30%	60%	-	42%	29%	44%	39%	24%	20%	17%	49%
	EL	27%	35%	24%	38%	29%	60%	23%	39%	25%	40%	14%	29%	27%	29%	24%	17%	17%	19%	30%
	Male	40%	26%	32%	54%	39%	78%	37%	47%	29%	58%	21%	44%	29%	40%	-	24%	20%	23%	47%
	Female	36%	25%	28%	49%	36%	75%	35%	43%	25%	53%	14%	39%	24%	-	36%	19%	17%	13%	42%
Grade 7																				
Reading	All Students	53%	43%	44%	67%	48%	84%	56%	61%	41%	71%	21%	58%	34%	47%	59%	29%	30%	30%	63%
	CWD	21%	17%	18%	28%	19%	45%	28%	25%	17%	31%	21%	-	13%	21%	22%	16%	14%	18%	27%
	CWOD	58%	48%	49%	74%	54%	86%	59%	68%	46%	75%	-	58%	38%	52%	63%	31%	34%	37%	69%
	EL	34%	47%	32%	43%	28%	60%	31%	39%	33%	44%	13%	38%	34%	30%	39%	21%	19%	25%	35%
	Male	47%	36%	39%	62%	45%	81%	49%	55%	35%	65%	21%	52%	30%	47%	-	25%	25%	23%	57%
	Female	59%	50%	51%	73%	52%	87%	63%	68%	47%	76%	22%	63%	39%	-	59%	33%	34%	36%	70%
Mathematics	All Students	33%	20%	26%	47%	32%	74%	37%	39%	24%	49%	17%	36%	22%	35%	31%	19%	16%	16%	39%
	CWD	17%	13%	16%	22%	15%	45%	28%	19%	15%	24%	17%	-	12%	20%	14%	15%	13%	14%	23%
	CWOD	36%	22%	28%	52%	35%	76%	38%	43%	26%	53%	-	36%	23%	39%	33%	20%	17%	18%	43%
	EL	22%	26%	20%	30%	17%	52%	23%	27%	20%	30%	12%	23%	22%	24%	19%	14%	14%	12%	20%
	Male	35%	21%	29%	50%	34%	75%	41%	41%	26%	52%	20%	39%	24%	35%	-	21%	18%	20%	42%
	Female	31%	20%	24%	44%	30%	72%	32%	37%	22%	46%	14%	33%	19%	-	31%	18%	15%	13%	37%
Grade 8																				
Reading	All Students	55%	44%	47%	69%	51%	85%	57%	64%	43%	72%	23%	59%	35%	49%	60%	30%	32%	32%	66%
	CWD	23%	18%	20%	30%	23%	45%	30%	28%	19%	32%	23%	-	15%	22%	24%	12%	17%	22%	30%
	CWOD	59%	50%	51%	75%	56%	87%	60%	69%	48%	76%	-	59%	37%	54%	64%	34%	35%	39%	71%
	EL	35%	42%	33%	40%	34%	57%	26%	34%	33%	41%	15%	37%	35%	30%	39%	23%	19%	29%	39%
	Male	49%	37%	41%	64%	44%	83%	51%	58%	38%	67%	22%	54%	30%	49%	-	25%	27%	28%	60%
	Female	60%	52%	52%	75%	59%	88%	64%	70%	49%	77%	24%	64%	39%	-	60%	36%	37%	37%	71%

Texas Education Agency
2024 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	28%	35%	54%	36%	79%	44%	47%	32%	56%	21%	44%	30%	41%	41%	29%	23%	24%	46%
	CWD	21%	16%	20%	26%	21%	50%	18%	23%	18%	28%	21%	-	17%	23%	18%	17%	16%	20%	23%
	CWOD	44%	31%	37%	58%	39%	81%	46%	52%	35%	59%	-	44%	32%	45%	44%	31%	25%	26%	50%
	EL	30%	34%	28%	38%	25%	60%	23%	33%	29%	37%	17%	32%	30%	30%	30%	26%	22%	22%	24%
	Male	41%	26%	35%	54%	34%	79%	43%	48%	31%	56%	23%	45%	30%	41%	-	27%	24%	24%	48%
	Female	41%	30%	35%	53%	38%	78%	44%	47%	32%	55%	18%	44%	30%	-	41%	30%	23%	24%	44%
Science	All Students	42%	29%	33%	59%	43%	79%	44%	51%	30%	61%	20%	46%	24%	45%	40%	19%	20%	23%	54%
	CWD	20%	15%	17%	27%	24%	47%	17%	24%	17%	28%	20%	-	13%	23%	15%	8%	15%	22%	26%
	CWOD	46%	32%	36%	64%	47%	81%	47%	56%	33%	64%	-	46%	25%	49%	42%	22%	21%	24%	59%
	EL	24%	29%	22%	31%	24%	52%	22%	29%	22%	32%	13%	25%	24%	27%	20%	16%	14%	15%	27%
	Male	45%	29%	36%	62%	45%	80%	46%	53%	33%	63%	23%	49%	27%	45%	-	21%	22%	27%	58%
	Female	40%	29%	30%	56%	42%	79%	42%	49%	27%	58%	15%	42%	20%	-	40%	18%	18%	19%	51%
End of Course																				
English I	All Students	50%	39%	42%	70%	47%	81%	53%	63%	40%	69%	19%	55%	27%	43%	57%	28%	28%	27%	66%
	CWD	19%	14%	17%	28%	24%	40%	17%	23%	16%	28%	19%	-	12%	18%	22%	12%	14%	16%	24%
	CWOD	55%	44%	46%	76%	50%	84%	58%	70%	44%	74%	-	55%	29%	48%	62%	30%	31%	32%	73%
	EL	27%	28%	26%	32%	25%	45%	23%	34%	27%	30%	12%	29%	27%	23%	32%	20%	13%	15%	34%
	Male	43%	31%	36%	63%	41%	78%	51%	56%	33%	62%	18%	48%	23%	43%	-	23%	23%	22%	58%
	Female	57%	48%	49%	77%	54%	85%	56%	71%	47%	76%	22%	62%	32%	-	57%	35%	33%	31%	74%
English II	All Students	57%	45%	50%	74%	58%	84%	56%	69%	47%	73%	23%	61%	30%	51%	63%	33%	33%	32%	70%
	CWD	23%	17%	20%	32%	28%	45%	25%	28%	19%	32%	23%	-	13%	22%	25%	13%	16%	20%	31%
	CWOD	61%	51%	54%	80%	62%	86%	59%	75%	51%	78%	-	61%	32%	56%	67%	36%	37%	38%	76%
	EL	30%	31%	29%	33%	23%	44%	19%	29%	30%	33%	13%	32%	30%	27%	34%	21%	17%	11%	37%
	Male	51%	38%	44%	69%	52%	82%	49%	63%	41%	68%	22%	56%	27%	51%	-	27%	29%	27%	64%
	Female	63%	54%	56%	80%	64%	87%	64%	75%	53%	79%	25%	67%	34%	-	63%	41%	38%	36%	77%
Algebra I	All Students	41%	28%	35%	55%	38%	81%	43%	48%	32%	57%	17%	45%	29%	39%	43%	28%	19%	18%	50%
	CWD	17%	12%	16%	22%	18%	46%	19%	19%	15%	23%	17%	-	14%	18%	16%	18%	10%	15%	19%
	CWOD	45%	31%	38%	60%	41%	83%	46%	53%	35%	61%	-	45%	31%	43%	46%	29%	21%	19%	55%
	EL	29%	31%	27%	37%	26%	59%	20%	36%	28%	33%	14%	31%	29%	28%	31%	24%	17%	21%	36%
	Male	39%	25%	33%	54%	36%	81%	40%	47%	30%	55%	18%	43%	28%	39%	-	25%	18%	17%	48%
	Female	43%	31%	37%	56%	39%	82%	46%	50%	34%	59%	16%	46%	31%	-	43%	31%	20%	18%	52%
Biology	All Students	54%	41%	46%	73%	54%	86%	53%	67%	43%	72%	26%	58%	33%	54%	54%	31%	31%	29%	70%
	CWD	26%	18%	22%	38%	32%	52%	36%	31%	21%	37%	26%	-	17%	28%	23%	13%	18%	23%	40%
	CWOD	58%	46%	49%	78%	58%	88%	54%	72%	47%	76%	-	58%	35%	59%	57%	33%	33%	33%	75%
	EL	33%	37%	31%	41%	33%	58%	23%	45%	32%	38%	17%	35%	33%	34%	31%	21%	18%	18%	41%
	Male	54%	38%	47%	73%	52%	86%	54%	66%	43%	72%	28%	59%	34%	54%	-	30%	32%	31%	71%
	Female	54%	44%	45%	73%	57%	86%	51%	67%	42%	72%	23%	57%	31%	-	54%	31%	30%	28%	70%
STAAR Percent at Masters Grade Level																				
Grade 3																				

Texas Education Agency
2024 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	20%	13%	15%	28%	19%	45%	19%	26%	13%	32%	6%	23%	13%	18%	22%	9%	8%	7%	25%
	CWD	6%	4%	5%	10%	4%	17%	3%	8%	4%	12%	6%	-	4%	7%	6%	4%	4%	3%	8%
	CWOD	23%	15%	17%	32%	22%	48%	21%	30%	15%	36%	-	23%	14%	21%	24%	10%	9%	9%	28%
	EL	13%	19%	11%	16%	12%	28%	9%	17%	11%	22%	4%	14%	13%	12%	14%	8%	6%	7%	17%
	Male	18%	11%	13%	25%	16%	42%	15%	23%	11%	29%	7%	21%	12%	18%	-	7%	7%	6%	21%
	Female	22%	15%	16%	30%	21%	48%	23%	28%	14%	35%	6%	24%	14%	-	22%	11%	9%	7%	28%
Mathematics	All Students	15%	8%	10%	22%	15%	41%	11%	20%	8%	25%	7%	17%	10%	17%	12%	7%	6%	5%	18%
	CWD	7%	4%	5%	10%	4%	17%	3%	8%	4%	12%	7%	-	5%	8%	4%	6%	5%	5%	9%
	CWOD	17%	9%	11%	25%	17%	43%	12%	23%	10%	28%	-	17%	11%	20%	13%	8%	6%	5%	21%
	EL	10%	14%	8%	13%	11%	27%	11%	17%	8%	18%	5%	11%	10%	12%	7%	6%	5%	6%	14%
	Male	17%	9%	12%	26%	17%	44%	11%	23%	10%	29%	8%	20%	12%	17%	-	9%	7%	6%	22%
	Female	12%	6%	8%	18%	12%	37%	11%	16%	6%	21%	4%	13%	7%	-	12%	6%	4%	3%	15%
Grade 4																				
Reading	All Students	22%	14%	16%	31%	20%	50%	18%	28%	14%	36%	6%	26%	14%	20%	24%	11%	9%	8%	27%
	CWD	6%	4%	5%	10%	3%	15%	7%	8%	4%	11%	6%	-	3%	6%	6%	3%	3%	5%	8%
	CWOD	26%	17%	19%	36%	23%	53%	20%	33%	16%	40%	-	26%	16%	24%	27%	13%	10%	9%	32%
	EL	14%	18%	12%	18%	10%	30%	7%	19%	12%	23%	3%	16%	14%	13%	15%	8%	8%	7%	13%
	Male	20%	12%	15%	29%	19%	47%	15%	26%	12%	33%	6%	24%	13%	20%	-	10%	8%	5%	25%
	Female	24%	16%	18%	34%	22%	53%	21%	30%	15%	39%	6%	27%	15%	-	24%	12%	9%	10%	29%
Mathematics	All Students	20%	10%	15%	28%	18%	50%	16%	24%	13%	32%	7%	23%	15%	22%	17%	11%	9%	7%	23%
	CWD	7%	3%	5%	11%	7%	19%	8%	8%	5%	12%	7%	-	5%	8%	5%	3%	4%	6%	9%
	CWOD	23%	12%	17%	32%	21%	53%	18%	27%	15%	35%	-	23%	17%	26%	20%	13%	10%	7%	27%
	EL	15%	17%	13%	18%	11%	36%	10%	23%	13%	24%	5%	17%	15%	18%	12%	11%	8%	9%	14%
	Male	22%	11%	17%	31%	22%	53%	20%	26%	15%	35%	8%	26%	18%	22%	-	12%	10%	8%	26%
	Female	17%	9%	13%	25%	15%	47%	12%	21%	11%	28%	5%	20%	12%	-	17%	10%	7%	5%	20%
Grade 5																				
Reading	All Students	28%	18%	21%	37%	25%	60%	26%	36%	18%	43%	8%	32%	17%	25%	30%	13%	11%	10%	35%
	CWD	8%	5%	6%	12%	4%	19%	2%	12%	5%	15%	8%	-	4%	8%	7%	5%	4%	4%	12%
	CWOD	32%	22%	25%	42%	30%	64%	29%	41%	22%	47%	-	32%	19%	30%	34%	14%	14%	14%	40%
	EL	17%	25%	15%	23%	15%	38%	17%	25%	15%	28%	4%	19%	17%	16%	19%	11%	7%	6%	18%
	Male	25%	16%	19%	34%	24%	58%	22%	33%	16%	40%	8%	30%	16%	25%	-	11%	9%	9%	32%
	Female	30%	21%	23%	40%	27%	63%	31%	38%	20%	46%	7%	34%	19%	-	30%	15%	13%	12%	37%
Mathematics	All Students	19%	10%	13%	27%	18%	52%	17%	23%	11%	31%	7%	21%	12%	21%	17%	9%	6%	7%	23%
	CWD	7%	4%	5%	10%	5%	20%	3%	8%	5%	12%	7%	-	5%	8%	4%	4%	4%	4%	11%
	CWOD	21%	11%	15%	31%	20%	55%	18%	26%	13%	34%	-	21%	14%	24%	19%	10%	7%	9%	25%
	EL	12%	15%	10%	17%	13%	34%	8%	17%	10%	22%	5%	14%	12%	14%	10%	7%	4%	10%	13%
	Male	21%	10%	15%	30%	20%	55%	17%	25%	13%	34%	8%	24%	14%	21%	-	11%	7%	9%	26%
	Female	17%	9%	11%	24%	16%	50%	16%	21%	10%	28%	4%	19%	10%	-	17%	6%	5%	5%	20%

Texas Education Agency
2024 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	11%	5%	6%	18%	9%	29%	8%	15%	6%	19%	5%	12%	5%	13%	9%	5%	3%	4%	14%
	CWD	5%	3%	4%	8%	4%	12%	4%	7%	4%	8%	5%	-	3%	6%	4%	4%	3%	5%	8%
	CWOD	12%	5%	7%	20%	10%	30%	9%	17%	6%	21%	-	12%	5%	14%	10%	5%	3%	4%	15%
	EL	5%	6%	4%	7%	3%	14%	3%	9%	4%	9%	3%	5%	5%	6%	3%	3%	2%	3%	4%
	Male	13%	5%	8%	21%	11%	32%	10%	17%	7%	22%	6%	14%	6%	13%	-	6%	4%	6%	16%
	Female	9%	4%	5%	15%	7%	26%	7%	13%	4%	17%	4%	10%	3%	-	9%	3%	3%	2%	11%
Grade 6																				
Reading	All Students	25%	16%	18%	35%	24%	58%	20%	32%	15%	40%	6%	28%	12%	21%	28%	9%	10%	7%	31%
	CWD	6%	4%	5%	10%	8%	15%	5%	9%	5%	11%	6%	-	4%	7%	6%	5%	4%	5%	7%
	CWOD	28%	19%	20%	40%	27%	61%	22%	37%	17%	44%	-	28%	13%	25%	31%	10%	12%	9%	35%
	EL	12%	18%	10%	18%	16%	30%	5%	21%	10%	20%	4%	13%	12%	11%	13%	6%	6%	9%	14%
	Male	21%	13%	15%	31%	20%	55%	16%	28%	12%	36%	7%	25%	11%	21%	-	7%	8%	7%	26%
	Female	28%	19%	20%	40%	27%	62%	24%	36%	18%	45%	6%	31%	13%	-	28%	11%	12%	7%	35%
Mathematics	All Students	13%	7%	8%	20%	12%	46%	9%	17%	7%	23%	5%	15%	7%	14%	12%	4%	4%	4%	14%
	CWD	5%	4%	5%	7%	3%	17%	3%	7%	4%	8%	5%	-	4%	6%	4%	4%	4%	7%	4%
	CWOD	15%	7%	9%	22%	14%	48%	10%	19%	7%	26%	-	15%	8%	16%	13%	4%	4%	2%	15%
	EL	7%	10%	5%	14%	8%	27%	1%	13%	6%	15%	4%	8%	7%	8%	6%	3%	4%	4%	5%
	Male	14%	7%	9%	22%	13%	49%	10%	19%	8%	25%	6%	16%	8%	14%	-	5%	5%	5%	16%
	Female	12%	6%	7%	18%	11%	44%	8%	16%	6%	21%	4%	13%	6%	-	12%	4%	3%	2%	11%
Grade 7																				
Reading	All Students	28%	19%	20%	40%	24%	65%	26%	35%	17%	44%	6%	31%	13%	23%	33%	10%	11%	10%	33%
	CWD	6%	5%	5%	10%	4%	17%	10%	7%	5%	11%	6%	-	3%	6%	6%	4%	3%	3%	8%
	CWOD	31%	22%	23%	45%	29%	68%	28%	40%	20%	48%	-	31%	15%	27%	36%	12%	13%	14%	37%
	EL	13%	21%	12%	19%	10%	34%	6%	17%	12%	21%	3%	15%	13%	11%	16%	6%	6%	6%	15%
	Male	23%	14%	16%	34%	20%	61%	21%	29%	14%	38%	6%	27%	11%	23%	-	9%	9%	9%	27%
	Female	33%	24%	24%	46%	29%	71%	31%	42%	21%	50%	6%	36%	16%	-	33%	12%	13%	11%	40%
Mathematics	All Students	11%	5%	7%	15%	10%	45%	12%	13%	6%	19%	5%	12%	5%	12%	9%	4%	3%	4%	11%
	CWD	5%	4%	4%	6%	4%	16%	9%	5%	4%	6%	5%	-	3%	6%	3%	5%	3%	4%	5%
	CWOD	12%	5%	7%	18%	12%	48%	12%	14%	6%	21%	-	12%	6%	13%	10%	4%	3%	3%	12%
	EL	5%	7%	4%	10%	5%	22%	5%	8%	4%	10%	3%	6%	5%	6%	4%	2%	3%	2%	6%
	Male	12%	5%	8%	17%	11%	48%	13%	14%	7%	21%	6%	13%	6%	12%	-	5%	4%	4%	11%
	Female	9%	5%	6%	13%	9%	43%	10%	11%	5%	17%	3%	10%	4%	-	9%	3%	2%	3%	10%
Grade 8																				
Reading	All Students	28%	19%	20%	40%	25%	67%	29%	37%	18%	44%	7%	31%	12%	25%	32%	10%	11%	10%	34%
	CWD	7%	5%	6%	10%	7%	17%	10%	9%	5%	11%	7%	-	4%	7%	7%	4%	5%	7%	8%
	CWOD	31%	22%	23%	45%	28%	69%	31%	41%	20%	48%	-	31%	13%	28%	35%	11%	12%	12%	38%
	EL	12%	18%	11%	17%	12%	30%	6%	11%	11%	17%	4%	13%	12%	10%	13%	7%	6%	11%	15%
	Male	25%	15%	17%	36%	17%	63%	27%	32%	15%	40%	7%	28%	10%	25%	-	8%	8%	9%	30%
	Female	32%	24%	23%	46%	33%	70%	31%	42%	21%	49%	7%	35%	13%	-	32%	12%	13%	11%	39%

**Texas Education Agency
2024 Federal Report Card
State**

		State	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	15%	7%	10%	22%	11%	54%	13%	19%	9%	25%	6%	17%	8%	16%	14%	6%	5%	5%	16%
	CWD	6%	5%	6%	8%	7%	20%	7%	6%	5%	9%	6%	-	5%	8%	5%	3%	6%	4%	6%
	CWOD	17%	8%	11%	24%	12%	56%	14%	22%	9%	28%	-	17%	9%	18%	15%	7%	5%	6%	17%
	EL	8%	10%	7%	13%	7%	30%	6%	13%	7%	14%	5%	9%	8%	9%	8%	5%	5%	7%	6%
	Male	16%	7%	11%	24%	11%	56%	14%	21%	9%	27%	8%	18%	9%	16%	-	8%	6%	7%	18%
	Female	14%	7%	9%	20%	11%	52%	13%	18%	8%	24%	5%	15%	8%	-	14%	5%	5%	3%	14%
Science	All Students	16%	8%	10%	25%	17%	52%	16%	22%	8%	28%	5%	18%	6%	18%	15%	5%	5%	4%	21%
	CWD	5%	4%	4%	8%	6%	15%	8%	5%	4%	8%	5%	-	3%	6%	4%	3%	4%	4%	6%
	CWOD	18%	9%	11%	28%	18%	53%	16%	25%	9%	30%	-	18%	6%	20%	16%	5%	5%	4%	24%
	EL	6%	8%	5%	10%	7%	21%	3%	9%	5%	10%	3%	6%	6%	7%	4%	4%	3%	1%	8%
	Male	18%	8%	11%	27%	16%	53%	18%	24%	10%	30%	6%	20%	7%	18%	-	5%	6%	6%	23%
	Female	15%	8%	9%	23%	17%	50%	14%	21%	7%	26%	4%	16%	4%	-	15%	4%	3%	2%	19%
End of Course																				
English I	All Students	15%	8%	10%	26%	12%	48%	14%	23%	8%	28%	4%	17%	4%	11%	19%	5%	4%	4%	21%
	CWD	4%	3%	4%	5%	3%	10%	1%	4%	3%	5%	4%	-	2%	4%	4%	3%	3%	5%	4%
	CWOD	17%	9%	11%	29%	14%	50%	15%	26%	9%	30%	-	17%	4%	13%	21%	5%	4%	3%	24%
	EL	4%	4%	3%	5%	3%	10%	2%	5%	3%	5%	2%	4%	4%	3%	5%	2%	1%	4%	5%
	Male	11%	5%	7%	20%	8%	43%	11%	17%	6%	22%	4%	13%	3%	11%	-	3%	3%	4%	16%
	Female	19%	12%	13%	33%	17%	54%	17%	29%	11%	34%	4%	21%	5%	-	19%	7%	5%	4%	27%
English II	All Students	8%	4%	5%	13%	8%	32%	8%	12%	4%	15%	3%	9%	1%	7%	10%	2%	2%	2%	10%
	CWD	3%	3%	3%	4%	5%	8%	7%	4%	3%	4%	3%	-	2%	4%	3%	2%	3%	4%	3%
	CWOD	9%	4%	5%	15%	8%	33%	8%	13%	4%	16%	-	9%	1%	7%	11%	2%	2%	2%	11%
	EL	1%	1%	1%	1%	1%	3%	0%	1%	1%	2%	2%	1%	1%	1%	1%	0%	1%	1%	1%
	Male	7%	3%	4%	11%	6%	29%	5%	10%	3%	12%	4%	7%	1%	7%	-	1%	2%	3%	7%
	Female	10%	5%	6%	17%	10%	36%	10%	14%	5%	18%	3%	11%	1%	-	10%	3%	2%	2%	13%
Algebra I	All Students	23%	13%	17%	33%	20%	67%	24%	28%	15%	36%	7%	25%	13%	22%	23%	11%	8%	6%	28%
	CWD	7%	4%	6%	8%	7%	24%	8%	8%	5%	10%	7%	-	5%	7%	5%	5%	4%	4%	8%
	CWOD	25%	14%	19%	37%	22%	69%	25%	32%	16%	39%	-	25%	14%	24%	26%	13%	8%	7%	31%
	EL	13%	15%	12%	20%	10%	40%	10%	21%	12%	18%	5%	14%	13%	13%	14%	10%	7%	7%	17%
	Male	22%	11%	17%	32%	19%	66%	22%	28%	14%	35%	7%	24%	13%	22%	-	10%	7%	6%	27%
	Female	23%	15%	18%	34%	21%	67%	26%	29%	16%	37%	5%	26%	14%	-	23%	13%	8%	5%	28%
Biology	All Students	18%	10%	11%	29%	16%	56%	14%	26%	10%	31%	5%	19%	5%	18%	17%	4%	5%	6%	24%
	CWD	5%	4%	4%	9%	5%	14%	3%	7%	4%	9%	5%	-	3%	6%	4%	3%	4%	7%	9%
	CWOD	19%	11%	12%	32%	18%	57%	15%	29%	11%	33%	-	19%	6%	20%	19%	5%	6%	5%	26%
	EL	5%	7%	5%	10%	4%	21%	3%	11%	5%	9%	3%	6%	5%	6%	4%	2%	2%	4%	7%
	Male	18%	9%	12%	30%	15%	56%	14%	26%	10%	31%	6%	20%	6%	18%	-	5%	6%	7%	25%
	Female	17%	11%	10%	29%	17%	55%	14%	25%	9%	31%	4%	19%	4%	-	17%	4%	5%	5%	24%

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

Texas Education Agency
2024 Federal Report Card
State

		State	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	73%	63%	68%	84%	71%	91%	74%	79%	65%	85%	46%	77%	61%	71%	74%	58%	54%	53%	82%
	CWD	46%	37%	42%	56%	47%	66%	47%	51%	40%	58%	46%	-	38%	46%	45%	37%	35%	38%	56%
	CWOD	77%	69%	72%	89%	76%	93%	78%	84%	71%	88%	-	77%	64%	77%	78%	62%	59%	62%	87%
	EL	61%	66%	59%	65%	56%	79%	56%	64%	59%	66%	38%	64%	61%	59%	62%	52%	44%	46%	67%
	Male	71%	60%	66%	83%	70%	90%	72%	77%	63%	83%	46%	77%	59%	71%	-	56%	51%	50%	81%
	Female	74%	67%	69%	85%	73%	92%	77%	80%	67%	86%	45%	78%	62%	-	74%	61%	56%	55%	83%
Reading	All Students	74%	67%	69%	85%	72%	91%	76%	82%	67%	86%	44%	80%	59%	70%	78%	57%	54%	53%	85%
	CWD	44%	36%	40%	56%	45%	64%	45%	52%	38%	59%	44%	-	34%	43%	47%	32%	34%	36%	56%
	CWOD	80%	74%	74%	91%	77%	93%	80%	88%	73%	90%	-	80%	63%	76%	83%	61%	60%	64%	90%
	EL	59%	67%	58%	64%	53%	77%	55%	62%	58%	65%	34%	63%	59%	55%	63%	49%	39%	42%	67%
	Male	70%	61%	65%	83%	68%	90%	72%	78%	62%	83%	43%	76%	55%	70%	-	51%	49%	49%	82%
	Female	78%	73%	74%	89%	77%	93%	81%	86%	72%	89%	47%	83%	63%	-	78%	63%	60%	58%	88%
Mathematics	All Students	70%	59%	66%	81%	69%	92%	72%	75%	63%	83%	45%	75%	62%	71%	70%	59%	52%	50%	79%
	CWD	45%	35%	43%	55%	47%	68%	47%	48%	40%	57%	45%	-	41%	47%	42%	42%	35%	36%	54%
	CWOD	75%	64%	71%	86%	73%	93%	75%	81%	68%	86%	-	75%	66%	76%	74%	63%	57%	58%	84%
	EL	62%	67%	61%	67%	59%	82%	58%	66%	61%	68%	41%	66%	62%	63%	62%	56%	49%	50%	67%
	Male	71%	57%	67%	82%	69%	91%	71%	75%	63%	83%	47%	76%	63%	71%	-	59%	52%	49%	80%
	Female	70%	60%	66%	81%	69%	92%	73%	75%	63%	82%	42%	74%	62%	-	70%	60%	53%	50%	78%
Science	All Students	73%	64%	68%	84%	73%	90%	74%	79%	66%	84%	49%	77%	61%	74%	72%	59%	56%	56%	82%
	CWD	49%	42%	46%	59%	51%	65%	48%	54%	44%	61%	49%	-	42%	52%	45%	38%	42%	45%	60%
	CWOD	77%	69%	72%	88%	77%	91%	77%	83%	70%	87%	-	77%	63%	79%	75%	63%	60%	64%	86%
	EL	61%	64%	60%	63%	60%	75%	57%	65%	60%	66%	42%	63%	61%	62%	59%	54%	47%	49%	68%
	Male	74%	64%	69%	85%	74%	90%	75%	79%	67%	85%	52%	79%	62%	74%	-	60%	57%	56%	83%
	Female	72%	64%	67%	83%	72%	90%	73%	78%	64%	84%	45%	75%	59%	-	72%	57%	56%	57%	81%
SAT/ACT All Subjects	All Students	88%	82%	81%	95%	90%	98%	88%	93%	80%	93%	61%	88%	64%	89%	87%	85%	76%	87%	89%
	CWD	61%	57%	47%	86%	*	98%	*	74%	47%	78%	61%	-	38%	64%	54%	-	82%	*	69%
	CWOD	88%	82%	81%	95%	91%	98%	88%	93%	80%	93%	-	88%	65%	89%	87%	85%	76%	86%	89%
	EL	64%	61%	63%	71%	60%	87%	-	83%	63%	68%	38%	65%	64%	66%	62%	74%	55%	*	57%
	Male	89%	82%	82%	96%	91%	99%	94%	94%	81%	94%	64%	89%	66%	89%	-	82%	79%	93%	90%
	Female	87%	82%	80%	95%	90%	98%	83%	92%	78%	93%	54%	87%	62%	-	87%	86%	74%	80%	87%
STAAR Percent at Meets Grade Level or Above																				
All Grades																				
All Subjects	All Students	47%	34%	39%	61%	45%	79%	46%	55%	36%	64%	22%	51%	31%	45%	48%	28%	26%	26%	57%
	CWD	22%	16%	19%	30%	22%	46%	23%	26%	18%	32%	22%	-	16%	23%	20%	14%	15%	19%	28%
	CWOD	51%	39%	43%	67%	49%	81%	49%	61%	40%	68%	-	51%	34%	50%	52%	31%	28%	30%	62%
	EL	31%	38%	29%	39%	29%	57%	24%	40%	30%	40%	16%	34%	31%	31%	32%	23%	19%	20%	37%
	Male	45%	32%	38%	60%	43%	78%	44%	54%	35%	63%	23%	50%	31%	45%	-	27%	25%	25%	56%
	Female	48%	38%	41%	62%	47%	79%	48%	56%	37%	65%	20%	52%	32%	-	48%	30%	27%	26%	57%

Texas Education Agency
2024 Federal Report Card
State

		State	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	52%	41%	45%	67%	50%	81%	53%	62%	42%	70%	23%	58%	34%	48%	57%	31%	30%	30%	64%
	CWD	23%	17%	20%	31%	23%	45%	24%	28%	18%	34%	23%	-	15%	23%	23%	14%	16%	19%	29%
	CWOD	58%	47%	50%	74%	55%	84%	56%	69%	47%	75%	-	58%	37%	53%	62%	34%	34%	36%	70%
	EL	34%	42%	32%	41%	31%	58%	27%	42%	32%	43%	15%	37%	34%	31%	38%	24%	19%	20%	41%
	Male	48%	36%	40%	63%	46%	79%	47%	57%	37%	66%	23%	53%	31%	48%	-	27%	26%	27%	59%
	Female	57%	48%	50%	72%	56%	84%	59%	67%	47%	75%	23%	62%	38%	-	57%	36%	34%	33%	69%
Mathematics	All Students	42%	28%	35%	55%	39%	78%	41%	49%	32%	58%	22%	46%	31%	43%	40%	27%	22%	22%	50%
	CWD	22%	15%	19%	28%	19%	49%	22%	24%	18%	31%	22%	-	17%	24%	18%	17%	15%	18%	27%
	CWOD	46%	31%	38%	61%	43%	80%	43%	53%	35%	62%	-	46%	34%	48%	44%	30%	24%	25%	54%
	EL	31%	37%	29%	39%	29%	61%	24%	40%	29%	41%	17%	34%	31%	33%	30%	24%	20%	22%	35%
	Male	43%	28%	36%	57%	40%	79%	42%	50%	33%	60%	24%	48%	33%	43%	-	28%	23%	24%	52%
	Female	40%	28%	33%	53%	38%	77%	40%	47%	30%	57%	18%	44%	30%	-	40%	27%	21%	20%	47%
Science	All Students	42%	30%	34%	58%	42%	73%	40%	51%	31%	59%	21%	45%	24%	44%	40%	23%	22%	23%	53%
	CWD	21%	15%	18%	28%	24%	43%	22%	25%	17%	29%	21%	-	14%	23%	17%	10%	15%	20%	28%
	CWOD	45%	33%	37%	63%	45%	75%	42%	55%	34%	63%	-	45%	26%	48%	43%	25%	23%	24%	57%
	EL	24%	29%	23%	30%	24%	46%	19%	32%	23%	32%	14%	26%	24%	27%	22%	17%	13%	15%	29%
	Male	44%	29%	36%	60%	43%	74%	42%	53%	33%	61%	23%	48%	27%	44%	-	24%	23%	25%	55%
	Female	40%	30%	32%	56%	41%	71%	38%	49%	29%	57%	17%	43%	22%	-	40%	21%	20%	21%	51%
SAT/ACT All Subjects	All Students	59%	46%	42%	75%	61%	91%	54%	73%	40%	72%	35%	60%	19%	64%	55%	54%	34%	43%	58%
	CWD	35%	28%	19%	64%	*	88%	*	61%	17%	56%	35%	-	6%	40%	26%	-	45%	*	31%
	CWOD	60%	46%	43%	75%	62%	91%	53%	73%	41%	72%	-	60%	19%	65%	55%	54%	33%	41%	58%
	EL	19%	18%	17%	33%	20%	61%	-	33%	17%	29%	6%	19%	19%	23%	14%	32%	11%	*	21%
	Male	64%	48%	48%	79%	65%	93%	59%	75%	45%	77%	40%	65%	23%	64%	-	53%	41%	40%	65%
	Female	55%	44%	38%	71%	58%	89%	50%	70%	36%	68%	26%	55%	14%	-	55%	54%	29%	47%	52%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	18%	11%	13%	27%	17%	51%	17%	24%	11%	30%	6%	21%	9%	18%	19%	7%	7%	6%	23%
	CWD	6%	4%	5%	9%	5%	16%	5%	7%	4%	10%	6%	-	4%	7%	5%	4%	4%	5%	8%
	CWOD	21%	12%	14%	31%	19%	53%	18%	27%	12%	33%	-	21%	10%	20%	21%	8%	7%	7%	25%
	EL	9%	13%	8%	14%	8%	27%	6%	15%	8%	16%	4%	10%	9%	9%	9%	5%	4%	5%	11%
	Male	18%	9%	12%	26%	15%	50%	16%	24%	11%	30%	7%	20%	9%	18%	-	7%	6%	7%	22%
	Female	19%	12%	13%	28%	18%	51%	18%	25%	11%	31%	5%	21%	9%	-	19%	8%	7%	5%	23%
Reading	All Students	21%	13%	15%	31%	19%	53%	19%	28%	13%	34%	6%	24%	10%	18%	24%	8%	8%	7%	27%
	CWD	6%	4%	5%	9%	5%	15%	5%	8%	4%	10%	6%	-	3%	6%	6%	4%	4%	5%	7%
	CWOD	24%	15%	17%	35%	21%	56%	21%	32%	15%	38%	-	24%	11%	21%	27%	8%	9%	8%	30%
	EL	10%	15%	9%	15%	9%	27%	6%	15%	9%	16%	3%	11%	10%	9%	12%	5%	5%	5%	12%
	Male	18%	10%	13%	27%	15%	49%	16%	24%	11%	30%	6%	21%	9%	18%	-	6%	6%	6%	23%
	Female	24%	16%	17%	35%	23%	57%	23%	32%	15%	39%	6%	27%	12%	-	24%	10%	9%	8%	31%

Texas Education Agency
2024 Federal Report Card
State

		State	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%	9%	12%	24%	15%	51%	15%	21%	10%	28%	6%	19%	10%	18%	15%	8%	6%	5%	19%
	CWD	6%	4%	5%	9%	5%	19%	6%	7%	5%	10%	6%	-	5%	8%	4%	4%	4%	5%	8%
	CWOD	19%	10%	13%	27%	17%	53%	16%	24%	11%	30%	-	19%	11%	21%	17%	9%	6%	6%	21%
	EL	10%	13%	9%	15%	9%	31%	7%	17%	9%	18%	5%	11%	10%	12%	9%	7%	5%	7%	11%
	Male	18%	9%	13%	26%	16%	53%	15%	23%	11%	30%	8%	21%	12%	18%	-	9%	7%	7%	21%
	Female	15%	9%	10%	22%	14%	48%	14%	19%	9%	25%	4%	17%	9%	-	15%	7%	5%	4%	17%
Science	All Students	15%	8%	9%	24%	14%	45%	13%	21%	8%	26%	5%	17%	5%	16%	14%	5%	4%	5%	20%
	CWD	5%	3%	4%	8%	5%	13%	5%	7%	4%	8%	5%	-	3%	6%	4%	3%	4%	6%	7%
	CWOD	17%	9%	10%	27%	16%	47%	14%	24%	9%	29%	-	17%	6%	18%	15%	5%	5%	4%	22%
	EL	5%	7%	4%	9%	5%	18%	3%	10%	5%	9%	3%	6%	5%	6%	4%	3%	2%	3%	6%
	Male	16%	7%	11%	26%	14%	46%	14%	22%	9%	28%	6%	18%	6%	16%	-	5%	5%	6%	21%
	Female	14%	8%	8%	22%	14%	44%	12%	20%	7%	25%	4%	15%	4%	-	14%	4%	4%	3%	18%
SAT/ACT All Subjects	All Students	12%	4%	4%	14%	10%	47%	7%	18%	3%	18%	7%	12%	1%	15%	9%	11%	2%	0%	6%
	CWD	7%	3%	1%	14%	*	38%	*	22%	1%	13%	7%	-	0%	9%	3%	-	0%	*	8%
	CWOD	12%	4%	4%	14%	11%	47%	7%	18%	4%	18%	-	12%	1%	16%	9%	11%	2%	0%	6%
	EL	1%	0%	1%	7%	0%	13%	-	0%	1%	4%	0%	1%	1%	2%	1%	3%	0%	*	0%
	Male	15%	5%	5%	19%	13%	54%	11%	22%	5%	22%	9%	16%	2%	15%	-	3%	4%	0%	8%
	Female	9%	3%	2%	10%	8%	40%	4%	14%	2%	14%	3%	9%	1%	-	9%	15%	1%	0%	4%

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	63	65	73	67	84	69	72	63	50	60
CWD	50	45	48	56	50	67	51	55	46	50	44
CWOD	71	67	67	76	69	85	71	75	66	-	63
EL ◇	60	68	59	67	59	75	56	65	59	44	60
Male	65	60	62	71	64	83	66	69	60	49	57
Female	70	67	67	75	69	85	71	74	66	52	63

Texas Education Agency
2024 Federal Report Card
State

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	62	57	60	65	62	82	62	64	59	54	60
CWD	54	50	54	55	55	71	57	54	52	54	54
CWOD	64	59	61	67	64	82	63	66	60	-	61
EL ◇	60	64	59	65	62	75	53	67	59	54	60
Male	62	56	60	65	63	82	62	63	58	54	60
Female	63	59	61	65	62	81	63	64	59	53	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 2023

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	90.3%	86.7%	88.6%	94.2%	89.3%	96.9%	88.3%	91.7%	87.4%	80.7%	82.4%	75.5%	66.0%
CWD	80.7%	79.6%	80.6%	82.6%	79.1%	67.7%	68.1%	81.9%	80.2%	80.7%	84.4%	70.9%	61.8%
CWOD	91.3%	87.9%	89.4%	95.3%	90.5%	97.8%	89.9%	92.7%	88.3%	-	82.2%	76.2%	67.7%
EL ◇	82.4%	87.4%	81.8%	84.9%	81.3%	91.5%	80.6%	89.1%	83.3%	84.4%	82.4%	69.5%	67.3%
Male	88.5%	84.1%	86.4%	93.2%	86.6%	96.2%	84.6%	90.9%	85.2%	79.9%	80.1%	72.6%	64.4%
Female	92.2%	89.4%	90.8%	95.2%	92.0%	97.6%	91.6%	92.6%	89.7%	82.2%	85.2%	78.1%	67.3%

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
State

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,275,922	271,156	21%

- 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	46	36	40	57	44	74	46	53	37	25	34
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	75%	64%	73%	80%	71%	90%	66%	74%	70%	73%	66%

- 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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	Y	N	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N

Texas Education Agency
2024 Federal Report Card
State

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
Federal Graduation Status											
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	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	N	N	N	N	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	N	N	N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met		N	N	N	N	N	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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Texas Education Agency
2024 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	99%	98%	99%	99%	99%	99%	99%	98%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	99%	99%	99%	99%	99%	100%	100%	98%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
Reading	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	99%	98%	99%	99%	98%	100%	99%	98%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	99%	100%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
Mathematics	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	99%	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
Science	All Students	99%	98%	99%	99%	99%	99%	99%	98%	99%	99%	98%	99%	99%	99%	99%	99%
	CWD	98%	98%	99%	99%	99%	99%	99%	98%	98%	99%	98%	-	99%	98%	98%	97%
	CWOD	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	99%	98%	99%	99%	99%	99%	99%	95%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	98%	99%	99%	99%	99%	99%	98%	99%	99%	98%	99%	99%	99%	-	98%
	Female	99%	99%	99%	99%	98%	99%	99%	98%	99%	99%	98%	99%	99%	99%	-	99%
SAT/ACT All Subjects	All Students	93%	93%	92%	93%	94%	96%	99%	92%	91%	94%	85%	93%	90%	92%	93%	95%
	CWD	85%	85%	85%	85%	*	88%	*	85%	84%	87%	85%	-	88%	84%	87%	-
	CWOD	93%	93%	92%	93%	94%	96%	99%	92%	91%	94%	-	93%	90%	92%	93%	95%
	EL	90%	93%	90%	89%	83%	94%	-	86%	90%	90%	88%	90%	90%	90%	91%	91%
	Male	92%	92%	91%	92%	94%	96%	98%	92%	90%	93%	84%	92%	90%	92%	-	90%
	Female	93%	93%	92%	93%	93%	96%	99%	92%	92%	94%	87%	93%	91%	-	93%	97%
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	0%	0%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
Reading	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	2%	0%	1%	2%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	0%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
Mathematics	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
Science	All Students	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	2%	1%	1%	1%	1%	1%
	CWD	2%	2%	1%	1%	1%	1%	1%	2%	2%	1%	2%	-	1%	2%	2%	3%
	CWOD	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	2%	1%	1%	1%	1%	1%	5%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	2%	1%	1%	1%	-	2%
	Female	1%	1%	1%	1%	2%	1%	1%	2%	1%	1%	2%	1%	1%	-	1%	1%
SAT/ACT All Subjects	All Students	7%	7%	8%	7%	6%	4%	1%	8%	9%	6%	15%	7%	10%	8%	7%	5%
	CWD	15%	15%	15%	15%	*	12%	*	15%	16%	13%	15%	-	12%	16%	13%	-
	CWOD	7%	7%	8%	7%	6%	4%	1%	8%	9%	6%	-	7%	10%	8%	7%	5%
	EL	10%	7%	10%	11%	17%	6%	-	14%	10%	10%	12%	10%	10%	10%	9%	9%
	Male	8%	8%	9%	8%	6%	4%	2%	8%	10%	7%	16%	8%	10%	8%	-	10%
	Female	7%	7%	8%	7%	7%	4%	1%	8%	8%	6%	13%	7%	9%	-	7%	3%

- 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

Texas Education Agency
2024 Federal Report Card
State

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

Statewide Campus Level of School Quality, Climate, and Safety

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

Statewide Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	68,697.4	17.3%	17,108.0	20.4%	15,692.0	13.4%
Teachers Teaching with Emergency or Provisional Credentials	13,520.0	3.6%	3,260.7	4.1%	3,621.1	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	54,185.0	14.4%	12,588.7	16.0%	11,540.1	10.3%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$601	\$14	\$544	\$558	\$1	\$42	\$43
Food services		\$578	\$41	\$45	\$86	\$285	\$207	\$491
Instruction		\$6,785	\$5,589	\$224	\$5,813	\$696	\$275	\$972
Support services, general administration		\$145	\$0	\$144	\$144	\$0	\$1	\$1
Support services, instructional staff		\$608	\$395	\$36	\$430	\$69	\$110	\$178
Support services, operation and maintenance of plant		\$1,321	\$386	\$854	\$1,240	\$26	\$54	\$81
Support services, pupils		\$645	\$446	\$29	\$474	\$76	\$94	\$170
Support services, school administration		\$671	\$630	\$8	\$638	\$26	\$7	\$33
Support services, student transportation		\$331	\$12	\$306	\$318	\$0	\$12	\$13

	State & Local and Federal		State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Total	5,504,686	\$11,683	\$7,512	\$2,189	\$9,701	\$1,179	\$803	\$1,982
Campus Level PPE Summary Report District Level PPE Summary Report								
Note: Downloadable PDF and Excel files are available.								

Blank cell indicates there are no data available in the group.
 Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2
Grade 3		
Reading	6,625	2%
Mathematics	6,620	2%
Grade 4		
Reading	6,491	2%
Mathematics	6,491	2%
Grade 5		
Reading	6,033	1%
Mathematics	6,033	2%
Science	6,033	2%
Grade 6		
Reading	5,586	1%
Mathematics	5,586	1%
Grade 7		
Reading	5,233	1%
Mathematics	5,227	2%
Grade 8		
Reading	4,985	1%
Mathematics	4,985	1%
Science	4,984	1%
End of Course		
English I	5,119	1%
English II	4,683	1%
Algebra I	5,112	1%
Biology	5,027	1%

	State Number of ALT2	State Rate of ALT2
All Grades		
All Subjects	100,862	1%
Reading	44,764	1%
Mathematics	40,054	1%
Science	16,044	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	50%	46%	48%	52%	43%	76%	37%	48%	44%	26%	47%
In-State Private Institutions	3%	4%	2%	4%	2%	3%	2%	3%	2%	1%	2%
Out-of-State Institutions	7%	9%	4%	11%	10%	9%	8%	10%	4%	3%	3%

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	21%	25%	24%	15%	22%	9%	25%	19%	25%	25%	21%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

Statewide Section 1003 Funds

Note: Downloadable PDF and Excel files are available.

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

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

State	# of 1st Year English Learners Excluded from the State Accountability
Texas	7,961
District-Campus Level of 1st Year ELs Excluded from the State Accountability	
Note: Downloadable PDF and Excel files are available at District and State Levels.	

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	72%	79%	86%	68%	87%	*	*	*	100%	70%	90%	50%	86%	56%	76%	83%	*	*	-	100%
	CWD	48%	48%	50%	-	38%	58%	-	*	-	*	37%	66%	50%	-	0%	49%	51%	-	-	-	*
	CWOD	78%	78%	86%	86%	75%	93%	*	*	*	100%	78%	95%	-	86%	61%	83%	89%	*	*	-	100%
	EL	62%	58%	56%	-	56%	*	-	*	-	-	55%	60%	0%	61%	56%	56%	56%	*	-	-	-
	Male	70%	70%	76%	*	69%	81%	*	*	-	100%	67%	86%	49%	83%	56%	76%	-	*	-	-	*
	Female	75%	75%	83%	100%	66%	92%	*	*	*	100%	73%	93%	51%	89%	56%	-	83%	-	*	-	100%
Mathematics	All Students	68%	69%	81%	86%	73%	85%	*	*	*	100%	74%	89%	50%	89%	70%	82%	80%	*	*	-	88%
	CWD	46%	46%	50%	-	38%	56%	-	*	-	*	33%	71%	50%	-	0%	51%	49%	-	-	-	*
	CWOD	74%	75%	89%	86%	82%	92%	*	*	*	100%	85%	92%	-	89%	77%	91%	86%	*	*	-	100%
	EL	61%	59%	70%	-	69%	*	-	*	-	-	70%	70%	0%	77%	70%	78%	64%	*	-	-	-
	Male	70%	71%	82%	*	79%	83%	*	*	-	100%	75%	90%	51%	91%	78%	82%	-	*	-	-	*
	Female	66%	67%	80%	100%	65%	87%	*	*	*	100%	74%	87%	49%	86%	64%	-	80%	-	*	-	80%
Grade 4																						
Reading	All Students	79%	80%	85%	82%	80%	88%	*	*	*	100%	82%	90%	55%	91%	74%	84%	87%	*	-	*	*
	CWD	55%	55%	55%	*	43%	60%	*	-	-	*	51%	62%	55%	-	50%	56%	54%	*	-	*	-
	CWOD	85%	86%	91%	90%	86%	94%	*	*	*	100%	88%	94%	-	91%	78%	91%	91%	-	-	-	*
	EL	68%	66%	74%	-	73%	*	-	*	-	-	78%	55%	50%	78%	74%	74%	74%	-	-	-	-
	Male	77%	77%	84%	60%	82%	85%	*	*	*	*	81%	89%	56%	91%	74%	84%	-	*	-	-	-
	Female	81%	82%	87%	100%	77%	91%	-	*	-	100%	83%	92%	54%	91%	74%	-	87%	-	-	*	*
Mathematics	All Students	67%	66%	78%	64%	72%	82%	*	*	*	100%	71%	87%	43%	85%	65%	78%	79%	*	-	*	*
	CWD	42%	41%	43%	*	22%	53%	*	-	-	*	37%	54%	43%	-	13%	47%	38%	*	-	*	-
	CWOD	73%	72%	85%	70%	80%	87%	*	*	*	100%	78%	92%	-	85%	72%	85%	85%	-	-	-	*
	EL	62%	57%	65%	-	63%	*	-	*	-	-	64%	70%	13%	72%	65%	68%	61%	-	-	-	-
	Male	69%	68%	78%	40%	75%	79%	*	*	*	*	70%	88%	47%	85%	68%	78%	-	*	-	-	-
	Female	65%	64%	79%	83%	68%	84%	-	*	-	100%	73%	87%	38%	85%	61%	-	79%	-	-	*	*
Grade 5																						
Reading	All Students	78%	77%	82%	90%	78%	84%	*	75%	-	100%	75%	89%	47%	90%	70%	82%	82%	-	*	-	*
	CWD	48%	48%	47%	*	48%	43%	-	*	-	*	38%	63%	47%	-	35%	46%	47%	-	-	-	-
	CWOD	84%	84%	90%	88%	85%	94%	*	86%	-	*	88%	93%	-	90%	82%	91%	90%	-	*	-	*
	EL	70%	68%	70%	-	70%	-	-	*	-	-	68%	76%	35%	82%	70%	73%	66%	-	-	-	-
	Male	75%	75%	82%	86%	79%	82%	*	100%	-	*	75%	90%	46%	91%	73%	82%	-	-	-	-	-
	Female	80%	80%	82%	*	77%	86%	-	*	-	*	75%	88%	47%	90%	66%	-	82%	-	*	-	*
Mathematics	All Students	75%	74%	88%	90%	85%	90%	*	88%	-	100%	80%	96%	65%	94%	84%	85%	91%	-	*	-	*
	CWD	52%	50%	65%	*	61%	67%	-	*	-	*	53%	87%	65%	-	60%	62%	68%	-	-	-	-
	CWOD	80%	80%	94%	88%	91%	95%	*	100%	-	*	89%	98%	-	94%	92%	91%	96%	-	*	-	*
	EL	70%	67%	84%	-	84%	-	-	*	-	-	79%	100%	60%	92%	84%	84%	82%	-	-	-	-
	Male	75%	74%	85%	86%	82%	86%	*	100%	-	*	75%	97%	62%	91%	84%	85%	-	-	-	-	-
	Female	75%	75%	91%	*	88%	93%	-	*	-	*	86%	95%	68%	96%	82%	-	91%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	56%	75%	50%	66%	81%	*	88%	-	100%	65%	85%	43%	83%	57%	77%	73%	-	*	-	*
	CWD	34%	34%	43%	*	33%	50%	-	*	-	*	32%	63%	43%	-	25%	50%	32%	-	-	-	-
	CWOD	61%	61%	83%	63%	74%	88%	*	100%	-	*	76%	88%	-	83%	68%	83%	82%	-	*	-	*
	EL	43%	38%	57%	-	57%	-	-	*	-	-	52%	76%	25%	68%	57%	60%	53%	-	-	-	-
	Male	59%	58%	77%	43%	68%	82%	*	100%	-	*	64%	91%	50%	83%	60%	77%	-	-	-	-	-
	Female	54%	54%	73%	*	64%	79%	-	*	-	*	66%	79%	32%	82%	53%	-	73%	-	*	-	*
Grade 6																						
Reading	All Students	75%	76%	83%	86%	78%	85%	*	100%	*	88%	77%	89%	40%	91%	72%	79%	87%	-	*	*	92%
	CWD	43%	43%	40%	*	31%	44%	*	-	*	*	37%	50%	40%	-	31%	40%	41%	-	*	*	-
	CWOD	81%	82%	91%	100%	88%	92%	*	100%	*	86%	88%	93%	-	91%	81%	87%	94%	-	*	*	92%
	EL	61%	60%	72%	-	70%	*	-	*	*	-	67%	100%	31%	81%	72%	64%	81%	-	-	-	-
	Male	71%	72%	79%	80%	69%	83%	*	*	*	88%	71%	88%	40%	87%	64%	79%	-	-	*	*	83%
	Female	79%	80%	87%	89%	87%	87%	*	*	*	-	84%	90%	41%	94%	81%	-	87%	-	-	-	100%
Mathematics	All Students	70%	70%	84%	79%	84%	85%	*	100%	*	88%	79%	91%	47%	91%	78%	84%	85%	-	*	*	83%
	CWD	44%	43%	47%	*	40%	50%	*	-	*	*	44%	56%	47%	-	31%	46%	48%	-	*	*	-
	CWOD	75%	76%	91%	90%	92%	91%	*	100%	*	86%	88%	94%	-	91%	89%	92%	91%	-	*	*	83%
	EL	60%	59%	78%	-	77%	*	-	*	*	-	74%	100%	31%	89%	78%	75%	81%	-	-	-	-
	Male	70%	70%	84%	80%	79%	86%	*	*	*	88%	77%	92%	46%	92%	75%	84%	-	-	*	*	67%
	Female	70%	70%	85%	78%	88%	84%	*	*	*	-	81%	89%	48%	91%	81%	-	85%	-	-	-	100%
Grade 7																						
Reading	All Students	72%	73%	79%	64%	74%	83%	*	*	*	75%	72%	85%	33%	86%	70%	76%	82%	-	-	-	100%
	CWD	39%	39%	33%	*	41%	33%	*	-	*	*	21%	45%	33%	-	33%	31%	38%	-	-	-	*
	CWOD	78%	79%	86%	75%	78%	92%	*	*	*	100%	81%	92%	-	86%	73%	86%	87%	-	-	-	100%
	EL	57%	55%	70%	-	69%	*	-	-	*	-	67%	83%	33%	73%	70%	68%	72%	-	-	-	-
	Male	67%	68%	76%	83%	74%	78%	*	-	*	*	71%	81%	31%	86%	68%	76%	-	-	-	-	100%
	Female	78%	78%	82%	40%	75%	88%	*	*	*	80%	74%	88%	38%	87%	72%	-	82%	-	-	-	*
Mathematics	All Students	54%	53%	72%	55%	74%	72%	*	*	*	63%	66%	79%	38%	78%	70%	74%	70%	-	-	-	92%
	CWD	31%	30%	38%	*	41%	35%	*	-	*	*	36%	39%	38%	-	33%	38%	38%	-	-	-	*
	CWOD	58%	58%	78%	63%	77%	79%	*	*	*	80%	71%	86%	-	78%	73%	83%	74%	-	-	-	91%
	EL	42%	38%	70%	-	70%	*	-	-	*	-	67%	83%	33%	73%	70%	70%	69%	-	-	-	-
	Male	55%	55%	74%	83%	77%	72%	*	-	*	*	70%	79%	38%	83%	70%	74%	-	-	-	-	88%
	Female	53%	52%	70%	20%	70%	73%	*	*	*	60%	60%	79%	38%	74%	69%	-	70%	-	-	-	*
Grade 8																						
Reading	All Students	79%	78%	81%	63%	77%	83%	-	*	*	100%	70%	91%	37%	88%	74%	78%	84%	-	*	*	100%
	CWD	48%	46%	37%	*	21%	44%	-	-	-	*	26%	58%	37%	-	0%	27%	50%	-	-	-	*
	CWOD	83%	83%	88%	80%	85%	88%	-	*	*	100%	80%	94%	-	88%	79%	87%	89%	-	*	*	100%
	EL	64%	62%	74%	-	74%	*	-	*	-	-	74%	73%	0%	79%	74%	76%	71%	-	*	-	*
	Male	74%	74%	78%	*	76%	80%	-	*	-	100%	65%	88%	27%	87%	76%	78%	-	-	*	-	100%
	Female	84%	83%	84%	*	79%	86%	-	*	*	100%	75%	94%	50%	89%	71%	-	84%	-	*	*	100%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	70%	69%	50%	33%	47%	53%	-	-	-	43%	47%	54%	23%	57%	54%	54%	46%	-	*	*	50%	
	CWD	45%	43%	23%	*	17%	21%	-	-	-	*	24%	22%	23%	-	0%	22%	25%	-	-	-	*	
	CWOD	74%	74%	57%	*	54%	62%	-	-	-	33%	55%	59%	-	57%	60%	63%	51%	-	*	*	*	
	EL	62%	57%	54%	-	53%	*	-	-	-	-	50%	75%	0%	60%	54%	59%	48%	-	*	-	*	
	Male	69%	69%	54%	*	50%	56%	-	-	-	*	46%	61%	22%	63%	59%	54%	-	-	*	-	*	
	Female	71%	70%	46%	*	43%	51%	-	-	-	40%	48%	44%	25%	51%	48%	-	46%	-	*	*	*	
Science	All Students	68%	68%	77%	63%	70%	82%	-	*	*	75%	68%	86%	36%	83%	66%	81%	74%	-	*	*	75%	
	CWD	39%	38%	36%	*	17%	44%	-	-	-	*	35%	39%	36%	-	0%	45%	25%	-	-	-	*	
	CWOD	72%	72%	83%	60%	77%	87%	-	*	*	82%	75%	89%	-	83%	70%	87%	80%	-	*	*	90%	
	EL	51%	47%	66%	-	65%	*	-	*	-	-	63%	82%	0%	70%	66%	78%	53%	-	*	-	*	
	Male	70%	69%	81%	*	74%	85%	-	*	-	100%	75%	85%	45%	87%	78%	81%	-	-	*	-	80%	
	Female	66%	67%	74%	*	67%	78%	-	*	*	57%	62%	86%	25%	80%	53%	-	74%	-	*	*	71%	
End of Course																							
English I	All Students	67%	69%	79%	89%	71%	83%	80%	*	-	78%	70%	88%	38%	84%	61%	74%	85%	*	*	*	83%	
	CWD	35%	36%	38%	*	24%	47%	-	-	-	*	37%	41%	38%	-	15%	29%	52%	-	-	*	*	
	CWOD	73%	74%	84%	88%	78%	88%	80%	*	-	-	86%	76%	91%	-	84%	67%	80%	89%	*	*	-	100%
	EL	47%	48%	61%	-	60%	*	-	-	-	*	61%	61%	15%	67%	61%	58%	64%	-	*	-	-	-
	Male	62%	64%	74%	86%	68%	77%	*	*	-	-	60%	66%	81%	29%	80%	58%	74%	-	*	*	*	*
	Female	74%	75%	85%	91%	76%	91%	*	-	-	-	*	75%	95%	52%	89%	64%	-	85%	*	*	*	*
English II	All Students	74%	75%	78%	89%	69%	83%	-	86%	-	58%	72%	83%	32%	83%	61%	74%	82%	*	*	*	80%	
	CWD	39%	38%	32%	*	31%	31%	-	-	-	*	39%	20%	32%	-	25%	31%	35%	-	-	*	*	
	CWOD	78%	80%	83%	93%	72%	89%	-	86%	-	70%	77%	88%	-	83%	64%	80%	86%	*	*	-	88%	
	EL	52%	55%	61%	-	61%	*	-	*	-	-	63%	50%	25%	64%	61%	58%	64%	-	*	-	-	-
	Male	69%	70%	74%	92%	67%	78%	-	*	-	-	40%	70%	78%	31%	80%	58%	74%	-	*	*	*	60%
	Female	79%	81%	82%	83%	71%	89%	-	*	-	-	71%	75%	88%	35%	86%	64%	-	82%	-	-	-	100%
Algebra I	All Students	79%	77%	93%	100%	91%	94%	-	*	*	100%	91%	95%	77%	95%	91%	92%	94%	*	*	*	89%	
	CWD	54%	51%	77%	*	73%	77%	-	-	-	*	76%	78%	77%	-	82%	72%	83%	-	-	*	*	
	CWOD	83%	81%	95%	100%	93%	96%	-	*	*	100%	94%	96%	-	95%	92%	95%	96%	*	*	-	100%	
	EL	72%	68%	91%	-	91%	-	-	*	-	*	92%	85%	82%	92%	91%	88%	93%	-	*	-	-	-
	Male	77%	76%	92%	*	90%	93%	-	*	-	-	100%	91%	93%	72%	95%	88%	92%	-	*	*	*	80%
	Female	81%	79%	94%	100%	92%	95%	-	*	*	100%	91%	97%	83%	96%	93%	-	94%	-	*	*	*	*
Biology	All Students	90%	91%	97%	100%	95%	98%	80%	*	-	91%	96%	98%	82%	98%	96%	98%	96%	*	*	-	100%	
	CWD	75%	76%	82%	*	64%	88%	-	-	-	-	76%	93%	82%	-	71%	85%	77%	-	-	-	*	
	CWOD	92%	93%	98%	100%	97%	99%	80%	*	-	91%	98%	98%	-	98%	98%	100%	97%	*	*	-	100%	
	EL	84%	84%	96%	-	96%	*	-	-	-	-	95%	100%	71%	98%	96%	95%	97%	-	*	-	-	-
	Male	89%	90%	98%	100%	96%	99%	-	*	-	*	97%	99%	85%	100%	95%	98%	-	-	*	*	-	*
	Female	91%	92%	96%	100%	94%	97%	80%	-	-	-	86%	94%	97%	77%	97%	97%	-	96%	*	*	-	*

STAAR Percent at Meets Grade Level or Above
Grade 3

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	47%	58%	71%	44%	66%	*	*	*	83%	49%	69%	26%	66%	29%	50%	66%	*	*	-	75%
	CWD	25%	25%	26%	-	21%	29%	-	*	-	*	22%	32%	26%	-	0%	22%	31%	-	-	-	*
	CWOD	52%	53%	66%	71%	50%	75%	*	*	*	82%	55%	77%	-	66%	32%	59%	72%	*	*	-	71%
	EL	34%	31%	29%	-	27%	*	-	*	-	-	26%	40%	0%	32%	29%	22%	33%	*	-	-	-
	Male	44%	45%	50%	*	38%	58%	*	*	-	71%	41%	61%	22%	59%	22%	50%	-	*	-	-	*
	Female	50%	49%	66%	80%	50%	73%	*	*	*	100%	57%	75%	31%	72%	33%	-	66%	-	*	-	80%
Mathematics	All Students	41%	42%	55%	71%	46%	60%	*	*	*	92%	45%	66%	24%	63%	46%	58%	53%	*	*	-	75%
	CWD	24%	25%	24%	-	21%	25%	-	*	-	*	17%	32%	24%	-	0%	27%	20%	-	-	-	*
	CWOD	44%	47%	63%	71%	52%	68%	*	*	*	91%	52%	74%	-	63%	51%	67%	59%	*	*	-	86%
	EL	32%	31%	46%	-	46%	*	-	*	-	-	43%	60%	0%	51%	46%	56%	39%	*	-	-	-
	Male	44%	46%	58%	*	52%	61%	*	*	-	86%	50%	67%	27%	67%	56%	58%	-	*	-	-	*
	Female	37%	38%	53%	80%	38%	59%	*	*	*	100%	40%	65%	20%	59%	39%	-	53%	-	*	-	60%
Grade 4																						
Reading	All Students	50%	50%	48%	45%	37%	54%	*	*	*	70%	36%	63%	18%	54%	38%	48%	49%	*	-	*	*
	CWD	24%	23%	18%	*	0%	25%	*	-	-	*	7%	35%	18%	-	0%	14%	25%	*	-	*	-
	CWOD	56%	57%	54%	50%	43%	60%	*	*	*	63%	42%	67%	-	54%	43%	55%	52%	-	-	-	*
	EL	39%	35%	38%	-	35%	*	-	*	-	-	38%	36%	0%	43%	38%	29%	48%	-	-	-	-
	Male	47%	47%	48%	60%	37%	53%	*	*	*	*	34%	65%	14%	55%	29%	48%	-	*	-	-	-
	Female	53%	53%	49%	33%	37%	55%	-	*	-	67%	39%	60%	25%	52%	48%	-	49%	-	-	*	*
Mathematics	All Students	44%	44%	56%	45%	46%	61%	*	*	*	80%	45%	69%	25%	61%	43%	59%	52%	*	-	*	*
	CWD	24%	23%	25%	*	9%	33%	*	-	-	*	17%	38%	25%	-	13%	28%	21%	*	-	*	-
	CWOD	49%	49%	61%	50%	52%	66%	*	*	*	75%	50%	73%	-	61%	47%	66%	56%	-	-	-	*
	EL	38%	34%	43%	-	42%	*	-	*	-	-	42%	50%	13%	47%	43%	41%	45%	-	-	-	-
	Male	47%	47%	59%	40%	53%	62%	*	*	*	*	48%	73%	28%	66%	41%	59%	-	*	-	-	-
	Female	41%	40%	52%	50%	37%	60%	-	*	-	67%	41%	64%	21%	56%	45%	-	52%	-	-	*	*
Grade 5																						
Reading	All Students	53%	53%	52%	40%	44%	56%	*	63%	-	80%	38%	65%	19%	59%	33%	51%	52%	-	*	-	*
	CWD	25%	25%	19%	*	12%	25%	-	*	-	*	7%	43%	19%	-	0%	22%	16%	-	-	-	-
	CWOD	59%	60%	59%	50%	51%	64%	*	71%	-	*	49%	68%	-	59%	43%	58%	61%	-	*	-	*
	EL	41%	38%	33%	-	32%	-	-	*	-	-	29%	47%	0%	43%	33%	31%	34%	-	-	-	-
	Male	51%	51%	51%	29%	42%	56%	*	80%	-	*	37%	66%	22%	58%	31%	51%	-	-	-	-	-
	Female	56%	56%	52%	*	46%	56%	-	*	-	*	40%	64%	16%	61%	34%	-	52%	-	*	-	*
Mathematics	All Students	49%	48%	67%	70%	62%	68%	*	88%	-	80%	56%	78%	31%	75%	56%	67%	66%	-	*	-	*
	CWD	26%	25%	31%	*	33%	27%	-	*	-	*	19%	53%	31%	-	25%	32%	29%	-	-	-	-
	CWOD	54%	53%	75%	75%	69%	78%	*	100%	-	*	68%	82%	-	75%	66%	76%	74%	-	*	-	*
	EL	41%	38%	56%	-	55%	-	-	*	-	-	53%	65%	25%	66%	56%	60%	50%	-	-	-	-
	Male	50%	50%	67%	57%	63%	68%	*	100%	-	*	53%	84%	32%	76%	60%	67%	-	-	-	-	-
	Female	47%	47%	66%	*	60%	69%	-	*	-	*	59%	72%	29%	74%	50%	-	66%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	27%	27%	43%	20%	33%	50%	*	63%	-	40%	34%	52%	18%	49%	22%	50%	35%	-	*	-	*
	CWD	16%	16%	18%	*	9%	26%	-	*	-	*	11%	33%	18%	-	0%	22%	14%	-	-	-	-
	CWOD	29%	29%	49%	25%	39%	56%	*	71%	-	*	42%	55%	-	49%	29%	57%	40%	-	*	-	*
	EL	15%	12%	22%	-	21%	-	-	*	-	-	21%	24%	0%	29%	22%	24%	18%	-	-	-	-
	Male	30%	30%	50%	14%	38%	58%	*	80%	-	*	40%	62%	22%	57%	24%	50%	-	-	-	-	-
	Female	23%	24%	35%	*	28%	40%	-	*	-	*	27%	42%	14%	40%	18%	-	35%	-	*	-	*
Grade 6																						
Reading	All Students	55%	56%	64%	64%	57%	69%	*	100%	*	50%	50%	80%	13%	73%	45%	57%	70%	-	*	*	75%
	CWD	24%	23%	13%	*	8%	21%	*	-	*	*	10%	22%	13%	-	0%	8%	22%	-	*	*	-
	CWOD	61%	62%	73%	90%	66%	77%	*	100%	*	57%	61%	85%	-	73%	56%	69%	77%	-	*	*	75%
	EL	38%	37%	45%	-	44%	*	-	*	*	-	40%	70%	0%	56%	45%	36%	55%	-	-	-	-
	Male	51%	51%	57%	40%	43%	67%	*	*	*	50%	40%	80%	8%	69%	36%	57%	-	-	*	*	67%
	Female	59%	61%	70%	78%	69%	70%	*	*	*	-	61%	80%	22%	77%	55%	-	70%	-	-	-	83%
Mathematics	All Students	38%	39%	60%	57%	52%	65%	*	100%	*	63%	50%	72%	14%	69%	43%	61%	59%	-	*	*	67%
	CWD	19%	17%	14%	*	12%	15%	*	-	*	*	10%	22%	14%	-	15%	15%	11%	-	*	*	-
	CWOD	42%	43%	69%	80%	60%	74%	*	100%	*	71%	61%	77%	-	69%	50%	72%	66%	-	*	*	67%
	EL	27%	26%	43%	-	41%	*	-	*	*	-	42%	50%	15%	50%	43%	50%	35%	-	-	-	-
	Male	40%	41%	61%	40%	49%	68%	*	*	*	63%	49%	77%	15%	72%	50%	61%	-	-	*	*	50%
	Female	36%	36%	59%	67%	55%	61%	*	*	*	-	52%	67%	11%	66%	35%	-	59%	-	-	-	83%
Grade 7																						
Reading	All Students	53%	54%	58%	36%	55%	62%	*	*	*	63%	48%	69%	14%	66%	42%	49%	68%	-	-	-	67%
	CWD	21%	20%	14%	*	29%	8%	*	-	*	*	9%	18%	14%	-	0%	10%	21%	-	-	-	*
	CWOD	58%	60%	66%	38%	58%	72%	*	*	*	100%	54%	78%	-	66%	46%	58%	74%	-	-	-	73%
	EL	34%	33%	42%	-	42%	*	-	-	*	-	36%	75%	0%	46%	42%	36%	52%	-	-	-	-
	Male	47%	48%	49%	50%	46%	51%	*	-	*	*	43%	56%	10%	58%	36%	49%	-	-	-	-	50%
	Female	59%	60%	68%	20%	65%	73%	*	*	*	60%	53%	82%	21%	74%	52%	-	68%	-	-	-	*
Mathematics	All Students	33%	32%	46%	18%	43%	49%	*	*	*	38%	38%	53%	18%	50%	40%	48%	44%	-	-	-	50%
	CWD	17%	15%	18%	*	24%	18%	*	-	*	*	18%	18%	18%	-	17%	19%	17%	-	-	-	*
	CWOD	36%	35%	50%	13%	45%	55%	*	*	*	60%	42%	59%	-	50%	42%	54%	47%	-	-	-	55%
	EL	22%	18%	40%	-	39%	*	-	-	*	-	38%	50%	17%	42%	40%	41%	38%	-	-	-	-
	Male	35%	34%	48%	17%	51%	47%	*	-	*	*	44%	51%	19%	54%	41%	48%	-	-	-	-	38%
	Female	31%	29%	44%	20%	34%	51%	*	*	*	40%	31%	55%	17%	47%	38%	-	44%	-	-	-	*
Grade 8																						
Reading	All Students	55%	55%	53%	50%	41%	59%	-	*	*	58%	39%	65%	9%	59%	36%	48%	58%	-	*	*	67%
	CWD	23%	22%	9%	*	5%	12%	-	-	-	*	11%	5%	9%	-	0%	6%	13%	-	-	-	*
	CWOD	59%	60%	59%	80%	46%	66%	-	*	*	64%	46%	70%	-	59%	39%	55%	64%	-	*	*	80%
	EL	35%	32%	36%	-	36%	*	-	*	-	-	36%	36%	0%	39%	36%	34%	38%	-	*	-	*
	Male	49%	50%	48%	*	36%	55%	-	*	-	80%	32%	60%	6%	55%	34%	48%	-	-	*	-	80%
	Female	60%	61%	58%	*	46%	63%	-	*	*	43%	45%	71%	13%	64%	38%	-	58%	-	*	*	57%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	41%	40%	13%	0%	13%	13%	-	-	-	14%	12%	14%	5%	15%	16%	12%	14%	-	*	*	0%
	CWD	21%	19%	5%	*	11%	3%	-	-	-	*	8%	0%	5%	-	0%	6%	4%	-	-	-	*
	CWOD	44%	44%	15%	*	14%	16%	-	-	-	17%	13%	17%	-	15%	18%	14%	17%	-	*	*	*
	EL	30%	26%	16%	-	16%	*	-	-	-	-	17%	13%	0%	18%	16%	15%	17%	-	*	-	*
	Male	41%	41%	12%	*	14%	10%	-	-	-	*	7%	17%	6%	14%	15%	12%	-	-	*	-	*
	Female	41%	39%	14%	*	12%	17%	-	-	-	0%	16%	10%	4%	17%	17%	-	14%	-	*	*	*
Science	All Students	42%	42%	47%	25%	36%	53%	-	*	*	58%	33%	60%	9%	53%	31%	52%	43%	-	*	*	67%
	CWD	20%	18%	9%	*	11%	9%	-	-	-	*	14%	0%	9%	-	0%	13%	4%	-	-	-	*
	CWOD	46%	45%	53%	40%	39%	60%	-	*	*	64%	37%	65%	-	53%	33%	58%	48%	-	*	*	80%
	EL	24%	21%	31%	-	30%	*	-	*	-	-	27%	55%	0%	33%	31%	41%	21%	-	*	-	*
	Male	45%	44%	52%	*	43%	57%	-	*	-	80%	37%	63%	13%	58%	41%	52%	-	-	*	-	80%
	Female	40%	39%	43%	*	28%	50%	-	*	*	43%	29%	57%	4%	48%	21%	-	43%	-	*	*	57%
End of Course																						
English I	All Students	50%	52%	62%	61%	52%	69%	60%	*	-	67%	50%	75%	23%	67%	35%	54%	72%	*	*	*	83%
	CWD	19%	19%	23%	*	16%	25%	-	-	-	*	19%	35%	23%	-	0%	11%	40%	-	-	*	*
	CWOD	55%	57%	67%	59%	57%	74%	60%	*	-	71%	55%	78%	-	67%	39%	59%	76%	*	*	-	100%
	EL	27%	27%	35%	-	34%	*	-	-	-	*	34%	39%	0%	39%	35%	26%	44%	-	*	-	-
	Male	43%	45%	54%	43%	46%	59%	*	*	-	60%	44%	65%	11%	59%	26%	54%	-	*	*	*	*
	Female	57%	59%	72%	73%	60%	81%	*	-	-	*	57%	87%	40%	76%	44%	-	72%	*	*	*	*
English II	All Students	57%	59%	62%	50%	46%	71%	-	86%	-	58%	52%	72%	23%	66%	34%	54%	72%	*	*	*	60%
	CWD	23%	22%	23%	*	8%	29%	-	-	-	*	24%	20%	23%	-	13%	22%	24%	-	-	*	*
	CWOD	61%	64%	66%	53%	49%	76%	-	86%	-	70%	56%	76%	-	66%	36%	58%	76%	*	*	-	63%
	EL	30%	32%	34%	-	34%	*	-	*	-	-	35%	31%	13%	36%	34%	25%	45%	-	*	-	-
	Male	51%	53%	54%	50%	39%	63%	-	*	-	40%	45%	62%	22%	58%	25%	54%	-	*	*	*	20%
	Female	63%	65%	72%	50%	56%	82%	-	*	-	71%	60%	83%	24%	76%	45%	-	72%	-	-	-	100%
Algebra I	All Students	41%	39%	56%	36%	51%	60%	-	*	*	33%	48%	63%	32%	59%	45%	58%	54%	*	*	*	78%
	CWD	17%	16%	32%	*	27%	35%	-	-	-	*	29%	39%	32%	-	27%	38%	25%	-	-	*	*
	CWOD	45%	43%	59%	31%	55%	63%	-	*	*	40%	52%	65%	-	59%	47%	61%	57%	*	*	-	88%
	EL	29%	24%	45%	-	45%	-	-	*	-	*	43%	54%	27%	47%	45%	37%	52%	-	*	-	-
	Male	39%	38%	58%	*	51%	62%	-	*	-	43%	46%	68%	38%	61%	37%	58%	-	*	*	*	80%
	Female	43%	41%	54%	30%	52%	57%	-	*	*	20%	50%	58%	25%	57%	52%	-	54%	-	*	*	*
Biology	All Students	54%	56%	70%	45%	60%	77%	40%	*	-	82%	60%	79%	31%	74%	40%	70%	70%	*	*	-	50%
	CWD	26%	25%	31%	*	9%	36%	-	-	-	-	28%	36%	31%	-	14%	27%	38%	-	-	-	*
	CWOD	58%	60%	74%	38%	64%	81%	40%	*	-	82%	64%	82%	-	74%	43%	75%	72%	*	*	-	43%
	EL	33%	32%	40%	-	39%	*	-	-	-	-	40%	40%	14%	43%	40%	39%	41%	-	*	-	-
	Male	54%	55%	70%	50%	60%	76%	-	*	-	*	60%	80%	27%	75%	39%	70%	-	*	*	-	*
	Female	54%	56%	70%	40%	60%	78%	40%	-	-	71%	61%	79%	38%	72%	41%	-	70%	*	*	-	*

STAAR Percent at Masters Grade Level
Grade 3

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	20%	20%	24%	29%	16%	28%	*	*	*	25%	19%	29%	5%	28%	13%	21%	26%	*	*	-	50%
	CWD	6%	7%	5%	-	3%	6%	-	*	-	*	7%	3%	5%	-	0%	4%	6%	-	-	-	*
	CWOD	23%	23%	28%	29%	20%	33%	*	*	*	27%	22%	35%	-	28%	14%	26%	30%	*	*	-	57%
	EL	13%	10%	13%	-	12%	*	-	*	-	-	9%	30%	0%	14%	13%	4%	19%	*	-	-	-
	Male	18%	18%	21%	*	13%	26%	*	*	-	29%	15%	28%	4%	26%	4%	21%	-	*	-	-	*
	Female	22%	22%	26%	20%	20%	30%	*	*	*	20%	22%	31%	6%	30%	19%	-	26%	-	*	-	-
Mathematics	All Students	15%	15%	19%	14%	13%	23%	*	*	*	33%	13%	26%	10%	22%	8%	21%	18%	*	*	-	25%
	CWD	7%	7%	10%	-	9%	10%	-	*	-	*	4%	16%	10%	-	0%	12%	6%	-	-	-	*
	CWOD	17%	18%	22%	14%	13%	26%	*	*	*	36%	16%	28%	-	22%	9%	24%	20%	*	*	-	29%
	EL	10%	9%	8%	-	7%	*	-	*	-	-	6%	20%	0%	9%	8%	7%	8%	*	-	-	-
	Male	17%	18%	21%	*	15%	25%	*	*	-	29%	15%	28%	12%	24%	7%	21%	-	*	-	-	*
	Female	12%	12%	18%	20%	9%	21%	*	*	*	40%	11%	25%	6%	20%	8%	-	18%	-	*	-	-
Grade 4																						
Reading	All Students	22%	22%	20%	9%	9%	27%	*	*	*	10%	12%	29%	10%	21%	12%	18%	21%	*	-	*	*
	CWD	6%	6%	10%	*	0%	18%	*	-	-	*	0%	27%	10%	-	0%	7%	17%	*	-	*	-
	CWOD	26%	26%	21%	10%	11%	29%	*	*	*	13%	14%	30%	-	21%	14%	21%	22%	-	-	-	*
	EL	14%	11%	12%	-	10%	*	-	*	-	-	11%	18%	0%	14%	12%	9%	16%	-	-	-	-
	Male	20%	21%	18%	20%	9%	25%	*	*	*	*	10%	29%	7%	21%	9%	18%	-	*	-	-	-
	Female	24%	24%	21%	0%	10%	30%	-	*	-	17%	14%	30%	17%	22%	16%	-	21%	-	-	*	*
Mathematics	All Students	20%	20%	24%	27%	14%	31%	*	*	*	10%	16%	34%	12%	27%	11%	29%	20%	*	-	*	*
	CWD	7%	7%	12%	*	0%	20%	*	-	-	*	2%	27%	12%	-	0%	9%	17%	*	-	*	-
	CWOD	23%	23%	27%	30%	17%	33%	*	*	*	13%	19%	35%	-	27%	12%	33%	20%	-	-	-	*
	EL	15%	13%	11%	-	8%	*	-	*	-	-	11%	10%	0%	12%	11%	9%	13%	-	-	-	-
	Male	22%	22%	29%	20%	18%	37%	*	*	*	*	22%	38%	9%	33%	9%	29%	-	*	-	-	-
	Female	17%	17%	20%	33%	10%	24%	-	*	-	17%	10%	31%	17%	20%	13%	-	20%	-	-	*	*
Grade 5																						
Reading	All Students	28%	28%	23%	20%	17%	25%	*	63%	-	20%	14%	31%	7%	27%	8%	25%	20%	-	*	-	*
	CWD	8%	8%	7%	*	0%	12%	-	*	-	*	2%	17%	7%	-	0%	10%	3%	-	-	-	-
	CWOD	32%	32%	27%	25%	21%	29%	*	71%	-	*	19%	33%	-	27%	10%	29%	24%	-	*	-	*
	EL	17%	15%	8%	-	6%	-	-	*	-	-	5%	18%	0%	10%	8%	2%	14%	-	-	-	-
	Male	25%	25%	25%	14%	14%	31%	*	80%	-	*	16%	35%	10%	29%	2%	25%	-	-	-	-	-
	Female	30%	30%	20%	*	20%	19%	-	*	-	*	13%	26%	3%	24%	14%	-	20%	-	*	-	*
Mathematics	All Students	19%	19%	29%	40%	25%	30%	*	50%	-	20%	19%	38%	7%	34%	15%	33%	24%	-	*	-	*
	CWD	7%	6%	7%	*	6%	8%	-	*	-	*	0%	20%	7%	-	0%	8%	5%	-	-	-	-
	CWOD	21%	21%	34%	50%	30%	36%	*	57%	-	*	26%	41%	-	34%	20%	39%	28%	-	*	-	*
	EL	12%	11%	15%	-	16%	-	-	*	-	-	15%	18%	0%	20%	15%	20%	9%	-	-	-	-
	Male	21%	21%	33%	29%	27%	35%	*	80%	-	*	23%	44%	8%	39%	20%	33%	-	-	-	-	-
	Female	17%	17%	24%	*	23%	24%	-	*	-	*	15%	32%	5%	28%	9%	-	24%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	11%	11%	19%	0%	15%	21%	*	50%	-	40%	13%	26%	6%	23%	8%	24%	14%	-	*	-	*	
	CWD	5%	4%	6%	*	0%	10%	-	*	-	*	2%	13%	6%	-	0%	8%	3%	-	-	-	-	
	CWOD	12%	12%	23%	0%	19%	24%	*	57%	-	*	17%	28%	-	23%	10%	28%	16%	-	*	-	*	
	EL	5%	3%	8%	-	8%	-	-	*	-	-	3%	24%	0%	10%	8%	7%	9%	-	-	-	-	
	Male	13%	12%	24%	0%	19%	26%	*	80%	-	*	17%	32%	8%	28%	7%	24%	-	-	-	-	-	-
	Female	9%	9%	14%	*	12%	16%	-	*	-	*	7%	19%	3%	16%	9%	-	14%	-	*	-	-	*
Grade 6																							
Reading	All Students	25%	25%	31%	36%	23%	35%	*	100%	*	25%	19%	44%	3%	36%	13%	30%	31%	-	*	*	58%	
	CWD	6%	6%	3%	*	0%	6%	*	-	*	*	0%	11%	3%	-	0%	0%	7%	-	*	*	-	
	CWOD	28%	29%	36%	50%	27%	40%	*	100%	*	29%	25%	47%	-	36%	17%	37%	35%	-	*	*	58%	
	EL	12%	11%	13%	-	13%	*	-	*	*	-	12%	20%	0%	17%	13%	17%	10%	-	-	-	-	
	Male	21%	22%	30%	20%	19%	36%	*	*	*	25%	18%	46%	0%	37%	17%	30%	-	-	*	*	33%	
	Female	28%	29%	31%	44%	26%	33%	*	*	*	-	21%	42%	7%	35%	10%	-	31%	-	-	-	-	83%
Mathematics	All Students	13%	13%	29%	36%	20%	35%	*	60%	*	13%	18%	42%	5%	34%	16%	33%	25%	-	*	*	33%	
	CWD	5%	4%	5%	*	4%	6%	*	-	*	*	4%	6%	5%	-	0%	8%	0%	-	*	*	-	
	CWOD	15%	15%	34%	50%	23%	40%	*	60%	*	14%	22%	46%	-	34%	20%	39%	29%	-	*	*	33%	
	EL	7%	7%	16%	-	14%	*	-	*	*	-	14%	30%	0%	20%	16%	22%	10%	-	-	-	-	
	Male	14%	15%	33%	20%	23%	39%	*	*	*	13%	19%	52%	8%	39%	22%	33%	-	-	*	*	33%	
	Female	12%	12%	25%	44%	16%	31%	*	*	*	-	18%	33%	0%	29%	10%	-	25%	-	-	-	-	33%
Grade 7																							
Reading	All Students	28%	29%	28%	9%	26%	31%	*	*	*	13%	21%	35%	6%	32%	22%	22%	34%	-	-	-	33%	
	CWD	6%	6%	6%	*	12%	5%	*	-	*	*	3%	9%	6%	-	0%	5%	8%	-	-	-	*	
	CWOD	31%	33%	32%	13%	27%	36%	*	*	*	20%	24%	39%	-	32%	24%	26%	37%	-	-	-	36%	
	EL	13%	13%	22%	-	23%	*	-	-	*	-	18%	42%	0%	24%	22%	18%	28%	-	-	-	-	
	Male	23%	24%	22%	0%	21%	25%	*	-	*	*	18%	27%	5%	26%	18%	22%	-	-	-	-	-	38%
	Female	33%	34%	34%	20%	31%	38%	*	*	*	0%	25%	41%	8%	37%	28%	-	34%	-	-	-	-	*
Mathematics	All Students	11%	10%	13%	9%	7%	18%	*	*	*	0%	9%	17%	2%	15%	7%	15%	12%	-	-	-	17%	
	CWD	5%	3%	2%	*	0%	3%	*	-	*	*	0%	3%	2%	-	0%	2%	0%	-	-	-	*	
	CWOD	12%	11%	15%	13%	8%	21%	*	*	*	0%	11%	20%	-	15%	7%	17%	13%	-	-	-	18%	
	EL	5%	4%	7%	-	7%	*	-	-	*	-	7%	8%	0%	7%	7%	9%	3%	-	-	-	-	
	Male	12%	11%	15%	0%	8%	20%	*	-	*	*	11%	19%	2%	17%	9%	15%	-	-	-	-	-	13%
	Female	9%	8%	12%	20%	5%	16%	*	*	*	0%	7%	16%	0%	13%	3%	-	12%	-	-	-	-	*
Grade 8																							
Reading	All Students	28%	29%	27%	0%	17%	33%	-	*	*	33%	14%	38%	2%	31%	13%	22%	33%	-	*	*	67%	
	CWD	7%	6%	2%	*	0%	3%	-	-	-	*	3%	0%	2%	-	0%	0%	4%	-	-	-	*	
	CWOD	31%	33%	31%	0%	19%	37%	-	*	*	36%	17%	42%	-	31%	13%	25%	37%	-	*	*	80%	
	EL	12%	11%	13%	-	11%	*	-	*	-	-	13%	9%	0%	13%	13%	8%	18%	-	*	-	-	*
	Male	25%	25%	22%	*	12%	28%	-	*	-	20%	9%	31%	0%	25%	8%	22%	-	-	*	-	-	80%
	Female	32%	34%	33%	*	23%	38%	-	*	*	43%	19%	48%	4%	37%	18%	-	33%	-	*	*	-	57%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	15%	15%	1%	0%	0%	1%	-	-	-	0%	1%	1%	0%	1%	0%	1%	1%	-	*	*	0%	
	CWD	6%	5%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*	
	CWOD	17%	16%	1%	*	0%	2%	-	-	-	0%	1%	1%	-	1%	0%	1%	1%	-	*	*	*	
	EL	8%	7%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	Male	16%	16%	1%	*	0%	1%	-	-	-	*	0%	1%	0%	1%	0%	1%	-	-	*	-	*	
	Female	14%	14%	1%	*	0%	1%	-	-	-	0%	1%	0%	0%	1%	0%	-	1%	-	*	*	*	
Science	All Students	16%	16%	15%	0%	7%	20%	-	*	*	8%	6%	23%	0%	17%	4%	19%	11%	-	*	*	17%	
	CWD	5%	5%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*	
	CWOD	18%	17%	17%	0%	8%	23%	-	*	*	9%	7%	25%	-	17%	4%	23%	12%	-	*	*	20%	
	EL	6%	5%	4%	-	4%	*	-	*	-	-	3%	9%	0%	4%	4%	3%	6%	-	*	-	*	
	Male	18%	17%	19%	*	9%	26%	-	*	-	20%	5%	30%	0%	23%	3%	19%	-	-	*	-	40%	
	Female	15%	14%	11%	*	6%	15%	-	*	*	0%	6%	15%	0%	12%	6%	-	11%	-	*	*	0%	
End of Course																							
English I	All Students	15%	15%	14%	6%	10%	17%	20%	*	-	11%	10%	18%	7%	15%	4%	10%	19%	*	*	*	0%	
	CWD	4%	3%	7%	*	8%	6%	-	-	-	*	7%	6%	7%	-	0%	3%	12%	-	-	*	*	
	CWOD	17%	17%	15%	6%	11%	18%	20%	*	-	14%	10%	19%	-	15%	4%	11%	19%	*	*	-	0%	
	EL	4%	3%	4%	-	3%	*	-	-	-	*	4%	0%	0%	4%	4%	5%	2%	-	*	-	-	
	Male	11%	12%	10%	0%	9%	11%	*	*	-	20%	6%	13%	3%	11%	5%	10%	-	*	*	*	*	
	Female	19%	20%	19%	9%	12%	25%	*	-	-	*	14%	24%	12%	19%	2%	-	19%	*	*	*	*	
English II	All Students	8%	9%	10%	11%	5%	13%	-	14%	-	0%	7%	14%	2%	11%	2%	8%	13%	*	*	*	0%	
	CWD	3%	2%	2%	*	0%	3%	-	-	-	*	3%	0%	2%	-	0%	3%	0%	-	-	*	*	
	CWOD	9%	9%	11%	13%	5%	15%	-	14%	-	0%	7%	15%	-	11%	2%	9%	14%	*	*	-	0%	
	EL	1%	1%	2%	-	2%	*	-	*	-	-	1%	6%	0%	2%	2%	2%	2%	-	*	-	-	
	Male	7%	7%	8%	0%	5%	11%	-	*	-	0%	6%	10%	3%	9%	2%	8%	-	*	*	*	0%	
	Female	10%	11%	13%	33%	5%	16%	-	*	-	0%	7%	18%	0%	14%	2%	-	13%	-	-	-	0%	
Algebra I	All Students	23%	22%	21%	7%	18%	24%	-	*	*	8%	17%	25%	7%	23%	16%	22%	21%	*	*	*	22%	
	CWD	7%	5%	7%	*	9%	6%	-	-	-	*	8%	6%	7%	-	9%	6%	8%	-	-	*	*	
	CWOD	25%	24%	23%	8%	20%	26%	-	*	*	10%	19%	27%	-	23%	17%	24%	22%	*	*	-	25%	
	EL	13%	10%	16%	-	15%	-	-	*	-	*	16%	15%	9%	17%	16%	12%	20%	-	*	-	-	
	Male	22%	21%	22%	*	18%	26%	-	*	-	0%	13%	30%	6%	24%	12%	22%	-	*	*	*	20%	
	Female	23%	22%	21%	10%	18%	22%	-	*	*	20%	21%	20%	8%	22%	20%	-	21%	-	*	*	*	
Biology	All Students	18%	19%	16%	9%	10%	18%	0%	*	-	27%	11%	20%	5%	17%	3%	15%	16%	*	*	-	25%	
	CWD	5%	5%	5%	*	0%	8%	-	-	-	-	4%	7%	5%	-	0%	0%	15%	-	-	-	*	
	CWOD	19%	21%	17%	13%	11%	20%	0%	*	-	27%	12%	21%	-	17%	3%	17%	16%	*	*	-	14%	
	EL	5%	5%	3%	-	3%	*	-	-	-	-	2%	20%	0%	3%	3%	3%	3%	-	*	-	-	
	Male	18%	19%	15%	0%	12%	16%	-	*	-	*	11%	19%	0%	17%	3%	15%	-	*	*	-	*	
	Female	17%	18%	16%	20%	9%	21%	0%	-	-	14%	11%	21%	15%	16%	3%	-	16%	*	*	-	*	

STAAR Percent at Approaches Grade Level or Above
All Grades

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	73%	81%	79%	76%	84%	78%	90%	95%	88%	74%	88%	46%	87%	71%	80%	82%	91%	63%	64%	89%
	CWD	46%	45%	46%	56%	39%	50%	38%	20%	*	69%	40%	57%	46%	-	33%	46%	47%	*	*	78%	53%
	CWOD	77%	78%	87%	84%	82%	90%	88%	96%	100%	91%	82%	92%	-	87%	76%	87%	87%	89%	67%	40%	93%
	EL	61%	59%	71%	-	70%	74%	-	81%	*	*	69%	77%	33%	76%	71%	71%	70%	*	67%	-	*
	Male	71%	71%	80%	76%	75%	82%	92%	95%	92%	89%	73%	87%	46%	87%	71%	80%	-	89%	63%	57%	84%
	Female	74%	74%	82%	81%	76%	86%	59%	85%	100%	86%	76%	89%	47%	87%	70%	-	82%	*	63%	71%	92%
Reading	All Students	74%	75%	81%	82%	74%	84%	67%	85%	90%	87%	74%	88%	42%	87%	67%	78%	84%	83%	62%	71%	94%
	CWD	44%	44%	42%	53%	36%	46%	*	*	*	62%	36%	53%	42%	-	27%	40%	47%	*	*	80%	71%
	CWOD	80%	80%	87%	89%	80%	91%	79%	90%	100%	92%	82%	92%	-	87%	72%	85%	89%	80%	67%	*	97%
	EL	59%	58%	67%	-	66%	70%	-	78%	*	*	66%	69%	27%	72%	67%	66%	68%	*	*	-	*
	Male	70%	71%	78%	79%	73%	80%	80%	88%	83%	83%	71%	85%	40%	85%	66%	78%	-	80%	50%	*	87%
	Female	78%	79%	84%	86%	76%	89%	50%	81%	*	92%	77%	91%	47%	89%	68%	-	84%	*	80%	*	100%
Mathematics	All Students	70%	70%	81%	76%	77%	82%	87%	96%	100%	88%	74%	87%	50%	86%	75%	80%	81%	*	58%	67%	85%
	CWD	45%	44%	50%	57%	43%	52%	*	*	*	82%	44%	60%	50%	-	41%	49%	51%	*	*	*	40%
	CWOD	75%	75%	86%	80%	83%	88%	100%	100%	100%	89%	82%	91%	-	86%	80%	87%	85%	*	64%	*	90%
	EL	62%	59%	75%	-	75%	71%	-	88%	*	*	73%	85%	41%	80%	75%	76%	73%	*	*	-	*
	Male	71%	70%	80%	75%	77%	82%	100%	100%	100%	92%	74%	88%	49%	87%	76%	80%	-	*	60%	*	79%
	Female	70%	70%	81%	76%	77%	83%	*	92%	*	83%	75%	87%	51%	85%	73%	-	81%	-	57%	*	90%
Science	All Students	73%	73%	83%	72%	77%	87%	88%	92%	*	89%	76%	90%	49%	89%	72%	85%	81%	*	71%	*	83%
	CWD	49%	49%	49%	63%	34%	57%	-	*	-	*	42%	63%	49%	-	32%	57%	38%	-	-	-	*
	CWOD	77%	77%	89%	76%	84%	92%	88%	100%	*	92%	84%	92%	-	89%	79%	90%	87%	*	71%	*	90%
	EL	61%	58%	72%	-	72%	*	-	*	-	-	71%	82%	32%	79%	72%	77%	67%	-	*	-	*
	Male	74%	74%	85%	71%	79%	89%	*	100%	-	100%	78%	92%	57%	90%	77%	85%	-	*	*	-	89%
	Female	72%	73%	81%	75%	75%	85%	80%	80%	*	75%	74%	88%	38%	87%	67%	-	81%	*	*	*	79%
SAT/ACT All Subjects	All Students	88%	90%	90%	*	82%	92%	*	*	-	*	82%	93%	-	90%	100%	89%	91%	-	*	-	*
	CWD	61%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	90%	90%	*	82%	92%	*	*	-	*	82%	93%	-	90%	100%	89%	91%	-	*	-	*
	EL	64%	62%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-	-	-	-
	Male	89%	91%	89%	-	73%	92%	*	*	-	*	78%	92%	-	89%	*	89%	-	-	-	-	-
	Female	87%	89%	91%	*	89%	91%	-	-	-	*	85%	94%	-	91%	*	-	91%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	47%	55%	46%	46%	60%	46%	78%	71%	63%	44%	66%	20%	61%	38%	54%	57%	55%	31%	0%	63%
	CWD	22%	21%	20%	21%	15%	22%	0%	0%	*	31%	15%	28%	20%	-	8%	19%	20%	*	*	0%	20%
	CWOD	51%	52%	61%	52%	51%	67%	58%	84%	82%	69%	51%	71%	-	61%	42%	60%	62%	67%	33%	0%	68%
	EL	31%	29%	38%	-	37%	53%	-	62%	*	*	36%	47%	8%	42%	38%	36%	40%	*	33%	-	*
	Male	45%	46%	54%	39%	45%	59%	54%	84%	58%	67%	43%	65%	19%	60%	36%	54%	-	44%	38%	0%	56%
	Female	48%	48%	57%	52%	48%	62%	35%	71%	89%	59%	46%	67%	20%	62%	40%	-	57%	*	25%	0%	69%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	53%	57%	53%	47%	64%	44%	76%	70%	66%	45%	70%	18%	64%	36%	51%	64%	50%	46%	0%	69%
	CWD	23%	23%	18%	18%	13%	22%	*	*	*	31%	13%	27%	18%	-	1%	15%	24%	*	*	0%	29%
	CWOD	58%	59%	64%	60%	53%	71%	57%	81%	88%	73%	52%	75%	-	64%	41%	59%	69%	60%	50%	*	74%
	EL	34%	33%	36%	-	35%	50%	-	67%	*	*	34%	46%	1%	41%	36%	30%	43%	*	*	-	*
	Male	48%	49%	51%	44%	41%	58%	40%	76%	50%	63%	40%	64%	15%	59%	30%	51%	-	40%	38%	*	58%
	Female	57%	58%	64%	61%	54%	70%	50%	75%	*	69%	52%	76%	24%	69%	43%	-	64%	*	60%	*	79%
Mathematics	All Students	42%	42%	53%	43%	47%	56%	47%	81%	70%	59%	43%	63%	22%	58%	43%	54%	51%	*	17%	0%	58%
	CWD	22%	20%	22%	21%	20%	23%	*	*	*	36%	17%	30%	22%	-	17%	24%	19%	*	*	*	0%
	CWOD	46%	46%	58%	48%	51%	63%	64%	88%	75%	64%	49%	67%	-	58%	47%	61%	56%	*	18%	*	65%
	EL	31%	28%	43%	-	42%	57%	-	63%	*	*	41%	52%	17%	47%	43%	44%	41%	*	*	-	*
	Male	43%	43%	54%	38%	49%	57%	64%	92%	67%	67%	44%	65%	24%	61%	44%	54%	-	*	20%	*	54%
	Female	40%	40%	51%	48%	43%	56%	*	69%	*	50%	42%	60%	19%	56%	41%	-	51%	-	14%	*	62%
Science	All Students	42%	42%	54%	31%	43%	60%	50%	77%	*	67%	43%	64%	18%	59%	30%	57%	50%	*	29%	*	57%
	CWD	21%	20%	18%	25%	10%	23%	-	*	-	*	15%	24%	18%	-	3%	21%	15%	-	-	-	*
	CWOD	45%	46%	59%	33%	48%	66%	50%	83%	*	72%	49%	68%	-	59%	35%	64%	55%	*	29%	*	60%
	EL	24%	22%	30%	-	30%	*	-	*	-	-	29%	36%	3%	35%	30%	34%	26%	-	*	-	*
	Male	44%	44%	57%	29%	47%	64%	*	88%	-	83%	46%	68%	21%	64%	34%	57%	-	*	*	-	56%
	Female	40%	41%	50%	33%	39%	57%	40%	60%	*	50%	39%	60%	15%	55%	26%	-	50%	*	*	*	57%
SAT/ACT All Subjects	All Students	59%	63%	56%	*	36%	63%	*	*	-	*	26%	68%	-	56%	40%	57%	55%	-	*	-	*
	CWD	35%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	63%	56%	*	36%	63%	*	*	-	*	26%	68%	-	56%	40%	57%	55%	-	*	-	*
	EL	19%	22%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	64%	68%	57%	-	40%	62%	*	*	-	*	28%	67%	-	57%	*	57%	-	-	-	-	-
	Female	55%	59%	55%	*	33%	63%	-	-	-	*	25%	68%	-	55%	*	-	55%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	18%	20%	15%	14%	24%	15%	50%	29%	16%	13%	27%	5%	23%	10%	20%	20%	36%	6%	0%	29%
	CWD	6%	5%	5%	0%	3%	8%	0%	0%	*	0%	3%	10%	5%	-	1%	5%	6%	*	*	0%	7%
	CWOD	21%	21%	23%	19%	16%	27%	18%	54%	35%	19%	16%	29%	-	23%	11%	23%	22%	44%	7%	0%	32%
	EL	9%	8%	10%	-	9%	32%	-	33%	*	*	8%	16%	1%	11%	10%	9%	11%	*	0%	-	*
	Male	18%	18%	20%	8%	14%	24%	21%	61%	17%	19%	13%	28%	5%	23%	9%	20%	-	22%	0%	0%	27%
	Female	19%	19%	20%	21%	14%	23%	6%	38%	44%	12%	14%	26%	6%	22%	11%	-	20%	*	13%	0%	31%
Reading	All Students	21%	21%	21%	14%	15%	26%	17%	48%	30%	17%	14%	29%	5%	24%	10%	19%	24%	33%	8%	0%	38%
	CWD	6%	6%	5%	0%	3%	8%	*	*	*	0%	3%	9%	5%	-	0%	4%	7%	*	*	0%	0%
	CWOD	24%	24%	24%	18%	17%	29%	21%	52%	38%	21%	17%	31%	-	24%	11%	22%	27%	40%	8%	*	43%
	EL	10%	9%	10%	-	9%	30%	-	44%	*	*	9%	16%	0%	11%	10%	8%	13%	*	*	-	*
	Male	18%	18%	19%	8%	12%	23%	20%	47%	17%	20%	12%	26%	4%	22%	8%	19%	-	20%	0%	*	35%
	Female	24%	24%	24%	20%	18%	29%	13%	50%	*	14%	17%	32%	7%	27%	13%	-	24%	*	20%	*	41%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	17%	16%	20%	20%	14%	23%	20%	54%	30%	12%	14%	26%	6%	23%	11%	23%	17%	*	8%	0%	23%
	CWD	6%	5%	6%	0%	5%	8%	*	*	*	0%	3%	12%	6%	-	1%	7%	5%	*	*	*	0%
	CWOD	19%	19%	23%	25%	16%	26%	27%	58%	38%	15%	17%	28%	-	23%	13%	26%	19%	*	9%	*	25%
	EL	10%	9%	11%	-	10%	43%	-	38%	*	*	10%	15%	1%	13%	11%	12%	10%	*	*	-	*
	Male	18%	18%	23%	13%	16%	27%	27%	69%	17%	11%	15%	30%	7%	26%	12%	23%	-	*	0%	*	17%
	Female	15%	15%	17%	26%	12%	20%	*	38%	*	13%	12%	22%	5%	19%	10%	-	17%	-	14%	*	28%
Science	All Students	15%	15%	17%	3%	11%	20%	0%	46%	*	22%	10%	23%	4%	19%	5%	19%	14%	*	0%	*	17%
	CWD	5%	5%	4%	0%	0%	6%	-	*	-	*	2%	8%	4%	-	0%	4%	4%	-	-	-	*
	CWOD	17%	17%	19%	5%	13%	22%	0%	50%	*	24%	12%	24%	-	19%	6%	22%	15%	*	0%	*	15%
	EL	5%	5%	5%	-	5%	*	-	*	-	-	3%	18%	0%	6%	5%	4%	6%	-	*	-	*
	Male	16%	16%	19%	0%	13%	22%	*	75%	-	42%	12%	27%	4%	22%	4%	19%	-	*	*	-	22%
	Female	14%	14%	14%	8%	9%	17%	0%	0%	*	6%	8%	19%	4%	15%	6%	-	14%	*	*	*	14%
SAT/ACT All Subjects	All Students	12%	13%	6%	*	0%	7%	*	*	-	*	3%	7%	-	6%	0%	11%	0%	-	*	-	*
	CWD	7%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	13%	6%	*	0%	7%	*	*	-	*	3%	7%	-	6%	0%	11%	0%	-	*	-	*
	EL	1%	1%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	15%	15%	11%	-	0%	14%	*	*	-	*	6%	13%	-	11%	*	11%	-	-	-	-	-
	Female	9%	10%	0%	*	0%	0%	-	-	-	*	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	66	66	63	68	70	72	78	67	61	46	62
CWD	46	44	44	47	*	*	*	52	43	46	44
CWOD	70	72	66	72	75	75	86	70	65	-	65
EL ◇	62	-	61	58	-	86	*	*	62	44	62
Male	65	63	61	67	82	75	83	67	61	45	61
Female	68	69	65	70	57	69	*	67	62	46	62

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	67	80	68	67	35	88	83	64	67	62	69
CWD	62	94	61	61	*	*	*	67	60	62	64
CWOD	68	76	69	68	50	93	86	64	68	-	70
EL ◇	69	-	69	*	-	75	*	*	70	64	69
Male	66	82	64	65	50	100	92	66	63	58	66
Female	69	78	71	68	*	78	*	61	70	67	73

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	98.7%	100.0%	97.7%	99.2%	*	*	-	100.0%	97.9%	93.9%	95.5%	94.4%	*
CWD	93.9%	-	100.0%	91.7%	-	-	-	*	95.5%	93.9%	100.0%	*	-
CWOD	99.2%	100.0%	97.5%	100.0%	*	*	-	100.0%	98.2%	-	94.4%	92.9%	*
EL ◇	95.5%	-	95.3%	*	-	-	-	-	94.3%	100.0%	95.5%	*	-
Male	98.0%	*	97.1%	98.3%	*	*	-	*	96.9%	91.3%	92.9%	100.0%	*
Female	99.5%	*	98.3%	100.0%	-	-	-	100.0%	99.0%	100.0%	100.0%	90.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
836	184	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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	52	47	45	56	46	73	65	56	44	24	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	66%	50%	53%	73%	*	*	-	73%	59%	79%	45%

- 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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	Y	Y	N	N	N	Y	Y	Y	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	Y	N	N	N	N	Y	Y	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	Y	N	N	N	N	Y	Y	N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	N	N	N	N	N	Y	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											N
Federal Graduation Status											
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	Y	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		N	Y					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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																		
All Subjects	All Students	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	-	99%	100%	100%	*	
	CWOD	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	
	EL	100%	-	100%	100%	-	100%	*	*	100%	100%	99%	100%	100%	100%	100%	100%	
	Male	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	-	100%	100%	100%	*	
	CWOD	100%	100%	100%	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%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
	CWD	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	-	100%	100%	100%	*	
	CWOD	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	*	
	EL	100%	-	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	
	Male	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	100%	99%	100%	100%	100%	-	
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	99%	99%	100%	100%	*	96%	99%	100%	99%	99%	100%	99%	99%	*	
	CWD	99%	100%	98%	99%	-	*	-	*	98%	100%	99%	-	97%	99%	99%	-	
	CWOD	99%	100%	99%	99%	100%	100%	*	96%	99%	100%	-	99%	100%	99%	99%	*	
	EL	100%	-	100%	*	-	*	-	-	99%	100%	97%	100%	100%	99%	100%	-	
	Male	99%	100%	99%	99%	*	100%	-	100%	99%	99%	99%	99%	99%	99%	99%	-	
	Female	99%	100%	100%	99%	100%	100%	*	94%	99%	100%	99%	99%	100%	-	99%	*	
SAT/ACT All Subjects	All Students	93%	*	92%	93%	*	*	-	*	90%	94%	-	93%	100%	90%	97%	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	93%	*	92%	93%	*	*	-	*	90%	94%	-	93%	100%	90%	97%	-	
	EL	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-	
	Male	90%	-	83%	91%	*	*	-	*	86%	91%	-	90%	*	90%	-	-	
	Female	97%	*	100%	96%	-	-	-	*	95%	98%	-	97%	*	-	97%	-	
Non-Participation Rate																		

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	-	1%	0%	0%	*	
	CWOD	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	
	EL	0%	-	0%	0%	-	0%	*	*	0%	0%	1%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	
	CWOD	0%	0%	0%	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%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	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%	0%	0%	0%	
	CWD	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	
	CWOD	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	1%	0%	0%	
	EL	0%	-	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	
	Male	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	-	
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	
Science	All Students	1%	0%	1%	1%	0%	0%	*	4%	1%	0%	1%	1%	0%	1%	1%	0%	
	CWD	1%	0%	2%	1%	-	*	-	*	2%	0%	1%	-	3%	1%	1%	-	
	CWOD	1%	0%	1%	1%	0%	0%	*	4%	1%	0%	-	1%	0%	1%	1%	0%	
	EL	0%	-	0%	*	-	*	-	-	1%	0%	3%	0%	0%	1%	0%	-	
	Male	1%	0%	1%	1%	*	0%	-	0%	1%	1%	1%	1%	1%	1%	-	0%	
	Female	1%	0%	0%	1%	0%	0%	*	6%	1%	0%	1%	1%	0%	-	1%	0%	
SAT/ACT All Subjects	All Students	7%	*	8%	7%	*	*	-	*	10%	6%	-	7%	0%	10%	3%	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	7%	*	8%	7%	*	*	-	*	10%	6%	-	7%	0%	10%	3%	-	
	EL	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	
	Male	10%	-	17%	9%	*	*	-	*	14%	9%	-	10%	*	10%	-	-	
	Female	3%	*	0%	4%	-	-	-	*	5%	2%	-	3%	*	-	3%	-	

- 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

Texas Education Agency
2024 Federal Report Card
 JOSHUA ISD (126905) - JOHNSON COUNTY

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

Campus Level of School Quality, Climate, and Safety

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

Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	59.8	13.4%			29.9	12.7%
Teachers Teaching with Emergency or Provisional Credentials	11.4	2.7%			6.9	3.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	28.4	6.8%			20.0	9.0%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$513	\$1	\$492	\$494		\$19	\$19
Food services		\$555				\$498	\$57	\$555
Instruction		\$6,629	\$6,186	\$75	\$6,262	\$253	\$114	\$367
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$482	\$361	\$8	\$369	\$1	\$112	\$113
Support services, operation and maintenance of plant		\$1,522	\$641	\$868	\$1,509	\$3	\$10	\$13
Support services, pupils		\$524	\$368	\$2	\$370	\$2	\$152	\$154
Support services, school administration		\$678	\$676	\$0	\$676	\$2		\$2
Support services, student transportation		\$493	\$0	\$489	\$489		\$4	\$4

	State & Local and Federal		State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Total	5,879	\$11,629	\$8,234	\$2,168	\$10,402	\$759	\$468	\$1,228

Campus Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,625	2%	574	1%	*	1%
Mathematics	6,620	2%	574	1%	*	1%
Grade 4						
Reading	6,491	2%	557	1%	*	0%
Mathematics	6,491	2%	557	1%	*	0%
Grade 5						
Reading	6,033	1%	545	1%	*	0%
Mathematics	6,033	2%	545	1%	*	0%
Science	6,033	2%	545	1%	*	0%
Grade 6						
Reading	5,586	1%	445	1%	-	-
Mathematics	5,586	1%	445	1%	-	-
Grade 7						
Reading	5,233	1%	435	1%	*	1%
Mathematics	5,227	2%	435	1%	*	1%
Grade 8						
Reading	4,985	1%	435	1%	*	0%
Mathematics	4,985	1%	435	1%	*	1%
Science	4,984	1%	435	1%	*	0%
End of Course						
English I	5,119	1%	487	1%	7	1%
English II	4,683	1%	404	1%	6	1%
Algebra I	5,112	1%	483	1%	7	1%
Biology	5,027	1%	470	1%	6	1%

	State Number of ALT2	State Rate of ALT2	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
All Grades						
All Subjects	100,862	1%	8,807	1%	58	1%
Reading	44,764	1%	3,883	1%	27	1%
Mathematics	40,054	1%	3,474	1%	21	1%
Science	16,044	1%	1,450	1%	10	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	40%	*	33%	43%	-	-	-	31%	26%	*	17%
In-State Private Institutions	4%	-	*	5%	-	-	-	*	3%	-	-
Out-of-State Institutions	8%	-	6%	7%	-	-	-	31%	6%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	18%	13%	13%	10%	6%	20%	21%	17%	18%	10%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this district.

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

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

There is no data for this district.

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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	67%	79%	56%	*	50%	64%	*	-	-	-	54%	60%	64%	55%	41%	51%	68%	-	-	-	*
	CWD	35%	38%	64%	-	60%	67%	-	-	-	-	63%	*	64%	-	*	50%	80%	-	-	-	*
	CWOD	73%	84%	55%	*	49%	63%	*	-	-	-	52%	59%	-	55%	40%	51%	65%	-	-	-	-
	EL	47%	61%	41%	-	39%	*	-	-	-	-	42%	38%	*	40%	41%	38%	45%	-	-	-	-
	Male	62%	74%	51%	*	45%	56%	*	-	-	-	53%	47%	50%	51%	38%	51%	-	-	-	-	*
	Female	74%	85%	68%	-	60%	86%	-	-	-	-	57%	88%	80%	65%	45%	-	68%	-	-	-	-
English II	All Students	74%	78%	78%	89%	69%	84%	-	83%	-	58%	73%	83%	33%	84%	59%	74%	83%	*	*	*	80%
	CWD	39%	32%	33%	*	31%	33%	-	-	-	*	39%	22%	33%	-	25%	31%	38%	-	-	*	*
	CWOD	78%	83%	84%	93%	72%	90%	-	83%	-	70%	78%	88%	-	84%	63%	81%	87%	*	*	-	88%
	EL	52%	61%	59%	-	60%	*	-	*	-	-	63%	43%	25%	63%	59%	55%	64%	-	*	-	-
	Male	69%	74%	74%	92%	67%	79%	-	*	-	40%	70%	78%	31%	81%	55%	74%	-	*	*	*	60%
	Female	79%	82%	83%	83%	71%	91%	-	*	-	71%	76%	90%	38%	87%	64%	-	83%	-	-	-	100%
Algebra I	All Students	79%	93%	80%	*	82%	71%	-	-	-	*	90%	70%	83%	79%	86%	73%	89%	-	-	-	*
	CWD	54%	77%	83%	-	*	*	-	-	-	-	*	*	83%	-	-	*	*	-	-	-	*
	CWOD	83%	95%	79%	*	78%	*	-	-	-	*	86%	71%	-	79%	86%	78%	80%	-	-	-	-
	EL	72%	91%	86%	-	86%	-	-	-	-	-	100%	*	-	86%	86%	80%	*	-	-	-	-
	Male	77%	92%	73%	*	67%	*	-	-	-	*	80%	67%	*	78%	80%	73%	-	-	-	-	*
	Female	81%	94%	89%	-	100%	*	-	-	-	-	100%	*	*	80%	*	-	89%	-	-	-	-
Biology	All Students	90%	97%	96%	100%	94%	97%	*	*	-	86%	96%	95%	83%	98%	96%	97%	94%	*	*	-	100%
	CWD	75%	82%	83%	*	60%	91%	-	-	-	-	78%	92%	83%	-	67%	83%	82%	-	-	-	*
	CWOD	92%	98%	98%	*	99%	98%	*	*	-	86%	100%	95%	-	98%	100%	100%	95%	*	*	-	100%
	EL	84%	96%	96%	-	96%	*	-	-	-	-	95%	*	67%	100%	96%	92%	100%	-	*	-	-
	Male	89%	98%	97%	*	94%	99%	-	*	-	*	96%	98%	83%	100%	92%	97%	-	*	*	-	*
	Female	91%	96%	94%	*	95%	94%	*	-	-	80%	96%	91%	82%	95%	100%	-	94%	-	-	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	50%	62%	16%	*	13%	20%	*	-	-	-	12%	24%	45%	11%	3%	11%	27%	-	-	-	*
	CWD	19%	23%	45%	-	40%	50%	-	-	-	-	38%	*	45%	-	*	17%	80%	-	-	-	*
	CWOD	55%	67%	11%	*	10%	11%	*	-	-	-	7%	18%	-	11%	3%	11%	12%	-	-	-	-
	EL	27%	35%	3%	-	3%	*	-	-	-	-	4%	0%	*	3%	3%	5%	0%	-	-	-	-
	Male	43%	54%	11%	*	13%	6%	*	-	-	-	8%	18%	17%	11%	5%	11%	-	-	-	-	*
	Female	57%	72%	27%	-	13%	57%	-	-	-	-	21%	38%	80%	12%	0%	-	27%	-	-	-	-
English II	All Students	57%	62%	63%	50%	47%	73%	-	83%	-	58%	53%	73%	24%	68%	35%	55%	74%	*	*	*	60%
	CWD	23%	23%	24%	*	8%	30%	-	-	-	*	24%	22%	24%	-	13%	23%	25%	-	-	*	*
	CWOD	61%	66%	68%	53%	51%	79%	-	83%	-	70%	57%	77%	-	68%	37%	60%	78%	*	*	-	63%
	EL	30%	34%	35%	-	35%	*	-	*	-	-	35%	36%	13%	37%	35%	26%	46%	-	*	-	-
	Male	51%	54%	55%	50%	39%	64%	-	*	-	40%	46%	63%	23%	60%	26%	55%	-	*	*	*	20%
	Female	63%	72%	74%	50%	58%	84%	-	*	-	71%	62%	85%	25%	78%	46%	-	74%	-	-	-	100%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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	41%	56%	25%	*	18%	29%	-	-	-	*	20%	30%	67%	7%	0%	18%	33%	-	-	-	*	
	CWD	17%	32%	67%	-	*	*	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-	*
	CWOD	45%	59%	7%	*	0%	*	-	-	-	*	0%	14%	-	7%	0%	11%	0%	-	-	-	-	-
	EL	29%	45%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-
	Male	39%	58%	18%	*	0%	*	-	-	-	*	20%	17%	*	11%	0%	18%	-	-	-	-	-	*
	Female	43%	54%	33%	-	40%	*	-	-	-	-	20%	*	*	0%	*	-	33%	-	-	-	-	-
Biology	All Students	54%	70%	57%	43%	41%	68%	*	*	-	86%	51%	66%	34%	61%	28%	58%	56%	*	*	-	33%	
	CWD	26%	31%	34%	*	10%	41%	-	-	-	-	30%	42%	34%	-	17%	29%	45%	-	-	-	*	
	CWOD	58%	74%	61%	*	45%	74%	*	*	-	86%	55%	69%	-	61%	30%	65%	57%	*	*	-	20%	
	EL	33%	40%	28%	-	27%	*	-	-	-	-	28%	*	17%	30%	28%	27%	30%	-	*	-	-	-
	Male	54%	70%	58%	*	42%	69%	-	*	-	*	51%	68%	29%	65%	27%	58%	-	*	*	-	-	*
	Female	54%	70%	56%	*	39%	67%	*	-	-	80%	50%	63%	45%	57%	30%	-	56%	-	-	-	-	*
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	15%	14%	5%	*	4%	8%	*	-	-	-	6%	4%	36%	0%	0%	2%	14%	-	-	-	*	
	CWD	4%	7%	36%	-	40%	33%	-	-	-	-	38%	*	36%	-	*	17%	60%	-	-	-	-	*
	CWOD	17%	15%	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-
	EL	4%	4%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Male	11%	10%	2%	*	0%	6%	*	-	-	-	3%	0%	17%	0%	0%	2%	-	-	-	-	-	*
	Female	19%	19%	14%	-	13%	14%	-	-	-	-	14%	13%	60%	0%	0%	-	14%	-	-	-	-	-
English II	All Students	8%	10%	11%	11%	5%	14%	-	17%	-	0%	7%	14%	2%	12%	2%	9%	13%	*	*	*	0%	
	CWD	3%	2%	2%	*	0%	3%	-	-	-	*	3%	0%	2%	-	0%	3%	0%	-	-	*	*	
	CWOD	9%	11%	12%	13%	6%	16%	-	17%	-	0%	8%	15%	-	12%	3%	10%	14%	*	*	-	0%	
	EL	1%	2%	2%	-	2%	*	-	*	-	-	1%	7%	0%	3%	2%	2%	3%	-	*	-	-	-
	Male	7%	8%	9%	0%	5%	12%	-	*	-	0%	7%	11%	3%	10%	2%	9%	-	*	*	*	0%	
	Female	10%	13%	13%	33%	5%	17%	-	*	-	0%	8%	18%	0%	14%	3%	-	13%	-	-	-	-	0%
Algebra I	All Students	23%	21%	15%	*	9%	29%	-	-	-	*	20%	10%	50%	0%	0%	9%	22%	-	-	-	*	
	CWD	7%	7%	50%	-	*	*	-	-	-	-	*	*	50%	-	-	*	*	-	-	-	-	*
	CWOD	25%	23%	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-	-
	EL	13%	16%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-
	Male	22%	22%	9%	*	0%	*	-	-	-	*	20%	0%	*	0%	0%	9%	-	-	-	-	-	*
	Female	23%	21%	22%	-	20%	*	-	-	-	-	20%	*	*	0%	*	-	22%	-	-	-	-	-
Biology	All Students	18%	16%	9%	0%	2%	15%	*	*	-	14%	6%	14%	6%	10%	0%	9%	10%	*	*	-	33%	
	CWD	5%	5%	6%	*	0%	9%	-	-	-	-	4%	8%	6%	-	0%	0%	18%	-	-	-	*	
	CWOD	19%	17%	10%	*	3%	16%	*	*	-	14%	7%	14%	-	10%	0%	11%	9%	*	*	-	20%	
	EL	5%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-	-
	Male	18%	15%	9%	*	2%	14%	-	*	-	*	8%	9%	0%	11%	0%	9%	-	*	*	-	-	*
	Female	17%	16%	10%	*	3%	16%	*	-	-	20%	4%	19%	18%	9%	0%	-	10%	-	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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	73%	81%	82%	90%	75%	87%	*	88%	-	78%	78%	86%	56%	86%	68%	79%	87%	*	*	*	79%
	CWD	46%	46%	56%	83%	50%	58%	-	-	-	*	58%	53%	56%	-	44%	52%	64%	-	-	*	40%
	CWOD	77%	87%	86%	92%	77%	91%	*	88%	-	86%	82%	89%	-	86%	70%	83%	89%	*	*	-	93%
	EL	61%	71%	68%	-	67%	*	-	*	-	-	71%	50%	44%	70%	68%	64%	73%	-	*	-	-
	Male	71%	80%	79%	90%	71%	84%	*	80%	-	70%	76%	83%	52%	83%	64%	79%	-	*	*	*	60%
	Female	74%	82%	87%	90%	80%	91%	*	*	-	79%	82%	90%	64%	89%	73%	-	87%	-	*	-	100%
Reading	All Students	74%	81%	75%	86%	65%	82%	*	83%	-	58%	70%	81%	39%	80%	54%	71%	82%	*	*	*	73%
	CWD	44%	42%	39%	*	39%	38%	-	-	-	*	44%	29%	39%	-	30%	34%	48%	-	-	*	*
	CWOD	80%	87%	80%	89%	67%	88%	*	83%	-	70%	74%	86%	-	80%	56%	76%	85%	*	*	-	88%
	EL	59%	67%	54%	-	54%	*	-	*	-	-	57%	41%	30%	56%	54%	50%	60%	-	*	-	-
	Male	70%	78%	71%	87%	62%	76%	*	*	-	40%	67%	75%	34%	76%	50%	71%	-	*	*	*	50%
	Female	78%	84%	82%	83%	69%	90%	-	*	-	71%	74%	89%	48%	85%	60%	-	82%	-	-	-	100%
Mathematics	All Students	70%	81%	89%	*	84%	90%	*	*	-	100%	85%	91%	83%	89%	92%	86%	92%	-	*	-	*
	CWD	45%	50%	83%	-	*	*	-	-	-	-	*	*	83%	-	-	*	*	-	-	-	*
	CWOD	75%	86%	89%	*	83%	91%	*	*	-	100%	84%	92%	-	89%	92%	87%	92%	-	*	-	*
	EL	62%	75%	92%	-	92%	-	-	-	-	-	100%	*	-	92%	92%	89%	*	-	-	-	-
	Male	71%	80%	86%	*	71%	91%	*	*	-	*	78%	90%	*	87%	89%	86%	-	-	-	-	*
	Female	70%	81%	92%	*	95%	90%	-	-	-	*	92%	92%	*	92%	*	-	92%	-	*	-	*
Science	All Students	73%	83%	96%	100%	94%	97%	*	*	-	86%	96%	95%	83%	98%	96%	97%	94%	*	*	-	100%
	CWD	49%	49%	83%	*	60%	91%	-	-	-	-	78%	92%	83%	-	67%	83%	82%	-	-	-	*
	CWOD	77%	89%	98%	*	99%	98%	*	*	-	86%	100%	95%	-	98%	100%	100%	95%	*	*	-	100%
	EL	61%	72%	96%	-	96%	*	-	-	-	-	95%	*	67%	100%	96%	92%	100%	-	*	-	-
	Male	74%	85%	97%	*	94%	99%	-	*	-	*	96%	98%	83%	100%	92%	97%	-	*	*	-	*
	Female	72%	81%	94%	*	95%	94%	*	-	-	80%	96%	91%	82%	95%	100%	-	94%	-	-	-	*
SAT/ACT All Subjects	All Students	88%	90%	90%	*	84%	92%	*	*	-	*	84%	93%	-	90%	100%	89%	92%	-	*	-	*
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	90%	90%	*	84%	92%	*	*	-	*	84%	93%	-	90%	100%	89%	92%	-	*	-	*
	EL	64%	100%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-	-	-	-
	Male	89%	89%	89%	-	73%	92%	*	*	-	*	78%	92%	-	89%	*	89%	-	-	-	-	-
	Female	87%	91%	92%	*	94%	91%	-	-	-	*	89%	94%	-	92%	*	-	92%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	55%	56%	43%	39%	67%	*	88%	-	74%	45%	67%	32%	59%	26%	51%	64%	*	*	*	47%
	CWD	22%	20%	32%	50%	20%	37%	-	-	-	*	30%	36%	32%	-	13%	25%	44%	-	-	*	40%
	CWOD	51%	61%	59%	42%	41%	71%	*	88%	-	81%	48%	70%	-	59%	28%	55%	65%	*	*	-	50%
	EL	31%	38%	26%	-	26%	*	-	*	-	-	26%	25%	13%	28%	26%	21%	33%	-	*	-	-
	Male	45%	54%	51%	45%	35%	61%	*	80%	-	60%	41%	61%	25%	55%	21%	51%	-	*	*	*	10%
	Female	48%	57%	64%	40%	45%	75%	*	*	-	79%	51%	75%	44%	65%	33%	-	64%	-	*	-	89%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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	52%	57%	57%	48%	40%	69%	*	83%	-	58%	46%	69%	27%	61%	26%	48%	70%	*	*	*	55%
	CWD	23%	18%	27%	*	17%	33%	-	-	-	*	27%	29%	27%	-	10%	22%	38%	-	-	*	*
	CWOD	58%	64%	61%	50%	42%	74%	*	83%	-	70%	49%	72%	-	61%	28%	52%	73%	*	*	-	63%
	EL	34%	36%	26%	-	26%	*	-	*	-	-	27%	23%	10%	28%	26%	19%	36%	-	*	-	-
	Male	48%	51%	48%	47%	33%	59%	*	*	-	40%	39%	58%	22%	52%	19%	48%	-	*	*	*	17%
	Female	57%	64%	70%	50%	50%	83%	-	*	-	71%	57%	82%	38%	73%	36%	-	70%	-	-	-	100%
Mathematics	All Students	42%	53%	53%	*	33%	60%	*	*	-	80%	26%	64%	67%	52%	17%	52%	53%	-	*	-	*
	CWD	22%	22%	67%	-	*	*	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	*
	CWOD	46%	58%	52%	*	29%	61%	*	*	-	80%	23%	64%	-	52%	17%	52%	52%	-	*	-	*
	EL	31%	43%	17%	-	17%	-	-	-	-	-	11%	*	-	17%	17%	22%	*	-	-	-	-
	Male	43%	54%	52%	*	29%	60%	*	*	-	*	26%	62%	*	52%	22%	52%	-	-	-	-	*
	Female	40%	51%	53%	*	36%	60%	-	-	-	*	25%	67%	*	52%	*	-	53%	-	*	-	*
Science	All Students	42%	54%	57%	43%	41%	68%	*	*	-	86%	51%	66%	34%	61%	28%	58%	56%	*	*	-	33%
	CWD	21%	18%	34%	*	10%	41%	-	-	-	-	30%	42%	34%	-	17%	29%	45%	-	-	-	*
	CWOD	45%	59%	61%	*	45%	74%	*	*	-	86%	55%	69%	-	61%	30%	65%	57%	*	*	-	20%
	EL	24%	30%	28%	-	27%	*	-	-	-	-	28%	*	17%	30%	28%	27%	30%	-	*	-	-
	Male	44%	57%	58%	*	42%	69%	-	*	-	*	51%	68%	29%	65%	27%	58%	-	*	*	-	*
	Female	40%	50%	56%	*	39%	67%	*	-	-	80%	50%	63%	45%	57%	30%	-	56%	-	-	-	*
SAT/ACT All Subjects	All Students	59%	56%	57%	*	38%	63%	*	*	-	*	27%	68%	-	57%	40%	57%	56%	-	*	-	*
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	56%	57%	*	38%	63%	*	*	-	*	27%	68%	-	57%	40%	57%	56%	-	*	-	*
	EL	19%	40%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	64%	57%	57%	-	40%	62%	*	*	-	*	28%	67%	-	57%	*	57%	-	-	-	-	-
	Female	55%	55%	56%	*	35%	63%	-	-	-	*	26%	68%	-	56%	*	-	56%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	20%	9%	7%	4%	13%	*	25%	-	4%	7%	12%	10%	9%	1%	8%	11%	*	*	*	11%
	CWD	6%	5%	10%	0%	10%	11%	-	-	-	*	10%	8%	10%	-	0%	4%	19%	-	-	*	20%
	CWOD	21%	23%	9%	8%	4%	13%	*	25%	-	5%	6%	12%	-	9%	1%	9%	10%	*	*	-	7%
	EL	9%	10%	1%	-	1%	*	-	*	-	-	1%	4%	0%	1%	1%	1%	1%	-	*	-	-
	Male	18%	20%	8%	0%	3%	13%	*	20%	-	0%	7%	10%	4%	9%	1%	8%	-	*	*	*	0%
	Female	19%	20%	11%	20%	5%	14%	*	*	-	7%	7%	14%	19%	10%	1%	-	11%	-	*	-	22%
Reading	All Students	21%	21%	10%	10%	5%	14%	*	17%	-	0%	7%	13%	8%	10%	2%	8%	13%	*	*	*	0%
	CWD	6%	5%	8%	*	11%	8%	-	-	-	*	10%	5%	8%	-	0%	5%	14%	-	-	*	*
	CWOD	24%	24%	10%	11%	5%	14%	*	17%	-	0%	6%	14%	-	10%	2%	8%	13%	*	*	-	0%
	EL	10%	10%	2%	-	2%	*	-	*	-	-	1%	5%	0%	2%	2%	1%	2%	-	*	-	-
	Male	18%	19%	8%	0%	4%	11%	*	*	-	0%	6%	10%	5%	8%	1%	8%	-	*	*	*	0%
	Female	24%	24%	13%	33%	7%	17%	-	*	-	0%	9%	18%	14%	13%	2%	-	13%	-	-	-	0%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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%	20%	7%	*	2%	9%	*	*	-	0%	6%	7%	50%	5%	0%	11%	3%	-	*	-	*		
	CWD	6%	6%	50%	-	*	*	-	-	-	-	*	*	50%	-	-	*	*	-	-	-	-	*	
	CWOD	19%	23%	5%	*	0%	7%	*	*	-	0%	2%	7%	-	5%	0%	10%	0%	-	*	-	-	*	
	EL	10%	11%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	*	-	-	-	-	
	Male	18%	23%	11%	*	0%	15%	*	*	-	*	9%	12%	*	10%	0%	11%	-	-	-	-	-	-	*
	Female	15%	17%	3%	*	5%	2%	-	-	-	*	4%	2%	*	0%	*	-	3%	-	*	-	-	-	*
Science	All Students	15%	17%	9%	0%	2%	15%	*	*	-	14%	6%	14%	6%	10%	0%	9%	10%	*	*	-	33%		
	CWD	5%	4%	6%	*	0%	9%	-	-	-	4%	8%	6%	-	0%	0%	18%	-	-	-	-	-	*	
	CWOD	17%	19%	10%	*	3%	16%	*	*	-	14%	7%	14%	-	10%	0%	11%	9%	*	*	-	20%		
	EL	5%	5%	0%	-	0%	*	-	-	-	0%	*	0%	0%	0%	0%	0%	0%	-	*	-	-	-	
	Male	16%	19%	9%	*	2%	14%	-	*	-	*	8%	9%	0%	11%	0%	9%	-	*	*	-	-	-	*
	Female	14%	14%	10%	*	3%	16%	*	-	-	20%	4%	19%	18%	9%	0%	-	10%	-	-	-	-	-	*
SAT/ACT All Subjects	All Students	12%	6%	6%	*	0%	7%	*	*	-	*	3%	7%	-	6%	0%	11%	0%	-	*	-	-	*	
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	12%	6%	6%	*	0%	7%	*	*	-	*	3%	7%	-	6%	0%	11%	0%	-	*	-	-	*	
	EL	1%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-	-	
	Male	15%	11%	11%	-	0%	14%	*	*	-	*	6%	13%	-	11%	*	11%	-	-	-	-	-	-	
	Female	9%	0%	0%	*	0%	0%	-	-	-	*	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	64	63	71	-	50	-	60	63	41	56
CWD	41	*	47	42	-	-	-	*	41	41	28
CWOD	71	73	65	74	-	50	-	75	67	-	60
EL ◇	56	-	56	*	-	*	-	-	58	28	56
Male	65	67	58	68	-	*	-	*	61	42	53
Female	71	60	70	74	-	*	-	67	64	40	60

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
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 (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	99.1%	100.0%	99.0%	99.1%	*	*	-	100.0%	98.7%	92.3%	97.0%	100.0%	*
CWD	92.3%	-	100.0%	89.5%	-	-	-	*	94.4%	92.3%	100.0%	*	-
CWOD	99.7%	100.0%	99.0%	100.0%	*	*	-	100.0%	99.3%	-	96.3%	100.0%	*
EL ◇	97.0%	-	96.9%	*	-	-	-	-	96.4%	100.0%	97.0%	-	-
Male	98.2%	*	98.1%	98.1%	*	*	-	*	97.4%	88.2%	95.0%	100.0%	*
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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
142	28	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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	49	47	39	56	*	67	-	52	43	33	32
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	73%	50%	62%	78%	*	*	-	89%	70%	80%	59%

- 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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y	Y				Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	N	Y				N	Y	Y	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	N	N				N	N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y	Y					N		N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		N	Y					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
English Learner Language Proficiency Status											
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
Federal Graduation Status											
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	Y	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		Y	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 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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
Participation Rate																	
All Subjects	All Students	99%	100%	99%	99%	*	100%	-	96%	99%	99%	100%	99%	100%	99%	99%	*
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	99%	*	100%	-	96%	99%	99%	-	99%	100%	99%	99%	*
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	99%	*	100%	-	100%	99%	99%	100%	99%	100%	99%	-	*
	Female	99%	100%	100%	99%	*	*	-	93%	99%	99%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	99%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	99%	-	*	-	100%	100%	99%	100%	100%	100%	-	100%	-
Mathematics	All Students	97%	*	98%	96%	*	*	-	100%	96%	97%	100%	97%	100%	96%	97%	-
	CWD	100%	-	*	*	-	-	-	-	*	*	100%	-	-	*	*	-
	CWOD	97%	*	98%	96%	*	*	-	100%	96%	97%	-	97%	100%	96%	97%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	*	-
	Male	96%	*	95%	96%	*	*	-	*	96%	97%	*	96%	100%	96%	-	-
	Female	97%	*	100%	96%	-	-	-	*	96%	98%	*	97%	*	-	97%	-
Science	All Students	99%	100%	99%	99%	*	*	-	86%	99%	98%	100%	98%	100%	98%	99%	*
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	*	99%	99%	*	*	-	86%	99%	98%	-	98%	100%	98%	99%	*
	EL	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	98%	*	98%	99%	-	*	-	*	100%	96%	100%	98%	100%	98%	-	*
	Female	99%	*	100%	100%	*	-	-	80%	98%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	95%	*	94%	95%	*	*	-	*	95%	95%	-	95%	100%	93%	97%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	95%	*	94%	95%	*	*	-	*	95%	95%	-	95%	100%	93%	97%	-
	EL	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-
	Male	93%	-	88%	94%	*	*	-	*	95%	93%	-	93%	*	93%	-	-
	Female	97%	*	100%	96%	-	-	-	*	95%	98%	-	97%	*	-	97%	-
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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	
All Subjects	All Students	1%	0%	1%	1%	*	0%	-	4%	1%	1%	0%	1%	0%	1%	1%	*	
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	1%	0%	1%	1%	*	0%	-	4%	1%	1%	-	1%	0%	1%	1%	*	
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	1%	*	0%	-	0%	1%	1%	0%	1%	0%	1%	-	*	
	Female	1%	0%	0%	1%	*	*	-	7%	1%	1%	0%	1%	0%	-	1%	-	
Reading	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	1%	-	*	-	0%	0%	1%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	3%	*	2%	4%	*	*	-	0%	4%	3%	0%	3%	0%	4%	3%	-	
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	
	CWOD	3%	*	2%	4%	*	*	-	0%	4%	3%	-	3%	0%	4%	3%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	
	Male	4%	*	5%	4%	*	*	-	*	4%	3%	*	4%	0%	4%	-	-	
	Female	3%	*	0%	4%	-	-	-	*	4%	2%	*	3%	*	-	3%	-	
Science	All Students	1%	0%	1%	1%	*	*	-	14%	1%	2%	0%	2%	0%	2%	1%	*	
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	2%	*	1%	1%	*	*	-	14%	1%	2%	-	2%	0%	2%	1%	*	
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	
	Male	2%	*	2%	1%	-	*	-	*	0%	4%	0%	2%	0%	2%	-	*	
	Female	1%	*	0%	0%	*	-	-	20%	2%	0%	0%	1%	0%	-	1%	-	
SAT/ACT All Subjects	All Students	5%	*	6%	5%	*	*	-	*	5%	5%	-	5%	0%	7%	3%	-	
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	5%	*	6%	5%	*	*	-	*	5%	5%	-	5%	0%	7%	3%	-	
	EL	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	
	Male	7%	-	12%	6%	*	*	-	*	5%	7%	-	7%	*	7%	-	-	
	Female	3%	*	0%	4%	-	-	-	*	5%	2%	-	3%	*	-	3%	-	

- 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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

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)
Students Without Disabilities												
In-School Suspensions												
	Male	80	4	22	50	0	1	0	3	7		
	Female	28	0	9	17	0	0	0	2	3		
	Total	108	4	31	67	0	1	0	5	10		
Out-of-School Suspensions												
	Male	25	2	6	15	0	1	0	1	0		
	Female	10	0	6	4	0	0	0	0	1		
	Total	35	2	12	19	0	1	0	1	1		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	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	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON 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	12	0	4	8	0	0	0	0	3		9
	Female	1	0	0	1	0	0	0	0	0		0
	Total	13	0	4	9	0	0	0	0	3		9
Out-of-School Suspensions												
	Male	8	0	5	3	0	0	0	0	3		2
	Female	1	0	1	0	0	0	0	0	1		0
	Total	9	0	6	3	0	0	0	0	4		2
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	108	4	25	73	1	1	-8	4	11	15	16
	Female	105	1	27	70	-8	2	-8	5	14	5	19
	Total	213	5	52	143	1	3	-8	9	25	20	35

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	1
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.

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Advanced Placement Courses																					
Male	42	8	0	0	7	5	32	9	0	0	0	0	0	0	-	3	18	1	2	1	2
Female	18	3	0	0	2	1	15	4	0	0	0	0	0	0	-	1	5	0	0	0	0
Total	60	5	0	0	9	3	47	6	0	0	0	0	0	0	-	4	11	1	1	1	1
International Baccalaureate Courses																					
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																					
Male	67	12	2	20	14	9	48	13	0	0	1	50	0	-	2	12	0	0	1	2	

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S (126905001) - JOSHUA ISD - JOHNSON COUNTY

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	105	18	0	0	15	9	86	23	1	100	0	0	0	-	3	16	1	2	1	3
Total	172	15	2	13	29	9	134	18	1	33	1	20	0	-	5	14	1	1	2	2

- 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 ED Facts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.5	8.9%
Teachers Teaching with Emergency or Provisional Credentials	1.9	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	11.8	11.6%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$513	\$2	\$492	\$494		\$19	\$19
Food services		\$469				\$412	\$57	\$469
Instruction		\$7,991	\$7,705	\$75	\$7,780	\$96	\$114	\$210
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$503	\$380	\$8	\$388	\$3	\$112	\$115
Support services, operation and maintenance of plant		\$1,903	\$1,021	\$868	\$1,889	\$3	\$10	\$13

	Enrollment	State & Local and Federal		State & Local		Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$590	\$427	\$2	\$429	\$8	\$152	\$160
Support services, school administration		\$515	\$511	\$0	\$511	\$5		\$5
Support services, student transportation		\$494	\$1	\$489	\$490		\$4	\$4
Total	1,242	\$13,211	\$10,049	\$2,166	\$12,215	\$528	\$468	\$996

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	-	-
Mathematics	6,033	2%	*	0%	-	-
Science	6,033	2%	*	0%	-	-
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	*	5%
English II	4,683	1%	6	1%	6	1%
Algebra I	5,112	1%	7	1%	*	20%
Biology	5,027	1%	6	1%	6	3%
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	58	1%	20	2%
Reading	44,764	1%	27	1%	10	2%
Mathematics	40,054	1%	21	1%	*	2%
Science	16,044	1%	10	1%	6	3%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	45%	*	39%	48%	-	-	-	*	32%	*	22%
In-State Private Institutions	5%	-	*	6%	-	-	-	*	4%	-	-
Out-of-State Institutions	9%	-	7%	8%	-	-	-	33%	8%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	16%	27%	12%	18%	17%	17%	-	18%	22%	22%	15%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON 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	67%	79%	73%	-	80%	67%	-	-	-	-	67%	80%	-	73%	*	88%	*	-	*	-	-
	CWD	35%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	73%	84%	73%	-	80%	67%	-	-	-	-	67%	80%	-	73%	*	88%	*	-	*	-	-
	EL	47%	61%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	62%	74%	88%	-	*	*	-	-	-	-	80%	*	-	88%	*	88%	-	-	*	-	-
	Female	74%	85%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
English II	All Students	74%	78%	62%	-	60%	60%	-	*	-	-	65%	56%	*	67%	71%	67%	55%	-	*	-	-
	CWD	39%	32%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	83%	67%	-	60%	69%	-	*	-	-	65%	71%	-	67%	71%	71%	60%	-	*	-	-
	EL	52%	61%	71%	-	71%	-	-	-	-	-	60%	*	-	71%	71%	*	*	-	*	-	-
	Male	69%	74%	67%	-	67%	63%	-	*	-	-	67%	67%	*	71%	*	67%	-	-	*	-	-
	Female	79%	82%	55%	-	*	57%	-	-	-	-	63%	*	*	60%	*	-	55%	-	-	-	-
Algebra I	All Students	79%	93%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	CWD	54%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	95%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	72%	91%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	77%	92%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	*	-	-
	Female	81%	94%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Biology	All Students	90%	97%	95%	-	86%	100%	-	-	-	-	91%	100%	*	94%	*	100%	89%	-	*	-	-
	CWD	75%	82%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	92%	98%	94%	-	86%	100%	-	-	-	-	91%	100%	-	94%	*	100%	88%	-	*	-	-
	EL	84%	96%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	89%	98%	100%	-	*	100%	-	-	-	-	100%	*	*	100%	*	100%	-	-	*	-	-
	Female	91%	96%	89%	-	*	100%	-	-	-	-	80%	*	*	88%	*	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	50%	62%	55%	-	60%	50%	-	-	-	-	33%	80%	-	55%	*	63%	*	-	*	-	-
	CWD	19%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	55%	67%	55%	-	60%	50%	-	-	-	-	33%	80%	-	55%	*	63%	*	-	*	-	-
	EL	27%	35%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	43%	54%	63%	-	*	*	-	-	-	-	40%	*	-	63%	*	63%	-	-	*	-	-
	Female	57%	72%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
English II	All Students	57%	62%	31%	-	30%	27%	-	*	-	-	35%	22%	*	33%	29%	33%	27%	-	*	-	-
	CWD	23%	23%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	66%	33%	-	30%	31%	-	*	-	-	35%	29%	-	33%	29%	36%	30%	-	*	-	-
	EL	30%	34%	29%	-	29%	-	-	-	-	-	40%	*	-	29%	29%	*	*	-	*	-	-
	Male	51%	54%	33%	-	33%	25%	-	*	-	-	33%	33%	*	36%	*	33%	-	-	*	-	-
	Female	63%	72%	27%	-	*	29%	-	-	-	-	38%	*	*	30%	*	-	27%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON 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	41%	56%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	CWD	17%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	59%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	29%	45%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	39%	58%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	*	-	-
	Female	43%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Biology	All Students	54%	70%	47%	-	57%	42%	-	-	-	-	36%	63%	*	53%	*	50%	44%	-	*	-	-
	CWD	26%	31%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	58%	74%	53%	-	57%	50%	-	-	-	-	36%	83%	-	53%	*	56%	50%	-	*	-	-
	EL	33%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	54%	70%	50%	-	*	33%	-	-	-	-	33%	*	*	56%	*	50%	-	-	*	-	-
	Female	54%	70%	44%	-	*	50%	-	-	-	-	40%	*	*	50%	*	-	44%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	15%	14%	9%	-	20%	0%	-	-	-	-	0%	20%	-	9%	*	13%	*	-	*	-	-
	CWD	4%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	15%	9%	-	20%	0%	-	-	-	-	0%	20%	-	9%	*	13%	*	-	*	-	-
	EL	4%	4%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	11%	10%	13%	-	*	*	-	-	-	-	0%	*	-	13%	*	13%	-	-	*	-	-
	Female	19%	19%	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
English II	All Students	8%	10%	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	CWD	3%	2%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	9%	11%	0%	-	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	2%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	*	-	-
	Male	7%	8%	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-	*	-	-
	Female	10%	13%	0%	-	*	0%	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Algebra I	All Students	23%	21%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	25%	23%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	EL	13%	16%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	22%	22%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	*	-	-
	Female	23%	21%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Biology	All Students	18%	16%	11%	-	29%	0%	-	-	-	-	0%	25%	*	12%	*	20%	0%	-	*	-	-
	CWD	5%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	19%	17%	12%	-	29%	0%	-	-	-	-	0%	33%	-	12%	*	22%	0%	-	*	-	-
	EL	5%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	18%	15%	20%	-	*	0%	-	-	-	-	0%	*	*	22%	*	20%	-	-	*	-	-
	Female	17%	16%	0%	-	*	0%	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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All Subjects	All Students	73%	81%	72%	-	67%	74%	-	*	-	-	70%	75%	*	74%	72%	76%	60%	-	80%	-	-
	CWD	46%	46%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	77%	87%	74%	-	67%	77%	-	*	-	-	70%	80%	-	74%	72%	78%	61%	-	80%	-	-
	EL	61%	71%	72%	-	72%	-	-	-	-	-	71%	*	-	72%	72%	82%	57%	-	*	-	-
	Male	71%	80%	76%	-	78%	74%	-	*	-	-	77%	75%	*	78%	82%	76%	-	-	80%	-	-
	Female	74%	82%	60%	-	40%	73%	-	-	-	-	56%	67%	*	61%	57%	-	60%	-	-	-	-
Reading	All Students	74%	81%	65%	-	67%	62%	-	*	-	-	65%	64%	*	69%	73%	74%	50%	-	*	-	-
	CWD	44%	42%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	87%	69%	-	67%	68%	-	*	-	-	65%	75%	-	69%	73%	77%	54%	-	*	-	-
	EL	59%	67%	73%	-	73%	-	-	-	-	-	63%	*	-	73%	73%	86%	*	-	*	-	-
	Male	70%	78%	74%	-	80%	67%	-	*	-	-	71%	78%	*	77%	86%	74%	-	-	*	-	-
	Female	78%	84%	50%	-	40%	56%	-	-	-	-	56%	40%	*	54%	*	-	50%	-	-	-	-
Mathematics	All Students	70%	81%	25%	-	33%	-	-	-	-	-	20%	*	-	25%	*	33%	*	-	*	-	-
	CWD	45%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	86%	25%	-	33%	-	-	-	-	-	20%	*	-	25%	*	33%	*	-	*	-	-
	EL	62%	75%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	71%	80%	33%	-	*	-	-	-	-	-	*	*	-	33%	*	33%	-	-	*	-	-
	Female	70%	81%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Science	All Students	73%	83%	95%	-	86%	100%	-	-	-	-	91%	100%	*	94%	*	100%	89%	-	*	-	-
	CWD	49%	49%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	77%	89%	94%	-	86%	100%	-	-	-	-	91%	100%	-	94%	*	100%	88%	-	*	-	-
	EL	61%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	74%	85%	100%	-	*	100%	-	-	-	-	100%	*	*	100%	*	100%	-	-	*	-	-
	Female	72%	81%	89%	-	*	100%	-	-	-	-	80%	*	*	88%	*	-	89%	-	-	-	-
SAT/ACT All Subjects	All Students	88%	90%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	90%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	64%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	91%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	55%	38%	-	37%	35%	-	*	-	-	32%	46%	*	40%	33%	39%	32%	-	60%	-	-
	CWD	22%	20%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	51%	61%	40%	-	37%	40%	-	*	-	-	32%	55%	-	40%	33%	42%	35%	-	60%	-	-
	EL	31%	38%	33%	-	33%	-	-	-	-	-	36%	*	-	33%	33%	36%	29%	-	*	-	-
	Male	45%	54%	39%	-	44%	32%	-	*	-	-	32%	50%	*	42%	36%	39%	-	-	60%	-	-
	Female	48%	57%	32%	-	20%	40%	-	-	-	-	31%	33%	*	35%	29%	-	32%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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Reading	All Students	52%	57%	38%	-	40%	33%	-	*	-	-	35%	43%	*	40%	36%	43%	29%	-	*	-	-
	CWD	23%	18%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	58%	64%	40%	-	40%	37%	-	*	-	-	35%	50%	-	40%	36%	45%	31%	-	*	-	-
	EL	34%	36%	36%	-	36%	-	-	-	-	-	38%	*	-	36%	36%	43%	*	-	*	-	-
	Male	48%	51%	43%	-	50%	33%	-	*	-	-	36%	56%	*	45%	43%	43%	-	-	*	-	-
	Female	57%	64%	29%	-	20%	33%	-	-	-	-	33%	20%	*	31%	*	-	29%	-	-	-	-
Mathematics	All Students	42%	53%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	CWD	22%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	58%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	31%	43%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	43%	54%	0%	-	*	-	-	-	-	-	*	*	-	0%	*	0%	-	-	*	-	-
	Female	40%	51%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Science	All Students	42%	54%	47%	-	57%	42%	-	-	-	-	36%	63%	*	53%	*	50%	44%	-	*	-	-
	CWD	21%	18%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	45%	59%	53%	-	57%	50%	-	-	-	-	36%	83%	-	53%	*	56%	50%	-	*	-	-
	EL	24%	30%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	44%	57%	50%	-	*	33%	-	-	-	-	33%	*	*	56%	*	50%	-	-	*	-	-
	Female	40%	50%	44%	-	*	50%	-	-	-	-	40%	*	*	50%	*	-	44%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	56%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	56%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	19%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	55%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	20%	5%	-	11%	0%	-	*	-	-	0%	13%	*	5%	0%	8%	0%	-	0%	-	-
	CWD	6%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	21%	23%	5%	-	11%	0%	-	*	-	-	0%	15%	-	5%	0%	8%	0%	-	0%	-	-
	EL	9%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	*	-	-
	Male	18%	20%	8%	-	17%	0%	-	*	-	-	0%	19%	*	8%	0%	8%	-	-	0%	-	-
	Female	19%	20%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Reading	All Students	21%	21%	3%	-	7%	0%	-	*	-	-	0%	7%	*	3%	0%	4%	0%	-	*	-	-
	CWD	6%	5%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	24%	24%	3%	-	7%	0%	-	*	-	-	0%	8%	-	3%	0%	5%	0%	-	*	-	-
	EL	10%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	*	-	-
	Male	18%	19%	4%	-	10%	0%	-	*	-	-	0%	11%	*	5%	0%	4%	-	-	*	-	-
	Female	24%	24%	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	-	0%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON 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%	20%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	CWD	6%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	19%	23%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	*	-	*	-	-
	EL	10%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	18%	23%	0%	-	*	-	-	-	-	-	*	*	-	0%	*	0%	-	-	*	-	-
	Female	15%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Science	All Students	15%	17%	11%	-	29%	0%	-	-	-	-	0%	25%	*	12%	*	20%	0%	-	*	-	-
	CWD	5%	4%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD	17%	19%	12%	-	29%	0%	-	-	-	-	0%	33%	-	12%	*	22%	0%	-	*	-	-
	EL	5%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	16%	19%	20%	-	*	0%	-	-	-	-	0%	*	*	22%	*	20%	-	-	*	-	-
	Female	14%	14%	0%	-	*	0%	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	88	-	*	84	-	-	-	-	75	*	*
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	86	-	*	82	-	-	-	-	75	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	100	-	*	*	-	-	-	-	*	*	*
Female	75	-	*	*	-	-	-	-	*	-	*

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
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 (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	98.1%	-	95.5%	100.0%	-	-	-	*	97.2%	100.0%	100.0%	87.5%	-
CWD	100.0%	-	* 100.0%	-	-	-	-	-	* 100.0%	-	*	*	-
CWOD	97.8%	-	95.0%	100.0%	-	-	-	*	96.9%	-	100.0%	85.7%	-
EL ◇	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	100.0%	*	-
Male	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	*	-
Female	95.7%	-	85.7%	100.0%	-	-	-	*	94.1%	*	*	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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	38	-	38	37	-	*	-	-	34	*	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	29%	-	21%	38%	-	-	-	*	22%	75%	15%

- 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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N								N		
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N								N		
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N								N		
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N								N		
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met											
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met											
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met											
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
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	Y		N	Y					N		Y

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON 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
Participation Rate																	
All Subjects	All Students	95%	-	97%	94%	-	*	-	-	95%	96%	*	95%	100%	92%	100%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	95%	-	97%	94%	-	*	-	-	95%	95%	-	95%	100%	92%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	92%	-	94%	90%	-	*	-	-	91%	94%	*	92%	100%	92%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-
Reading	All Students	100%	-	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	100%	-	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	-	100%	100%	-	*	-	-	100%	100%	*	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-	100%	-
Mathematics	All Students	63%	-	83%	*	-	-	-	-	60%	*	-	63%	*	50%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	-	83%	*	-	-	-	-	60%	*	-	63%	*	50%	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	50%	-	*	*	-	-	-	-	*	*	-	50%	*	50%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
Science	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	100%	100%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	100%	-	*	100%	-	-	-	-	100%	*	*	100%	*	100%	-	-
	Female	100%	-	*	100%	-	-	-	-	100%	*	*	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON 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
All Subjects	All Students	5%	-	3%	6%	-	*	-	-	5%	4%	*	5%	0%	8%	0%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	5%	-	3%	6%	-	*	-	-	5%	5%	-	5%	0%	8%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	8%	-	6%	10%	-	*	-	-	9%	6%	*	8%	0%	8%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
Reading	All Students	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	0%	-	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
Mathematics	All Students	37%	-	17%	*	-	-	-	-	40%	*	-	37%	*	50%	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	37%	-	17%	*	-	-	-	-	40%	*	-	37%	*	50%	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	50%	-	*	*	-	-	-	-	*	*	-	50%	*	50%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
Science	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	0%	0%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	0%	-	*	0%	-	-	-	-	0%	*	*	0%	*	0%	-	-
	Female	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

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON 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
Out-of-School Suspensions												
	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
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	12	-8	5	7	-8	-8	-8	-8	4	2	2
	Female	12	-8	4	8	-8	-8	-8	-8	3	1	2
	Total	24	-8	9	15	-8	-8	-8	-8	7	3	4

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

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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

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

Preschool Programs

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

Accelerated Coursework

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

Texas Education Agency
2024 Federal Report Card
 NEW HORIZON H S (126905002) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	16.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$511		\$492	\$492		\$19	\$19
Food services		\$57					\$57	\$57
Instruction		\$18,854	\$18,665	\$75	\$18,740		\$114	\$114
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$700	\$580	\$8	\$588		\$112	\$112
Support services, operation and maintenance of plant		\$933	\$55	\$868	\$923		\$10	\$10
Support services, pupils		\$2,246	\$2,092	\$2	\$2,094		\$152	\$152

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$6,377	\$6,377	\$0	\$6,377			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	41	\$30,403	\$27,769	\$2,166	\$29,935		\$468	\$468

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	-	-
Mathematics	6,033	2%	*	0%	-	-
Science	6,033	2%	*	0%	-	-
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	-	-
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	-	-
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	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
Reading	44,764	1%	27	1%	-	-
Mathematics	40,054	1%	21	1%	-	-
Science	16,044	1%	10	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	16%	-	*	17%	-	-	-	*	*	*	*
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 ED Facts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	41%	*	47%	28%	-	-	-	*	41%	0%	44%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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 2023

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

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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

There is no data for this campus.

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.

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met											
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met											
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met											
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met											
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met											
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met											
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met											
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
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											

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

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.

There is no data for this campus.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

There is no data for this campus.

Part (xi): STAAR Alternate 2 Participation

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

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.

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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

Texas Education Agency
2024 Federal Report Card
 JOHNSON COUNTY J J A E P (126905042) - JOSHUA ISD - JOHNSON COUNTY

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	-	23%	33%	-	-	-	-	21%	-	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	67%	79%	83%	93%	77%	85%	*	*	-	78%	74%	91%	33%	88%	69%	78%	87%	*	*	*	100%
	CWD	35%	38%	33%	*	15%	42%	-	-	-	*	31%	36%	33%	-	9%	24%	45%	-	-	*	-
	CWOD	73%	84%	88%	93%	86%	90%	*	*	-	86%	82%	94%	-	88%	80%	86%	91%	*	*	-	100%
	EL	47%	61%	69%	-	68%	*	-	-	-	*	68%	78%	9%	80%	69%	67%	71%	-	-	-	-
	Male	62%	74%	78%	*	75%	80%	-	*	-	60%	70%	85%	24%	86%	67%	78%	-	*	*	*	*
	Female	74%	85%	87%	91%	80%	92%	*	-	-	*	78%	97%	45%	91%	71%	-	87%	*	*	*	*
English II	All Students	74%	78%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	39%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	78%	83%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	52%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	69%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	79%	82%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Algebra I	All Students	79%	93%	92%	100%	91%	91%	-	*	-	100%	90%	94%	76%	95%	93%	91%	93%	*	*	*	*
	CWD	54%	77%	76%	*	70%	78%	-	-	-	*	74%	80%	76%	-	82%	73%	80%	-	-	*	-
	CWOD	83%	95%	95%	100%	95%	94%	-	*	-	*	94%	96%	-	95%	95%	95%	95%	*	*	-	*
	EL	72%	91%	93%	-	93%	-	-	-	-	*	92%	100%	82%	95%	93%	88%	97%	-	-	-	-
	Male	77%	92%	91%	*	91%	90%	-	*	-	*	89%	92%	73%	95%	88%	91%	-	*	*	*	*
	Female	81%	94%	93%	100%	91%	93%	-	-	-	*	90%	96%	80%	95%	97%	-	93%	-	*	*	*
Biology	All Students	90%	97%	99%	*	97%	99%	*	*	-	*	96%	100%	*	99%	95%	100%	98%	*	*	-	*
	CWD	75%	82%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	92%	98%	99%	*	97%	100%	*	*	-	*	98%	100%	-	99%	95%	100%	98%	*	*	-	*
	EL	84%	96%	95%	-	95%	-	-	-	-	-	94%	*	*	95%	95%	100%	90%	-	-	-	-
	Male	89%	98%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	-	-	-	*
	Female	91%	96%	98%	*	95%	99%	*	-	-	*	93%	100%	*	98%	90%	-	98%	*	*	-	*

STAAR Percent at Meets Grade Level or Above

End of Course

English I	All Students	50%	62%	70%	67%	63%	74%	*	*	-	67%	59%	80%	18%	76%	48%	63%	77%	*	*	*	100%
	CWD	19%	23%	18%	*	10%	19%	-	-	-	*	14%	29%	18%	-	0%	10%	30%	-	-	*	-
	CWOD	55%	67%	76%	64%	70%	79%	*	*	-	71%	67%	83%	-	76%	57%	70%	82%	*	*	-	100%
	EL	27%	35%	48%	-	46%	*	-	-	-	*	45%	67%	0%	57%	48%	36%	58%	-	-	-	-
	Male	43%	54%	63%	*	57%	66%	-	*	-	60%	55%	70%	10%	70%	36%	63%	-	*	*	*	*
	Female	57%	72%	77%	73%	69%	83%	*	-	-	*	62%	91%	30%	82%	58%	-	77%	*	*	*	*
English II	All Students	57%	62%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	23%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	61%	66%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	30%	34%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	51%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	63%	72%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	41%	56%	47%	36%	46%	49%	-	*	-	0%	40%	55%	28%	51%	44%	49%	44%	*	*	*	*
	CWD	17%	32%	28%	*	20%	33%	-	-	-	*	26%	33%	28%	-	27%	37%	15%	-	-	*	-
	CWOD	45%	59%	51%	30%	52%	52%	-	*	-	*	45%	58%	-	51%	48%	53%	49%	*	*	*	-
	EL	29%	45%	44%	-	44%	-	-	-	-	*	40%	71%	27%	48%	44%	32%	53%	-	-	-	-
	Male	39%	58%	49%	*	47%	52%	-	*	-	*	40%	62%	37%	53%	32%	49%	-	*	*	*	*
	Female	43%	54%	44%	33%	45%	46%	-	-	-	*	41%	47%	15%	49%	53%	-	44%	-	*	*	*
Biology	All Students	54%	70%	85%	*	85%	87%	*	*	-	*	78%	89%	*	86%	65%	86%	84%	*	*	-	*
	CWD	26%	31%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	58%	74%	86%	*	87%	88%	*	*	-	*	80%	89%	-	86%	68%	87%	85%	*	*	-	*
	EL	33%	40%	65%	-	65%	-	-	-	-	-	67%	*	*	68%	65%	70%	60%	-	-	-	-
	Male	54%	70%	86%	*	87%	87%	-	*	-	*	82%	89%	*	87%	70%	86%	-	-	-	-	-
	Female	54%	70%	84%	*	84%	88%	*	-	-	*	76%	89%	*	85%	60%	-	84%	*	*	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	15%	14%	15%	7%	12%	18%	*	*	-	11%	11%	19%	0%	17%	6%	12%	19%	*	*	*	0%
	CWD	4%	7%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	17%	15%	17%	7%	13%	20%	*	*	-	14%	13%	21%	-	17%	7%	13%	21%	*	*	-	0%
	EL	4%	4%	6%	-	4%	*	-	-	-	*	6%	0%	0%	7%	6%	9%	3%	-	-	-	-
	Male	11%	10%	12%	*	11%	12%	-	*	-	20%	8%	15%	0%	13%	9%	12%	-	*	*	*	*
	Female	19%	19%	19%	9%	12%	26%	*	-	-	*	14%	25%	0%	21%	3%	-	19%	*	*	*	*
English II	All Students	8%	10%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	3%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	9%	11%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	1%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	7%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	10%	13%	*	-	*	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Algebra I	All Students	23%	21%	13%	9%	17%	11%	-	*	-	0%	13%	12%	2%	15%	15%	14%	12%	*	*	*	*
	CWD	7%	7%	2%	*	5%	0%	-	-	-	*	3%	0%	2%	-	9%	3%	0%	-	-	*	-
	CWOD	25%	23%	15%	10%	20%	13%	-	*	-	*	16%	14%	-	15%	16%	16%	14%	*	*	-	*
	EL	13%	16%	15%	-	15%	-	-	-	-	*	15%	14%	9%	16%	15%	12%	17%	-	-	-	-
	Male	22%	22%	14%	*	17%	12%	-	*	-	*	10%	18%	3%	16%	12%	14%	-	*	*	*	*
	Female	23%	21%	12%	11%	17%	8%	-	-	-	*	16%	5%	0%	14%	17%	-	12%	-	*	*	*
Biology	All Students	18%	16%	22%	*	19%	23%	*	*	-	*	19%	24%	*	23%	10%	22%	22%	*	*	-	*
	CWD	5%	5%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	19%	17%	23%	*	19%	23%	*	*	-	*	20%	24%	-	23%	11%	23%	23%	*	*	-	*
	EL	5%	3%	10%	-	10%	-	-	-	-	-	6%	*	*	11%	10%	10%	10%	-	-	-	-
	Male	18%	15%	22%	*	23%	19%	-	*	-	*	18%	25%	*	23%	10%	22%	-	-	-	-	*
	Female	17%	16%	22%	*	16%	26%	*	-	-	*	20%	24%	*	23%	10%	-	22%	*	*	-	*

STAAR Percent at Approaches Grade Level or Above

All Grades

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	73%	81%	89%	97%	86%	90%	88%	*	-	89%	83%	94%	54%	93%	82%	86%	91%	*	80%	*	100%
	CWD	46%	46%	54%	*	44%	59%	-	-	-	*	53%	59%	54%	-	48%	50%	61%	-	-	*	-
	CWOD	77%	87%	93%	96%	91%	94%	88%	*	-	93%	89%	96%	-	93%	88%	91%	94%	*	80%	-	100%
	EL	61%	71%	82%	-	81%	*	-	-	-	*	81%	89%	48%	88%	82%	80%	83%	-	-	-	-
	Male	71%	80%	86%	100%	85%	87%	-	*	-	80%	82%	91%	50%	91%	80%	86%	-	*	*	*	100%
	Female	74%	82%	91%	95%	86%	94%	88%	-	-	100%	85%	98%	61%	94%	83%	-	91%	*	*	*	*
Reading	All Students	74%	81%	83%	93%	77%	86%	*	*	-	78%	74%	91%	33%	89%	69%	78%	88%	*	*	*	100%
	CWD	44%	42%	33%	*	15%	42%	-	-	-	*	31%	36%	33%	-	9%	24%	45%	-	-	*	-
	CWOD	80%	87%	89%	93%	86%	90%	*	*	-	86%	82%	94%	-	89%	80%	86%	92%	*	*	-	100%
	EL	59%	67%	69%	-	69%	*	-	-	-	*	68%	78%	9%	80%	69%	68%	71%	-	-	-	-
	Male	70%	78%	78%	*	75%	80%	-	*	-	60%	70%	85%	24%	86%	68%	78%	-	*	*	*	*
	Female	78%	84%	88%	91%	80%	92%	*	-	-	*	78%	97%	45%	92%	71%	-	88%	*	*	*	*
Mathematics	All Students	70%	81%	92%	100%	91%	91%	-	*	-	100%	90%	94%	76%	95%	93%	91%	93%	*	*	*	*
	CWD	45%	50%	76%	*	70%	78%	-	-	-	*	74%	80%	76%	-	82%	73%	80%	-	-	*	-
	CWOD	75%	86%	95%	100%	95%	94%	-	*	-	*	94%	96%	-	95%	95%	95%	95%	*	*	-	*
	EL	62%	75%	93%	-	93%	-	-	-	-	*	92%	100%	82%	95%	93%	88%	97%	-	-	-	-
	Male	71%	80%	91%	*	91%	90%	-	*	-	*	89%	92%	73%	95%	88%	91%	-	*	*	*	*
	Female	70%	81%	93%	100%	91%	93%	-	-	-	*	90%	96%	80%	95%	97%	-	93%	-	*	*	*
Science	All Students	73%	83%	99%	*	97%	99%	*	*	-	*	96%	100%	*	99%	95%	100%	98%	*	*	-	*
	CWD	49%	49%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	77%	89%	99%	*	97%	100%	*	*	-	*	98%	100%	-	99%	95%	100%	98%	*	*	-	*
	EL	61%	72%	95%	-	95%	-	-	-	-	-	94%	*	*	95%	95%	100%	90%	-	-	-	-
	Male	74%	85%	100%	*	100%	100%	-	*	-	*	100%	100%	*	100%	100%	100%	-	-	-	-	*
	Female	72%	81%	98%	*	95%	99%	*	-	-	*	93%	100%	*	98%	90%	-	98%	*	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	55%	67%	53%	62%	70%	63%	*	-	47%	56%	77%	23%	72%	48%	64%	70%	*	60%	*	89%
	CWD	22%	20%	23%	*	15%	26%	-	-	-	*	19%	31%	23%	-	13%	23%	22%	-	-	*	-
	CWOD	51%	61%	72%	50%	69%	75%	63%	*	-	53%	62%	80%	-	72%	55%	69%	74%	*	60%	-	89%
	EL	31%	38%	48%	-	48%	*	-	-	-	*	46%	67%	13%	55%	48%	39%	56%	-	-	-	-
	Male	45%	54%	64%	50%	59%	66%	-	*	-	50%	54%	73%	23%	69%	39%	64%	-	*	*	*	100%
	Female	48%	57%	70%	55%	65%	75%	63%	-	-	44%	58%	81%	22%	74%	56%	-	70%	*	*	*	*
Reading	All Students	52%	57%	70%	67%	63%	74%	*	*	-	67%	58%	80%	18%	76%	47%	63%	77%	*	*	*	100%
	CWD	23%	18%	18%	*	10%	19%	-	-	-	*	14%	29%	18%	-	0%	10%	30%	-	-	*	-
	CWOD	58%	64%	76%	64%	70%	79%	*	*	-	71%	66%	83%	-	76%	56%	70%	82%	*	*	-	100%
	EL	34%	36%	47%	-	46%	*	-	-	-	*	44%	67%	0%	56%	47%	35%	58%	-	-	-	-
	Male	48%	51%	63%	*	56%	66%	-	*	-	60%	54%	70%	10%	70%	35%	63%	-	*	*	*	*
	Female	57%	64%	77%	73%	69%	83%	*	-	-	*	62%	92%	30%	82%	58%	-	77%	*	*	*	*

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	42%	53%	47%	36%	46%	49%	-	*	-	0%	40%	55%	28%	51%	44%	49%	44%	*	*	*	*
	CWD	22%	22%	28%	*	20%	33%	-	-	-	*	26%	33%	28%	-	27%	37%	15%	-	-	*	-
	CWOD	46%	58%	51%	30%	52%	52%	-	*	-	*	45%	58%	-	51%	48%	53%	49%	*	*	*	-
	EL	31%	43%	44%	-	44%	-	-	-	-	*	40%	71%	27%	48%	44%	32%	53%	-	-	-	-
	Male	43%	54%	49%	*	47%	52%	-	*	-	*	40%	62%	37%	53%	32%	49%	-	*	*	*	*
	Female	40%	51%	44%	33%	45%	46%	-	-	-	*	41%	47%	15%	49%	53%	-	44%	-	*	*	*
Science	All Students	42%	54%	85%	*	85%	87%	*	*	-	*	78%	89%	*	86%	65%	86%	84%	*	*	-	*
	CWD	21%	18%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	45%	59%	86%	*	87%	88%	*	*	-	*	80%	89%	-	86%	68%	87%	85%	*	*	-	*
	EL	24%	30%	65%	-	65%	-	-	-	-	-	67%	*	*	68%	65%	70%	60%	-	-	-	-
	Male	44%	57%	86%	*	87%	87%	-	*	-	*	82%	89%	*	87%	70%	86%	-	-	-	-	*
	Female	40%	50%	84%	*	84%	88%	*	-	-	*	76%	89%	*	85%	60%	-	84%	*	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	20%	16%	10%	15%	17%	13%	*	-	16%	13%	19%	1%	18%	10%	14%	18%	*	0%	*	0%
	CWD	6%	5%	1%	*	2%	0%	-	-	-	*	1%	0%	1%	-	4%	2%	0%	-	-	*	-
	CWOD	21%	23%	18%	11%	16%	19%	13%	*	-	20%	15%	20%	-	18%	10%	16%	20%	*	0%	-	0%
	EL	9%	10%	10%	-	9%	*	-	-	-	*	9%	11%	4%	10%	10%	10%	9%	-	-	-	-
	Male	18%	20%	14%	0%	15%	14%	-	*	-	30%	10%	18%	2%	16%	10%	14%	-	*	*	*	0%
	Female	19%	20%	18%	14%	14%	21%	13%	-	-	0%	16%	20%	0%	20%	9%	-	18%	*	*	*	*
Reading	All Students	21%	21%	15%	7%	12%	18%	*	*	-	11%	11%	19%	0%	17%	6%	11%	19%	*	*	*	0%
	CWD	6%	5%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	24%	24%	17%	7%	13%	20%	*	*	-	14%	13%	20%	-	17%	7%	13%	21%	*	*	-	0%
	EL	10%	10%	6%	-	4%	*	-	-	-	*	6%	0%	0%	7%	6%	9%	3%	-	-	-	-
	Male	18%	19%	11%	*	11%	12%	-	*	-	20%	8%	15%	0%	13%	9%	11%	-	*	*	*	*
	Female	24%	24%	19%	9%	12%	25%	*	-	-	*	14%	24%	0%	21%	3%	-	19%	*	*	*	*
Mathematics	All Students	17%	20%	13%	9%	17%	11%	-	*	-	0%	13%	12%	2%	15%	15%	14%	12%	*	*	*	*
	CWD	6%	6%	2%	*	5%	0%	-	-	-	*	3%	0%	2%	-	9%	3%	0%	-	-	*	-
	CWOD	19%	23%	15%	10%	20%	13%	-	*	-	*	16%	14%	-	15%	16%	16%	14%	*	*	-	*
	EL	10%	11%	15%	-	15%	-	-	-	-	*	15%	14%	9%	16%	15%	12%	17%	-	-	-	-
	Male	18%	23%	14%	*	17%	12%	-	*	-	*	10%	18%	3%	16%	12%	14%	-	*	*	*	*
	Female	15%	17%	12%	11%	17%	8%	-	-	-	*	16%	5%	0%	14%	17%	-	12%	-	*	*	*
Science	All Students	15%	17%	22%	*	19%	23%	*	*	-	*	19%	24%	*	23%	10%	22%	22%	*	*	-	*
	CWD	5%	4%	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	17%	19%	23%	*	19%	23%	*	*	-	*	20%	24%	-	23%	11%	23%	23%	*	*	-	*
	EL	5%	5%	10%	-	10%	-	-	-	-	-	6%	*	*	11%	10%	10%	10%	-	-	-	-
	Male	16%	19%	22%	*	23%	19%	-	*	-	*	18%	25%	*	23%	10%	22%	-	-	-	-	*
	Female	14%	14%	22%	*	16%	26%	*	-	-	*	20%	24%	*	23%	10%	-	22%	*	*	-	*

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	73	63	71	*	*	-	72	63	44	59
CWD	44	*	36	47	-	-	-	*	40	44	30
CWOD	71	69	67	73	*	*	-	79	67	-	65
EL ◇	59	-	58	*	-	-	-	*	57	30	59
Male	65	*	68	63	-	*	-	60	63	43	64
Female	72	67	59	80	*	-	-	*	62	46	55
Mathematics											
All Students	88	111	91	84	-	*	-	88	89	102	91
CWD	102	*	110	95	-	-	-	*	104	102	116
CWOD	85	113	86	82	-	*	-	*	85	-	85
EL ◇	91	-	93	-	-	-	-	*	92	116	91
Male	92	*	90	93	-	*	-	*	88	107	91
Female	83	111	92	74	-	-	-	*	90	95	91

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

Part (iii)(II): Graduation Rate

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

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
71	14	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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	57	53	54	59	55	*	-	51	51	26	47
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

- 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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	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	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	N	Y	N					N	Y	Y
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
English Learner Language Proficiency Status											
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
Federal Graduation Status											
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%

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

		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
Participation Rate																	
All Subjects	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%	-
	Male	100%	100%	100%	99%	-	*	-	100%	99%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-	100%	*
Reading	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%	-
	Male	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	99%	-	*	-	100%	99%	100%	100%	100%	100%	99%	100%	*
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	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%	-	100%	-

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	All Students	100%	*	100%	99%	*	*	-	*	99%	100%	*	100%	100%	99%	100%	*
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	100%	*	100%	99%	*	*	-	*	99%	100%	-	100%	100%	99%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	99%	*	100%	99%	-	*	-	*	97%	100%	*	99%	100%	99%	-	-
	Female	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%	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%	-
	Male	0%	0%	0%	1%	-	*	-	0%	1%	0%	0%	0%	0%	0%	0%	-
	Female	0%	0%	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%	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%	-
	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%	1%	-	*	-	0%	1%	0%	0%	0%	0%	1%	0%	*
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	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%	-	0%	-
Science	All Students	0%	*	0%	1%	*	*	-	*	1%	0%	*	0%	0%	1%	0%	*
	CWD	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	0%	*	0%	1%	*	*	-	*	1%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	1%	*	0%	1%	-	*	-	*	3%	0%	*	1%	0%	1%	-	-

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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	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)

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	56	0	23	28	0	0	0	5	12		
	Female	34	1	12	20	0	0	0	1	4		
	Total	90	1	35	48	0	0	0	6	16		
Out-of-School Suspensions												
	Male	16	1	4	9	0	0	0	2	3		
	Female	9	0	3	6	0	0	0	0	1		
	Total	25	1	7	15	0	0	0	2	4		
Expulsions												
With Educational Services	Male	1	0	0	0	0	0	0	1	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	3	0	1	1	0	0	0	1	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		

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												
	Male	16	1	6	8	0	0	0	1	4		15
	Female	4	0	1	3	0	0	0	0	2		3
	Total	20	1	7	11	0	0	0	1	6		18
Out-of-School Suspensions												
	Male	12	1	3	7	0	0	0	1	1		7
	Female	1	0	0	1	0	0	0	0	0		1
	Total	13	1	3	8	0	0	0	1	1		8
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON 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
All Students												
Chronic Absenteeism												
	Male	34	1	8	21	-8	-8	-8	4	1	6	8
	Female	20	-8	5	15	-8	-8	-8	-8	2	1	2
	Total	54	1	13	36	-8	-8	-8	4	3	7	10

	Total
Incidents of Violence	
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
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	68	28	0	0	14	21	50	31	0	0	1	100	0	-	3	23	4	14	1	4
Female	68	31	1	50	19	30	44	30	0	-	0	0	0	-	4	67	1	7	0	0
Total	136	29	1	20	33	25	94	31	0	0	1	50	0	-	7	37	5	12	1	2
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	7	3	0	0	4	6	3	2	0	0	0	0	0	-	0	0	2	7	0	0
Female	17	8	0	0	3	5	12	8	0	-	0	0	0	-	2	33	0	0	0	0
Total	24	5	0	0	7	5	15	5	0	0	0	0	0	-	2	11	2	5	0	0

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

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

Part (ix): Teacher Quality Data

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

Texas Education Agency
2024 Federal Report Card
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.4	32.6%
Teachers Teaching with Emergency or Provisional Credentials	3.0	9.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.1	15.5%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$513	\$2	\$492	\$494		\$19	\$19
Food services		\$601				\$544	\$57	\$601
Instruction		\$6,219	\$6,026	\$75	\$6,101	\$5	\$114	\$119
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$409	\$289	\$8	\$297		\$112	\$112
Support services, operation and maintenance of plant		\$1,640	\$759	\$868	\$1,627	\$3	\$10	\$13
Support services, pupils		\$549	\$395	\$2	\$397		\$152	\$152
Support services, school administration		\$627	\$627	\$0	\$627			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	474	\$11,284	\$8,098	\$2,166	\$10,264	\$552	\$468	\$1,020

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	-	-
Mathematics	6,033	2%	*	0%	-	-
Science	6,033	2%	*	0%	-	-
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	*	1%
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	*	1%
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	1%	6	1%
Reading	44,764	1%	27	1%	*	1%
Mathematics	40,054	1%	21	1%	*	1%
Science	16,044	1%	10	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	13%	13%	12%	*	0%	-	25%	14%	11%	8%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 6																					

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	75%	83%	82%	82%	78%	85%	*	*	*	*	77%	89%	43%	90%	68%	79%	85%	-	*	*	100%
	CWD	43%	40%	43%	*	23%	56%	*	-	-	*	38%	63%	43%	-	17%	42%	45%	-	*	*	-
	CWOD	81%	91%	90%	100%	87%	91%	-	*	*	*	88%	92%	-	90%	78%	89%	90%	-	-	-	100%
	EL	61%	72%	68%	-	68%	-	-	-	-	-	64%	100%	17%	78%	68%	58%	79%	-	-	-	-
	Male	71%	79%	79%	*	72%	83%	-	*	-	*	71%	91%	42%	89%	58%	79%	-	-	*	*	*
	Female	79%	87%	85%	86%	84%	89%	*	*	*	-	84%	88%	45%	90%	79%	-	85%	-	-	-	*
Mathematics	All Students	70%	84%	81%	82%	84%	78%	*	*	*	*	76%	88%	36%	90%	76%	80%	83%	-	*	*	88%
	CWD	44%	47%	36%	*	33%	33%	*	-	-	*	36%	38%	36%	-	17%	36%	36%	-	*	*	-
	CWOD	75%	91%	90%	100%	92%	87%	-	*	*	*	87%	93%	-	90%	88%	91%	88%	-	-	-	88%
	EL	60%	78%	76%	-	76%	-	-	-	-	-	73%	100%	17%	88%	76%	74%	79%	-	-	-	-
	Male	70%	84%	80%	*	83%	77%	-	*	-	*	74%	89%	36%	91%	74%	80%	-	-	*	*	*
	Female	70%	85%	83%	86%	86%	80%	*	*	*	-	78%	88%	36%	88%	79%	-	83%	-	-	-	*
Grade 7																						
Reading	All Students	72%	79%	73%	56%	68%	79%	-	*	*	*	66%	81%	29%	80%	65%	71%	74%	-	-	-	100%
	CWD	39%	33%	29%	*	33%	29%	-	-	*	*	22%	35%	29%	-	*	23%	38%	-	-	-	*
	CWOD	78%	86%	80%	67%	72%	89%	-	*	*	*	72%	90%	-	80%	68%	81%	80%	-	-	-	100%
	EL	57%	70%	65%	-	64%	-	-	-	*	-	65%	67%	*	68%	65%	65%	65%	-	-	-	-
	Male	67%	76%	71%	80%	68%	74%	-	-	*	*	66%	78%	23%	81%	65%	71%	-	-	-	-	100%
	Female	78%	82%	74%	*	69%	83%	-	*	-	*	66%	83%	38%	80%	65%	-	74%	-	-	-	*
Mathematics	All Students	54%	72%	71%	44%	73%	70%	-	*	*	*	64%	79%	47%	75%	67%	75%	67%	-	-	-	88%
	CWD	31%	38%	47%	*	42%	48%	-	-	*	*	50%	45%	47%	-	*	50%	44%	-	-	-	*
	CWOD	58%	78%	75%	50%	77%	74%	-	*	*	*	66%	86%	-	75%	70%	81%	70%	-	-	-	86%
	EL	42%	70%	67%	-	66%	-	-	-	*	-	65%	83%	*	70%	67%	71%	60%	-	-	-	-
	Male	55%	74%	75%	80%	75%	73%	-	-	*	*	71%	81%	50%	81%	71%	75%	-	-	-	-	83%
	Female	53%	70%	67%	*	70%	67%	-	*	-	*	56%	77%	44%	70%	60%	-	67%	-	-	-	*
Grade 8																						
Reading	All Students	79%	81%	74%	50%	71%	76%	-	*	*	100%	63%	87%	25%	83%	68%	71%	78%	-	*	-	100%
	CWD	48%	37%	25%	*	24%	25%	-	-	-	-	19%	40%	25%	-	*	22%	31%	-	-	-	-
	CWOD	83%	88%	83%	*	80%	84%	-	*	*	100%	74%	92%	-	83%	73%	81%	84%	-	*	-	100%
	EL	64%	74%	68%	-	69%	*	-	*	-	-	70%	50%	*	73%	68%	67%	69%	-	*	-	*
	Male	74%	78%	71%	*	70%	72%	-	*	-	*	58%	85%	22%	81%	67%	71%	-	-	*	-	*
	Female	84%	84%	78%	*	71%	82%	-	*	*	*	69%	91%	31%	84%	69%	-	78%	-	*	-	*
Mathematics	All Students	70%	50%	47%	40%	40%	55%	-	-	-	*	46%	48%	20%	55%	47%	49%	45%	-	*	-	*
	CWD	45%	23%	20%	*	19%	13%	-	-	-	-	23%	11%	20%	-	*	23%	15%	-	-	-	-
	CWOD	74%	57%	55%	*	47%	66%	-	-	-	*	55%	55%	-	55%	53%	59%	52%	-	*	-	*
	EL	62%	54%	47%	-	45%	*	-	-	-	-	47%	*	*	53%	47%	46%	48%	-	*	-	*
	Male	69%	54%	49%	*	40%	56%	-	-	-	*	45%	53%	23%	59%	46%	49%	-	-	*	-	*
	Female	71%	46%	45%	*	41%	53%	-	-	-	*	47%	41%	15%	52%	48%	-	45%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	68%	77%	74%	67%	64%	82%	-	*	*	80%	68%	81%	37%	80%	58%	77%	71%	-	*	-	86%
	CWD	39%	36%	37%	*	19%	50%	-	-	-	-	38%	33%	37%	-	*	41%	31%	-	-	-	-
	CWOD	72%	83%	80%	*	73%	87%	-	*	*	80%	75%	86%	-	80%	63%	85%	76%	-	*	-	86%
	EL	51%	66%	58%	-	57%	*	-	*	-	-	57%	67%	*	63%	58%	71%	48%	-	*	-	*
	Male	70%	81%	77%	*	69%	84%	-	*	-	*	75%	79%	41%	85%	71%	77%	-	-	*	-	*
	Female	66%	74%	71%	*	59%	80%	-	*	*	*	61%	84%	31%	76%	48%	-	71%	-	*	-	*
End of Course																						
Algebra I	All Students	79%	93%	99%	*	97%	100%	-	*	*	*	98%	100%	-	99%	95%	100%	98%	-	-	-	*
	CWD	54%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	83%	95%	99%	*	97%	100%	-	*	*	*	98%	100%	-	99%	95%	100%	98%	-	-	-	*
	EL	72%	91%	95%	-	94%	-	-	*	-	-	94%	*	-	95%	95%	100%	88%	-	-	-	-
	Male	77%	92%	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	-	-	-	-	*
	Female	81%	94%	98%	-	94%	100%	-	*	*	*	94%	100%	-	98%	88%	-	98%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	64%	61%	55%	56%	66%	*	*	*	*	48%	80%	14%	71%	42%	57%	66%	-	*	*	75%
	CWD	24%	13%	14%	*	0%	28%	*	-	-	*	7%	38%	14%	-	0%	8%	27%	-	*	*	-
	CWOD	61%	73%	71%	86%	65%	73%	-	*	*	*	60%	84%	-	71%	50%	71%	71%	-	-	-	75%
	EL	38%	45%	42%	-	42%	-	-	-	-	-	39%	60%	0%	50%	42%	37%	47%	-	-	-	-
	Male	51%	57%	57%	*	49%	64%	-	*	-	*	41%	82%	8%	71%	37%	57%	-	-	*	*	*
	Female	59%	70%	66%	71%	63%	68%	*	*	*	-	56%	77%	27%	71%	47%	-	66%	-	-	-	*
Mathematics	All Students	38%	60%	52%	55%	47%	56%	*	*	*	*	44%	65%	14%	60%	34%	54%	50%	-	*	*	63%
	CWD	19%	14%	14%	*	8%	22%	*	-	-	*	11%	25%	14%	-	0%	12%	18%	-	*	*	-
	CWOD	42%	69%	60%	86%	52%	63%	-	*	*	*	53%	68%	-	60%	41%	66%	54%	-	-	-	63%
	EL	27%	43%	34%	-	34%	-	-	-	-	-	30%	60%	0%	41%	34%	42%	26%	-	-	-	-
	Male	40%	61%	54%	*	49%	59%	-	*	-	*	42%	73%	12%	66%	42%	54%	-	-	*	*	*
	Female	36%	59%	50%	71%	45%	52%	*	*	*	-	45%	56%	18%	54%	26%	-	50%	-	-	-	*
Grade 7																						
Reading	All Students	53%	58%	55%	33%	50%	61%	-	*	*	*	42%	69%	13%	62%	39%	51%	58%	-	-	-	63%
	CWD	21%	14%	13%	*	25%	5%	-	-	*	*	11%	15%	13%	-	*	9%	19%	-	-	-	*
	CWOD	58%	66%	62%	33%	53%	72%	-	*	*	*	47%	80%	-	62%	42%	59%	64%	-	-	-	71%
	EL	34%	42%	39%	-	38%	-	-	-	*	-	35%	67%	*	42%	39%	35%	45%	-	-	-	-
	Male	47%	49%	51%	60%	44%	56%	-	-	*	*	42%	62%	9%	59%	35%	51%	-	-	-	-	50%
	Female	59%	68%	58%	*	57%	65%	-	*	-	*	41%	75%	19%	64%	45%	-	58%	-	-	-	*
Mathematics	All Students	33%	46%	43%	11%	42%	48%	-	*	*	*	35%	53%	18%	48%	39%	47%	40%	-	-	-	50%
	CWD	17%	18%	18%	*	17%	19%	-	-	*	*	17%	20%	18%	-	*	18%	19%	-	-	-	*
	CWOD	36%	50%	48%	0%	45%	53%	-	*	*	*	38%	59%	-	48%	42%	53%	43%	-	-	-	57%
	EL	22%	40%	39%	-	38%	-	-	-	*	-	35%	67%	*	42%	39%	38%	40%	-	-	-	-
	Male	35%	48%	47%	20%	46%	50%	-	-	*	*	40%	56%	18%	53%	38%	47%	-	-	-	-	50%
	Female	31%	44%	40%	*	37%	45%	-	*	-	*	29%	50%	19%	43%	40%	-	40%	-	-	-	*

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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
Grade 8																						
Reading	All Students	55%	53%	47%	33%	36%	55%	-	*	*	40%	35%	60%	6%	54%	36%	44%	50%	-	*	-	71%
	CWD	23%	9%	6%	*	6%	6%	-	-	-	-	8%	0%	6%	-	*	4%	8%	-	-	-	-
	CWOD	59%	59%	54%	*	42%	63%	-	*	*	40%	42%	66%	-	54%	39%	52%	56%	-	*	-	71%
	EL	35%	36%	36%	-	35%	*	-	*	-	-	36%	33%	*	39%	36%	38%	34%	-	*	-	*
	Male	49%	48%	44%	*	37%	50%	-	*	-	*	33%	54%	4%	52%	38%	44%	-	-	*	-	*
	Female	60%	58%	50%	*	35%	62%	-	*	*	*	37%	69%	8%	56%	34%	-	50%	-	*	-	*
Mathematics	All Students	41%	13%	13%	0%	13%	13%	-	-	-	*	13%	12%	9%	14%	18%	11%	14%	-	*	-	*
	CWD	21%	5%	9%	*	13%	6%	-	-	-	-	12%	0%	9%	-	*	9%	8%	-	-	-	-
	CWOD	44%	15%	14%	*	14%	15%	-	-	-	*	13%	14%	-	14%	20%	12%	16%	-	*	-	*
	EL	30%	16%	18%	-	18%	*	-	-	-	-	20%	*	*	20%	18%	15%	19%	-	*	-	*
	Male	41%	12%	11%	*	14%	10%	-	-	-	*	9%	14%	9%	12%	15%	11%	-	-	*	-	*
	Female	41%	14%	14%	*	13%	18%	-	-	-	*	16%	9%	8%	16%	19%	-	14%	-	*	-	*
Science	All Students	42%	47%	42%	17%	33%	50%	-	*	*	40%	33%	53%	9%	48%	28%	50%	33%	-	*	-	71%
	CWD	20%	9%	9%	*	13%	6%	-	-	-	-	12%	0%	9%	-	*	9%	8%	-	-	-	-
	CWOD	46%	53%	48%	*	36%	57%	-	*	*	40%	39%	58%	-	48%	31%	58%	36%	-	*	-	71%
	EL	24%	31%	28%	-	27%	*	-	*	-	-	28%	33%	*	31%	28%	42%	17%	-	*	-	*
	Male	45%	52%	50%	*	44%	57%	-	*	-	*	40%	60%	9%	58%	42%	50%	-	-	*	-	*
	Female	40%	43%	33%	*	20%	42%	-	*	*	*	27%	42%	8%	36%	17%	-	33%	-	*	-	*
End of Course																						
Algebra I	All Students	41%	56%	74%	*	68%	75%	-	*	*	*	75%	73%	-	74%	68%	82%	63%	-	-	-	*
	CWD	17%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	59%	74%	*	68%	75%	-	*	*	*	75%	73%	-	74%	68%	82%	63%	-	-	-	*
	EL	29%	45%	68%	-	67%	-	-	*	-	-	71%	*	-	68%	68%	73%	63%	-	-	-	-
	Male	39%	58%	82%	*	76%	85%	-	*	-	-	77%	86%	-	82%	73%	82%	-	-	-	-	*
	Female	43%	54%	63%	-	59%	62%	-	*	*	*	72%	57%	-	63%	63%	-	63%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	31%	30%	36%	22%	36%	*	*	*	*	16%	48%	5%	35%	11%	30%	30%	-	*	*	63%
	CWD	6%	3%	5%	*	0%	11%	*	-	-	*	0%	25%	5%	-	0%	0%	18%	-	*	*	-
	CWOD	28%	36%	35%	57%	25%	41%	-	*	*	*	21%	51%	-	35%	13%	38%	32%	-	-	-	63%
	EL	12%	13%	11%	-	11%	-	-	-	-	-	9%	20%	0%	13%	11%	11%	11%	-	-	-	-
	Male	21%	30%	30%	*	19%	38%	-	*	-	*	15%	53%	0%	38%	11%	30%	-	-	*	*	*
	Female	28%	31%	30%	43%	24%	34%	*	*	*	-	18%	44%	18%	32%	11%	-	30%	-	-	-	*
Mathematics	All Students	13%	29%	27%	36%	20%	31%	*	*	*	*	19%	38%	6%	31%	13%	32%	20%	-	*	*	38%
	CWD	5%	5%	6%	*	0%	11%	*	-	-	*	7%	0%	6%	-	0%	8%	0%	-	*	*	-
	CWOD	15%	34%	31%	57%	23%	36%	-	*	*	*	22%	41%	-	31%	16%	39%	23%	-	-	-	38%
	EL	7%	16%	13%	-	13%	-	-	-	-	-	12%	20%	0%	16%	13%	16%	11%	-	-	-	-
	Male	14%	33%	32%	*	26%	38%	-	*	-	*	19%	53%	8%	39%	16%	32%	-	-	*	*	*
	Female	12%	25%	20%	43%	14%	23%	*	*	*	-	18%	23%	0%	23%	11%	-	20%	-	-	-	*

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	
Grade 7																							
Reading	All Students	28%	28%	24%	0%	21%	29%	-	*	*	*	16%	32%	3%	27%	17%	20%	27%	-	-	-	25%	
	CWD	6%	6%	3%	*	8%	0%	-	-	*	*	0%	5%	3%	-	*	0%	6%	-	-	-	*	
	CWOD	31%	32%	27%	0%	22%	35%	-	*	*	*	19%	37%	-	27%	18%	25%	30%	-	-	-	29%	
	EL	13%	22%	17%	-	17%	-	-	-	*	-	17%	17%	*	18%	17%	15%	20%	-	-	-	-	
	Male	23%	22%	20%	0%	15%	28%	-	-	*	*	15%	27%	0%	25%	15%	20%	-	-	-	-	33%	
	Female	33%	34%	27%	*	28%	29%	-	*	-	*	18%	36%	6%	30%	20%	-	27%	-	-	-	-	*
Mathematics	All Students	11%	13%	10%	0%	7%	14%	-	*	*	*	7%	13%	0%	12%	6%	11%	9%	-	-	-	13%	
	CWD	5%	2%	0%	*	0%	0%	-	-	*	*	0%	0%	0%	-	*	0%	0%	-	-	-	*	
	CWOD	12%	15%	12%	0%	8%	17%	-	*	*	*	9%	15%	-	12%	6%	13%	10%	-	-	-	14%	
	EL	5%	7%	6%	-	6%	-	-	-	*	-	6%	0%	*	6%	6%	6%	5%	-	-	-	-	
	Male	12%	15%	11%	0%	7%	18%	-	-	*	*	8%	15%	0%	13%	6%	11%	-	-	-	-	-	17%
	Female	9%	12%	9%	*	7%	11%	-	*	-	*	6%	11%	0%	10%	5%	-	9%	-	-	-	-	*
Grade 8																							
Reading	All Students	28%	27%	24%	0%	14%	32%	-	*	*	40%	14%	36%	3%	28%	15%	22%	27%	-	*	-	71%	
	CWD	7%	2%	3%	*	0%	6%	-	-	-	-	4%	0%	3%	-	*	0%	8%	-	-	-	-	
	CWOD	31%	31%	28%	*	17%	36%	-	*	*	40%	17%	40%	-	28%	16%	27%	29%	-	*	-	71%	
	EL	12%	13%	15%	-	14%	*	-	*	-	-	17%	0%	*	16%	15%	13%	17%	-	*	-	*	
	Male	25%	22%	22%	*	14%	29%	-	*	-	*	11%	34%	0%	27%	13%	22%	-	-	*	-	*	
	Female	32%	33%	27%	*	14%	35%	-	*	*	*	18%	40%	8%	29%	17%	-	27%	-	*	-	*	
Mathematics	All Students	15%	1%	1%	0%	0%	1%	-	-	-	*	0%	2%	0%	1%	0%	1%	0%	-	*	-	*	
	CWD	6%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	17%	1%	1%	*	0%	2%	-	-	-	*	0%	2%	-	1%	0%	2%	0%	-	*	-	*	
	EL	8%	0%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*	
	Male	16%	1%	1%	*	0%	2%	-	-	-	*	0%	3%	0%	2%	0%	1%	-	-	*	-	*	
	Female	14%	1%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	*	
Science	All Students	16%	15%	11%	0%	5%	17%	-	*	*	0%	5%	19%	0%	13%	4%	19%	3%	-	*	-	14%	
	CWD	5%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	18%	17%	13%	*	6%	20%	-	*	*	0%	6%	21%	-	13%	4%	23%	3%	-	*	-	14%	
	EL	6%	4%	4%	-	4%	*	-	*	-	-	4%	0%	*	4%	4%	4%	3%	-	*	-	*	
	Male	18%	19%	19%	*	7%	28%	-	*	-	*	8%	30%	0%	23%	4%	19%	-	-	*	-	*	
	Female	15%	11%	3%	*	2%	4%	-	*	*	*	1%	4%	0%	3%	3%	-	3%	-	*	-	*	
End of Course																							
Algebra I	All Students	23%	21%	40%	*	21%	50%	-	*	*	*	30%	47%	-	40%	21%	44%	34%	-	-	-	*	
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	23%	40%	*	21%	50%	-	*	*	*	30%	47%	-	40%	21%	44%	34%	-	-	-	*	
	EL	13%	16%	21%	-	17%	-	-	*	-	-	24%	*	-	21%	21%	18%	25%	-	-	-	-	
	Male	22%	22%	44%	*	29%	56%	-	*	-	-	27%	57%	-	44%	18%	44%	-	-	-	-	-	*
	Female	23%	21%	34%	-	12%	43%	-	*	*	*	33%	35%	-	34%	25%	-	34%	-	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																							

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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 Grades																						
All Subjects	All Students	73%	81%	74%	64%	71%	77%	*	100%	89%	80%	68%	82%	34%	82%	66%	74%	74%	-	50%	*	91%
	CWD	46%	46%	34%	48%	27%	37%	*	-	*	*	32%	38%	34%	-	13%	34%	34%	-	*	*	*
	CWOD	77%	87%	82%	74%	78%	85%	-	100%	100%	81%	76%	88%	-	82%	72%	84%	79%	-	67%	-	90%
	EL	61%	71%	66%	-	66%	*	-	*	*	-	65%	75%	13%	72%	66%	68%	64%	-	*	-	*
	Male	71%	80%	74%	73%	71%	77%	-	100%	*	91%	68%	82%	34%	84%	68%	74%	-	-	60%	*	88%
	Female	74%	82%	74%	54%	71%	78%	*	100%	100%	71%	67%	83%	34%	79%	64%	-	74%	-	*	-	95%
Reading	All Students	74%	81%	76%	65%	72%	80%	*	100%	*	90%	68%	85%	32%	84%	67%	73%	79%	-	*	*	100%
	CWD	44%	42%	32%	40%	26%	36%	*	-	*	*	27%	42%	32%	-	14%	30%	38%	-	*	*	*
	CWOD	80%	87%	84%	81%	79%	88%	-	100%	*	100%	78%	91%	-	84%	73%	84%	84%	-	*	-	100%
	EL	59%	67%	67%	-	67%	*	-	*	*	-	66%	71%	14%	73%	67%	64%	71%	-	*	-	*
	Male	70%	78%	73%	69%	70%	76%	-	*	*	100%	65%	84%	30%	84%	64%	73%	-	-	*	*	100%
	Female	78%	84%	79%	62%	74%	84%	*	*	*	80%	72%	87%	38%	84%	71%	-	79%	-	*	-	100%
Mathematics	All Students	70%	81%	73%	62%	72%	73%	*	100%	*	70%	67%	79%	35%	79%	68%	74%	71%	-	*	*	83%
	CWD	45%	50%	35%	50%	30%	33%	*	-	*	*	35%	35%	35%	-	14%	36%	33%	-	*	*	*
	CWOD	75%	86%	79%	69%	79%	81%	-	100%	*	63%	74%	85%	-	79%	74%	83%	76%	-	*	-	82%
	EL	62%	75%	68%	-	68%	*	-	*	*	-	66%	82%	14%	74%	68%	71%	65%	-	*	-	*
	Male	71%	80%	74%	77%	73%	74%	-	*	*	80%	70%	80%	36%	83%	71%	74%	-	-	*	*	79%
	Female	70%	81%	71%	46%	72%	72%	*	*	*	60%	64%	78%	33%	76%	65%	-	71%	-	*	-	89%
Science	All Students	73%	83%	74%	67%	64%	82%	-	*	*	80%	68%	81%	37%	80%	58%	77%	71%	-	*	-	86%
	CWD	49%	49%	37%	*	19%	50%	-	-	-	-	38%	33%	37%	-	*	41%	31%	-	-	-	-
	CWOD	77%	89%	80%	*	73%	87%	-	*	*	80%	75%	86%	-	80%	63%	85%	76%	-	*	-	86%
	EL	61%	72%	58%	-	57%	*	-	*	-	-	57%	67%	*	63%	58%	71%	48%	-	*	-	*
	Male	74%	85%	77%	*	69%	84%	-	*	-	*	75%	79%	41%	85%	71%	77%	-	-	*	-	*
	Female	72%	81%	71%	*	59%	80%	-	*	*	*	61%	84%	31%	76%	48%	-	71%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	55%	48%	34%	42%	53%	*	83%	78%	40%	38%	59%	12%	54%	36%	48%	47%	-	13%	*	64%
	CWD	22%	20%	12%	9%	11%	13%	*	-	*	*	11%	14%	12%	-	0%	10%	15%	-	*	*	*
	CWOD	51%	61%	54%	51%	47%	60%	-	83%	100%	48%	45%	65%	-	54%	40%	57%	51%	-	17%	-	67%
	EL	31%	38%	36%	-	36%	*	-	*	*	-	35%	48%	0%	40%	36%	39%	33%	-	*	-	*
	Male	45%	54%	48%	30%	43%	54%	-	100%	*	45%	39%	60%	10%	57%	39%	48%	-	-	20%	*	59%
	Female	48%	57%	47%	39%	41%	52%	*	71%	100%	36%	38%	58%	15%	51%	33%	-	47%	-	*	-	71%
Reading	All Students	52%	57%	54%	42%	47%	60%	*	80%	*	50%	42%	69%	11%	62%	39%	50%	58%	-	*	*	70%
	CWD	23%	18%	11%	10%	10%	13%	*	-	*	*	8%	16%	11%	-	0%	7%	18%	-	*	*	*
	CWOD	58%	64%	62%	63%	53%	69%	-	80%	*	63%	49%	76%	-	62%	43%	60%	63%	-	*	-	73%
	EL	34%	36%	39%	-	38%	*	-	*	*	-	37%	53%	0%	43%	39%	36%	41%	-	*	-	*
	Male	48%	51%	50%	38%	43%	57%	-	*	*	60%	39%	64%	7%	60%	36%	50%	-	-	*	*	64%
	Female	57%	64%	58%	46%	52%	65%	*	*	*	40%	44%	74%	18%	63%	41%	-	58%	-	*	-	78%

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	42%	53%	43%	31%	41%	47%	*	80%	*	30%	37%	52%	14%	49%	37%	46%	40%	-	*	*	57%
	CWD	22%	22%	14%	10%	13%	16%	*	-	*	*	13%	16%	14%	-	0%	13%	15%	-	*	*	*
	CWOD	46%	58%	49%	44%	45%	52%	-	80%	*	38%	42%	57%	-	49%	40%	54%	44%	-	*	-	59%
	EL	31%	43%	37%	-	36%	*	-	*	*	-	35%	47%	0%	40%	37%	40%	32%	-	*	-	*
	Male	43%	54%	46%	23%	44%	49%	-	*	*	40%	38%	56%	13%	54%	40%	46%	-	-	*	*	50%
	Female	40%	51%	40%	38%	37%	44%	*	*	*	20%	35%	47%	15%	44%	32%	-	40%	-	*	-	67%
Science	All Students	42%	54%	42%	17%	33%	50%	-	*	*	40%	33%	53%	9%	48%	28%	50%	33%	-	*	-	71%
	CWD	21%	18%	9%	*	13%	6%	-	-	-	-	12%	0%	9%	-	*	9%	8%	-	-	-	-
	CWOD	45%	59%	48%	*	36%	57%	-	*	*	40%	39%	58%	-	48%	31%	58%	36%	-	*	-	71%
	EL	24%	30%	28%	-	27%	*	-	*	-	-	28%	33%	*	31%	28%	42%	17%	-	*	-	*
	Male	44%	57%	50%	*	44%	57%	-	*	-	*	40%	60%	9%	58%	42%	50%	-	-	*	-	*
	Female	40%	50%	33%	*	20%	42%	-	*	*	*	27%	42%	8%	36%	17%	-	33%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	20%	20%	14%	14%	25%	*	67%	33%	16%	12%	29%	2%	23%	10%	22%	18%	-	0%	*	36%
	CWD	6%	5%	2%	0%	1%	4%	*	-	*	*	2%	4%	2%	-	0%	1%	4%	-	*	*	*
	CWOD	21%	23%	23%	23%	15%	29%	-	67%	43%	19%	15%	32%	-	23%	11%	26%	20%	-	0%	-	37%
	EL	9%	10%	10%	-	10%	*	-	*	*	-	11%	8%	0%	11%	10%	10%	10%	-	*	-	*
	Male	18%	20%	22%	7%	14%	29%	-	100%	*	9%	12%	33%	1%	26%	10%	22%	-	-	0%	*	38%
	Female	19%	20%	18%	21%	14%	21%	*	43%	60%	21%	12%	25%	4%	20%	10%	-	18%	-	*	-	33%
Reading	All Students	21%	21%	26%	15%	19%	32%	*	80%	*	30%	16%	38%	4%	30%	14%	24%	28%	-	*	*	52%
	CWD	6%	5%	4%	0%	2%	5%	*	-	*	*	1%	8%	4%	-	0%	0%	10%	-	*	*	*
	CWOD	24%	24%	30%	25%	21%	37%	-	80%	*	38%	19%	42%	-	30%	16%	29%	30%	-	*	-	55%
	EL	10%	10%	14%	-	14%	*	-	*	*	-	15%	12%	0%	16%	14%	13%	16%	-	*	-	*
	Male	18%	19%	24%	8%	16%	32%	-	*	*	20%	14%	37%	0%	29%	13%	24%	-	-	*	*	50%
	Female	24%	24%	28%	23%	22%	32%	*	*	*	40%	18%	39%	10%	30%	16%	-	28%	-	*	-	56%
Mathematics	All Students	17%	20%	17%	15%	11%	22%	*	60%	*	10%	12%	23%	2%	20%	8%	20%	13%	-	*	*	26%
	CWD	6%	6%	2%	0%	0%	4%	*	-	*	*	3%	0%	2%	-	0%	3%	0%	-	*	*	*
	CWOD	19%	23%	20%	25%	13%	25%	-	60%	*	13%	14%	27%	-	20%	9%	24%	15%	-	*	-	27%
	EL	10%	11%	8%	-	8%	*	-	*	*	-	9%	6%	0%	9%	8%	9%	7%	-	*	-	*
	Male	18%	23%	20%	8%	13%	27%	-	*	*	0%	12%	30%	3%	24%	9%	20%	-	-	*	*	29%
	Female	15%	17%	13%	23%	9%	16%	*	*	*	20%	11%	17%	0%	15%	7%	-	13%	-	*	-	22%
Science	All Students	15%	17%	11%	0%	5%	17%	-	*	*	0%	5%	19%	0%	13%	4%	19%	3%	-	*	-	14%
	CWD	5%	4%	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	19%	13%	*	6%	20%	-	*	*	0%	6%	21%	-	13%	4%	23%	3%	-	*	-	14%
	EL	5%	5%	4%	-	4%	*	-	*	-	-	4%	0%	*	4%	4%	4%	3%	-	*	-	*
	Male	16%	19%	19%	*	7%	28%	-	*	-	*	8%	30%	0%	23%	4%	19%	-	-	*	-	*
	Female	14%	14%	3%	*	2%	4%	-	*	*	*	1%	4%	0%	3%	3%	-	3%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	61	58	69	*	100	*	75	57	38	55
CWD	38	28	34	42	*	-	*	*	38	38	33
CWOD	68	82	62	73	-	100	*	71	61	-	58
EL ◇	55	-	55	*	-	*	*	-	56	33	55
Male	63	46	56	70	-	*	*	85	56	35	54
Female	65	77	61	67	*	*	*	*	59	44	57
Mathematics											
All Students	60	71	62	57	*	85	*	50	62	52	61
CWD	52	89	47	51	*	-	*	*	55	52	38
CWOD	61	59	64	58	-	85	*	57	64	-	64
EL ◇	61	-	60	*	-	*	*	-	63	38	61
Male	60	71	57	61	-	*	*	40	60	46	55
Female	60	70	67	53	*	*	*	*	65	60	69

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

Part (iii)(II): Graduation Rate

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

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

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
145	40	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.

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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	37	42	52	*	83	67	45	39	16	37
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

		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	
Participation Rate																		
All Subjects	All Students	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	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%	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%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	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%	100%	-	
	CWOD	100%	100%	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%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	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%	100%	-	
	CWOD	100%	100%	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%	99%	-	*	*	100%	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%	-

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	All Students	100%	100%	99%	100%	-	*	*	100%	99%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	*	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	*	99%	100%	-	*	*	100%	99%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	*	98%	100%	-	*	-	*	98%	100%	100%	99%	100%	99%	-	-
	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%	0%	0%	-
	CWD	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	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%	0%	0%	0%	-
	Female	0%	0%	0%	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%	0%	0%	-
	CWD	0%	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%	-
	Male	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	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%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	-	*	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	0%
Science	All Students	0%	0%	1%	0%	-	*	*	0%	1%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	*	1%	0%	-	*	*	0%	1%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	*	2%	0%	-	*	-	*	2%	0%	0%	1%	0%	1%	-	-

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	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)

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	58	0	22	33	0	0	0	3	8		
	Female	14	0	4	10	0	0	0	0	0		
	Total	72	0	26	43	0	0	0	3	8		
Out-of-School Suspensions												
	Male	28	1	13	11	0	1	0	2	6		
	Female	24	0	10	14	0	0	0	0	5		
	Total	52	1	23	25	0	1	0	2	11		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	2	0	2	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		

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												
	Male	24	0	13	9	0	0	0	2	11		15
	Female	5	1	1	3	0	0	0	0	1		3
	Total	29	1	14	12	0	0	0	2	12		18
Out-of-School Suspensions												
	Male	19	1	9	8	0	0	0	1	5		6
	Female	3	0	1	2	0	0	0	0	1		3
	Total	22	1	10	10	0	0	0	1	6		9
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON 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
All Students												
Chronic Absenteeism												
	Male	52	1	17	33	-8	-8	-8	1	8	13	9
	Female	45	1	12	32	-8	-8	-8	-8	6	8	8
	Total	97	2	29	65	-8	-8	-8	1	14	21	17

	Total
Incidents of Violence	
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	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

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

Accelerated Coursework

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

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

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

Part (ix): Teacher Quality Data

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

Texas Education Agency
2024 Federal Report Card
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.9	19.6%
Teachers Teaching with Emergency or Provisional Credentials	2.6	5.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.6	8.9%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$511		\$492	\$492		\$19	\$19
Food services		\$582				\$525	\$57	\$582
Instruction		\$6,475	\$6,188	\$75	\$6,263	\$98	\$114	\$212
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$454	\$334	\$8	\$342		\$112	\$112
Support services, operation and maintenance of plant		\$1,554	\$671	\$868	\$1,539	\$5	\$10	\$15
Support services, pupils		\$555	\$401	\$2	\$403		\$152	\$152
Support services, school administration		\$747	\$747	\$0	\$747			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	730	\$11,602	\$8,340	\$2,166	\$10,506	\$628	\$468	\$1,096

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	-	-
Mathematics	6,033	2%	*	0%	-	-
Science	6,033	2%	*	0%	-	-
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	*	2%
Mathematics	5,227	2%	*	1%	*	2%
Grade 8						
Reading	4,985	1%	*	0%	*	1%
Mathematics	4,985	1%	*	1%	*	1%
Science	4,984	1%	*	0%	*	1%
End of Course						
English I	5,119	1%	7	1%	-	-
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	-	-
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	1%	14	1%
Reading	44,764	1%	27	1%	6	1%
Mathematics	40,054	1%	21	1%	6	1%
Science	16,044	1%	10	1%	*	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	17%	24%	17%	17%	*	0%	*	30%	23%	22%	16%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 6																					

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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	75%	83%	84%	*	79%	85%	*	*	*	83%	78%	89%	37%	92%	76%	78%	89%	-	*	*	*	
	CWD	43%	40%	37%	-	38%	31%	-	-	*	-	35%	40%	37%	-	43%	36%	38%	-	-	-	-	
	CWOD	81%	91%	92%	*	89%	93%	*	*	-	83%	89%	95%	-	92%	86%	85%	98%	-	*	*	*	
	EL	61%	72%	76%	-	73%	*	-	*	*	-	71%	100%	43%	86%	76%	71%	83%	-	-	-	-	
	Male	71%	79%	78%	*	63%	84%	*	*	*	83%	71%	85%	36%	85%	71%	78%	-	-	*	*	*	
	Female	79%	87%	89%	*	92%	87%	-	*	-	-	84%	93%	38%	98%	83%	-	89%	-	-	-	-	*
Mathematics	All Students	70%	84%	88%	*	83%	91%	*	*	*	83%	83%	93%	60%	93%	79%	89%	88%	-	*	*	*	
	CWD	44%	47%	60%	-	46%	69%	-	-	*	-	55%	70%	60%	-	43%	64%	56%	-	-	-	-	
	CWOD	75%	91%	93%	*	92%	94%	*	*	-	83%	90%	96%	-	93%	91%	93%	93%	-	*	*	*	
	EL	60%	78%	79%	-	77%	*	-	*	*	-	75%	100%	43%	91%	79%	76%	83%	-	-	-	-	
	Male	70%	84%	89%	*	73%	96%	*	*	*	83%	82%	96%	64%	93%	76%	89%	-	-	*	*	*	
	Female	70%	85%	88%	*	92%	87%	-	*	-	-	84%	91%	56%	93%	83%	-	88%	-	-	-	-	*
Grade 7																							
Reading	All Students	72%	79%	86%	*	90%	86%	*	-	*	80%	82%	90%	39%	94%	84%	81%	91%	-	-	-	*	
	CWD	39%	33%	39%	-	60%	37%	*	-	-	*	20%	62%	39%	-	*	40%	38%	-	-	-	-	
	CWOD	78%	86%	94%	*	93%	94%	*	-	*	*	95%	94%	-	94%	88%	91%	97%	-	-	-	*	
	EL	57%	70%	84%	-	83%	*	-	-	-	-	77%	100%	*	88%	84%	80%	89%	-	-	-	-	
	Male	67%	76%	81%	*	88%	81%	*	-	-	*	78%	84%	40%	91%	80%	81%	-	-	-	-	-	*
	Female	78%	82%	91%	*	91%	92%	*	-	*	*	87%	95%	38%	97%	89%	-	91%	-	-	-	-	*
Mathematics	All Students	54%	72%	74%	*	75%	75%	*	-	*	40%	69%	79%	25%	83%	79%	73%	76%	-	-	-	*	
	CWD	31%	38%	25%	-	40%	21%	*	-	-	*	20%	31%	25%	-	*	25%	25%	-	-	-	-	
	CWOD	58%	78%	83%	*	79%	84%	*	-	*	*	78%	86%	-	83%	82%	85%	80%	-	-	-	*	
	EL	42%	70%	79%	-	83%	*	-	-	-	-	77%	83%	*	82%	79%	70%	89%	-	-	-	-	
	Male	55%	74%	73%	*	80%	71%	*	-	-	*	70%	76%	25%	85%	70%	73%	-	-	-	-	-	*
	Female	53%	70%	76%	*	70%	79%	*	-	*	*	67%	82%	25%	80%	89%	-	76%	-	-	-	-	*
Grade 8																							
Reading	All Students	79%	81%	90%	*	92%	88%	-	*	-	100%	82%	94%	57%	93%	89%	88%	91%	-	*	*	100%	
	CWD	48%	37%	57%	-	*	61%	-	-	-	*	42%	78%	57%	-	*	40%	73%	-	-	-	*	
	CWOD	83%	88%	93%	*	96%	92%	-	*	-	100%	90%	95%	-	93%	94%	93%	94%	-	*	*	*	
	EL	64%	74%	89%	-	89%	-	-	-	-	-	86%	100%	*	94%	89%	93%	80%	-	-	-	-	
	Male	74%	78%	88%	-	88%	87%	-	-	-	*	81%	91%	40%	93%	93%	88%	-	-	-	-	-	*
	Female	84%	84%	91%	*	95%	89%	-	*	-	*	84%	97%	73%	94%	80%	-	91%	-	*	*	*	
Mathematics	All Students	70%	50%	54%	*	61%	52%	-	-	-	*	49%	59%	29%	60%	69%	60%	48%	-	*	*	*	
	CWD	45%	23%	29%	-	*	28%	-	-	-	*	25%	33%	29%	-	*	20%	36%	-	-	-	*	
	CWOD	74%	57%	60%	*	66%	58%	-	-	-	*	56%	63%	-	60%	73%	67%	51%	-	*	*	*	
	EL	62%	54%	69%	-	69%	-	-	-	-	-	58%	*	*	73%	69%	71%	*	-	-	-	-	
	Male	69%	54%	60%	-	67%	55%	-	-	-	*	48%	69%	20%	67%	71%	60%	-	-	-	-	-	
	Female	71%	46%	48%	*	50%	49%	-	-	-	*	50%	46%	36%	51%	*	-	48%	-	*	*	*	

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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	68%	77%	81%	*	84%	81%	-	*	-	71%	68%	89%	35%	87%	89%	86%	77%	-	*	*	60%		
	CWD	39%	36%	35%	-	*	39%	-	-	-	*	25%	44%	35%	-	-	50%	18%	-	-	-	*		
	CWOD	72%	83%	87%	*	86%	87%	-	*	-	83%	75%	92%	-	87%	89%	89%	84%	-	*	*	*		
	EL	51%	66%	89%	-	89%	-	-	-	-	-	79%	100%	-	89%	89%	86%	80%	-	-	-	-		
	Male	70%	81%	86%	-	84%	86%	-	-	-	*	73%	91%	50%	89%	86%	86%	-	-	-	-	-	*	
	Female	66%	74%	77%	*	85%	77%	-	*	-	*	63%	87%	18%	84%	80%	-	77%	-	-	*	*	*	
End of Course																								
Algebra I	All Students	79%	93%	98%	*	94%	98%	-	*	-	*	100%	97%	-	98%	*	95%	100%	-	-	-	*		
	CWD	54%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	95%	98%	*	94%	98%	-	*	-	*	100%	97%	-	98%	*	95%	100%	-	-	-	-	*	
	EL	72%	91%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-	
	Male	77%	92%	95%	-	80%	97%	-	-	-	*	*	94%	-	95%	-	95%	-	-	-	-	-	-	*
	Female	81%	94%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	-	100%	-	-	-	-	-	*
STAAR Percent at Meets Grade Level or Above																								
Grade 6																								
Reading	All Students	55%	64%	67%	*	58%	71%	*	*	*	50%	54%	80%	13%	76%	48%	58%	75%	-	*	*	*		
	CWD	24%	13%	13%	-	15%	13%	-	-	*	-	15%	10%	13%	-	0%	7%	19%	-	-	-	-	-	
	CWOD	61%	73%	76%	*	68%	80%	*	*	-	50%	63%	87%	-	76%	64%	67%	84%	-	*	*	*	*	
	EL	38%	45%	48%	-	46%	*	-	*	*	-	42%	80%	0%	64%	48%	35%	67%	-	-	-	-	-	
	Male	51%	57%	58%	*	33%	71%	*	*	*	50%	40%	77%	7%	67%	35%	58%	-	-	-	*	*	*	
	Female	59%	70%	75%	*	78%	72%	-	*	-	-	67%	82%	19%	84%	67%	-	75%	-	-	-	-	-	*
Mathematics	All Students	38%	60%	69%	*	61%	72%	*	*	*	67%	59%	79%	13%	79%	55%	70%	68%	-	*	*	*		
	CWD	19%	14%	13%	-	15%	6%	-	-	*	-	10%	20%	13%	-	29%	21%	6%	-	-	-	-	-	
	CWOD	42%	69%	79%	*	72%	82%	*	*	-	67%	71%	85%	-	79%	64%	78%	79%	-	*	*	*	*	
	EL	27%	43%	55%	-	50%	*	-	*	*	-	58%	40%	29%	64%	55%	59%	50%	-	-	-	-	-	
	Male	40%	61%	70%	*	50%	79%	*	*	*	67%	59%	81%	21%	78%	59%	70%	-	-	-	*	*	*	
	Female	36%	59%	68%	*	69%	67%	-	*	-	-	59%	76%	6%	79%	50%	-	68%	-	-	-	-	-	*
Grade 7																								
Reading	All Students	53%	58%	64%	*	67%	63%	*	-	*	60%	56%	70%	14%	72%	53%	47%	82%	-	-	-	-	*	
	CWD	21%	14%	14%	-	40%	11%	*	-	-	*	7%	23%	14%	-	*	10%	25%	-	-	-	-	-	
	CWOD	58%	66%	72%	*	70%	72%	*	-	*	*	66%	76%	-	72%	59%	56%	87%	-	-	-	-	*	
	EL	34%	42%	53%	-	56%	*	-	-	-	-	38%	83%	*	59%	53%	40%	67%	-	-	-	-	-	
	Male	47%	49%	47%	*	52%	47%	*	-	-	*	44%	49%	10%	56%	40%	47%	-	-	-	-	-	-	*
	Female	59%	68%	82%	*	83%	83%	*	-	*	*	72%	89%	25%	87%	67%	-	82%	-	-	-	-	-	*
Mathematics	All Students	33%	46%	49%	*	46%	51%	*	-	*	40%	43%	54%	18%	54%	42%	49%	49%	-	-	-	-	*	
	CWD	17%	18%	18%	-	40%	16%	*	-	-	*	20%	15%	18%	-	*	20%	13%	-	-	-	-	-	
	CWOD	36%	50%	54%	*	47%	56%	*	-	*	*	47%	59%	-	54%	41%	56%	52%	-	-	-	-	*	
	EL	22%	40%	42%	-	44%	*	-	-	-	-	46%	33%	*	41%	42%	50%	33%	-	-	-	-	-	
	Male	35%	48%	49%	*	64%	45%	*	-	-	*	50%	47%	20%	56%	50%	49%	-	-	-	-	-	-	*
	Female	31%	44%	49%	*	26%	57%	*	-	*	*	33%	60%	13%	52%	33%	-	49%	-	-	-	-	-	*

Texas Education Agency
2024 Federal Report Card
TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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
Grade 8																						
Reading	All Students	55%	53%	61%	*	52%	62%	-	*	-	71%	46%	69%	14%	66%	37%	55%	66%	-	*	*	60%
	CWD	23%	9%	14%	-	*	17%	-	-	-	*	17%	11%	14%	-	*	10%	18%	-	-	-	*
	CWOD	59%	59%	66%	*	54%	69%	-	*	-	83%	52%	73%	-	66%	39%	60%	72%	-	*	*	*
	EL	35%	36%	37%	-	37%	-	-	-	-	-	36%	40%	*	39%	37%	29%	60%	-	-	-	-
	Male	49%	48%	55%	-	35%	59%	-	-	-	*	29%	66%	10%	60%	29%	55%	-	-	-	-	*
	Female	60%	58%	66%	*	73%	64%	-	*	-	*	58%	72%	18%	72%	60%	-	66%	-	*	*	*
Mathematics	All Students	41%	13%	14%	*	13%	13%	-	-	-	*	11%	16%	0%	16%	13%	13%	14%	-	*	*	*
	CWD	21%	5%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	44%	15%	16%	*	14%	17%	-	-	-	*	13%	19%	-	16%	13%	15%	18%	-	*	*	*
	EL	30%	16%	13%	-	13%	-	-	-	-	-	8%	*	*	13%	13%	14%	*	-	-	-	-
	Male	41%	12%	13%	-	14%	10%	-	-	-	*	4%	20%	0%	15%	14%	13%	-	-	-	-	-
	Female	41%	14%	14%	*	10%	16%	-	-	-	*	17%	12%	0%	18%	*	-	14%	-	*	*	*
Science	All Students	42%	47%	54%	*	42%	56%	-	*	-	71%	31%	66%	10%	59%	39%	54%	53%	-	*	*	60%
	CWD	20%	9%	10%	-	*	11%	-	-	-	*	17%	0%	10%	-	-	20%	0%	-	-	-	*
	CWOD	46%	53%	59%	*	43%	63%	-	*	-	83%	33%	71%	-	59%	39%	57%	60%	-	*	*	*
	EL	24%	31%	39%	-	39%	-	-	-	-	-	21%	80%	-	39%	39%	36%	40%	-	-	-	-
	Male	45%	52%	54%	-	40%	57%	-	-	-	*	30%	65%	20%	57%	36%	54%	-	-	-	-	*
	Female	40%	43%	53%	*	45%	56%	-	*	-	*	32%	68%	0%	60%	40%	-	53%	-	*	*	*
End of Course																						
Algebra I	All Students	41%	56%	77%	*	81%	79%	-	*	-	*	76%	78%	-	77%	*	76%	79%	-	-	-	*
	CWD	17%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	59%	77%	*	81%	79%	-	*	-	*	76%	78%	-	77%	*	76%	79%	-	-	-	*
	EL	29%	45%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	39%	58%	76%	-	80%	76%	-	-	-	*	*	79%	-	76%	-	76%	-	-	-	-	*
	Female	43%	54%	79%	*	82%	82%	-	*	-	*	85%	76%	-	79%	*	-	79%	-	-	-	*
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	31%	32%	*	24%	34%	*	*	*	33%	23%	40%	0%	37%	17%	31%	32%	-	*	*	*
	CWD	6%	3%	0%	-	0%	0%	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	36%	37%	*	30%	39%	*	*	-	33%	29%	44%	-	37%	23%	37%	38%	-	*	*	*
	EL	12%	13%	17%	-	15%	*	-	*	*	-	17%	20%	0%	23%	17%	24%	8%	-	-	-	-
	Male	21%	30%	31%	*	20%	35%	*	*	*	33%	23%	40%	0%	37%	24%	31%	-	-	*	*	*
	Female	28%	31%	32%	*	28%	33%	-	*	-	-	24%	40%	0%	38%	8%	-	32%	-	-	-	*
Mathematics	All Students	13%	29%	32%	*	20%	38%	*	*	*	17%	18%	46%	3%	37%	21%	34%	30%	-	*	*	*
	CWD	5%	5%	3%	-	8%	0%	-	-	*	-	0%	10%	3%	-	0%	7%	0%	-	-	-	-
	CWOD	15%	34%	37%	*	23%	44%	*	*	-	17%	23%	49%	-	37%	27%	39%	36%	-	*	*	*
	EL	7%	16%	21%	-	15%	*	-	*	*	-	17%	40%	0%	27%	21%	29%	8%	-	-	-	-
	Male	14%	33%	34%	*	20%	41%	*	*	*	17%	18%	50%	7%	39%	29%	34%	-	-	*	*	*
	Female	12%	25%	30%	*	19%	36%	-	*	-	-	18%	42%	0%	36%	8%	-	30%	-	-	-	*

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2024 Federal Report Card
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 7																							
Reading	All Students	28%	28%	33%	*	38%	33%	*	-	*	0%	28%	38%	11%	37%	37%	25%	43%	-	-	-	*	
	CWD	6%	6%	11%	-	20%	11%	*	-	-	*	7%	15%	11%	-	*	10%	13%	-	-	-	-	
	CWOD	31%	32%	37%	*	40%	37%	*	-	*	*	32%	41%	-	37%	41%	28%	45%	-	-	-	*	
	EL	13%	22%	37%	-	39%	*	-	-	-	-	23%	67%	*	41%	37%	30%	44%	-	-	-	-	
	Male	23%	22%	25%	*	36%	22%	*	-	-	*	22%	27%	10%	28%	30%	25%	-	-	-	-	*	
	Female	33%	34%	43%	*	39%	46%	*	-	*	*	36%	47%	13%	45%	44%	-	43%	-	-	-	-	*
Mathematics	All Students	11%	13%	17%	*	6%	22%	*	-	*	0%	11%	23%	4%	20%	11%	19%	16%	-	-	-	*	
	CWD	5%	2%	4%	-	0%	5%	*	-	-	*	0%	8%	4%	-	*	5%	0%	-	-	-	-	
	CWOD	12%	15%	20%	*	7%	25%	*	-	*	*	14%	25%	-	20%	12%	22%	17%	-	-	-	*	
	EL	5%	7%	11%	-	11%	*	-	-	-	-	8%	17%	*	12%	11%	20%	0%	-	-	-	-	
	Male	12%	15%	19%	*	12%	22%	*	-	-	*	14%	24%	5%	22%	20%	19%	-	-	-	-	-	*
	Female	9%	12%	16%	*	0%	22%	*	-	*	*	8%	22%	0%	17%	0%	-	16%	-	-	-	-	*
Grade 8																							
Reading	All Students	28%	27%	31%	*	23%	34%	-	*	-	29%	15%	40%	0%	35%	5%	21%	40%	-	*	*	60%	
	CWD	7%	2%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	*	
	CWOD	31%	31%	35%	*	24%	39%	-	*	-	33%	18%	43%	-	35%	6%	24%	45%	-	*	*	*	
	EL	12%	13%	5%	-	5%	-	-	-	-	-	0%	20%	*	6%	5%	0%	20%	-	-	-	-	
	Male	25%	22%	21%	-	8%	26%	-	-	-	*	6%	28%	0%	24%	0%	21%	-	-	-	-	-	*
	Female	32%	33%	40%	*	41%	41%	-	*	-	*	21%	54%	0%	45%	20%	-	40%	-	*	*	*	*
Mathematics	All Students	15%	1%	1%	*	0%	1%	-	-	-	*	2%	0%	0%	1%	0%	0%	2%	-	*	*	*	
	CWD	6%	0%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	*	
	CWOD	17%	1%	1%	*	0%	2%	-	-	-	*	2%	0%	-	1%	0%	0%	2%	-	*	*	*	
	EL	8%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	
	Male	16%	1%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-	
	Female	14%	1%	2%	*	0%	2%	-	-	-	*	3%	0%	0%	2%	*	-	2%	-	*	*	*	*
Science	All Students	16%	15%	20%	*	13%	23%	-	*	-	14%	8%	27%	0%	22%	6%	20%	20%	-	*	*	20%	
	CWD	5%	0%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	*	
	CWOD	18%	17%	22%	*	14%	26%	-	*	-	17%	10%	29%	-	22%	6%	22%	22%	-	*	*	*	
	EL	6%	4%	6%	-	6%	-	-	-	-	-	0%	20%	-	6%	6%	0%	20%	-	-	-	-	
	Male	18%	19%	20%	-	12%	23%	-	-	-	*	0%	29%	0%	22%	0%	20%	-	-	-	-	-	*
	Female	15%	11%	20%	*	15%	23%	-	*	-	*	15%	23%	0%	22%	20%	-	20%	-	*	*	*	*
End of Course																							
Algebra I	All Students	23%	21%	35%	*	31%	37%	-	*	-	*	29%	36%	-	35%	*	32%	36%	-	-	-	*	
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	23%	35%	*	31%	37%	-	*	-	*	29%	36%	-	35%	*	32%	36%	-	-	-	*	
	EL	13%	16%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	
	Male	22%	22%	32%	-	20%	38%	-	-	-	*	*	36%	-	32%	-	32%	-	-	-	-	-	*
	Female	23%	21%	36%	*	36%	36%	-	*	-	*	38%	35%	-	36%	*	-	36%	-	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																							

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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 Grades																						
All Subjects	All Students	73%	81%	82%	81%	82%	82%	63%	100%	*	79%	75%	88%	40%	88%	81%	81%	83%	-	20%	40%	84%
	CWD	46%	46%	40%	-	39%	40%	*	-	*	43%	33%	51%	40%	-	40%	39%	42%	-	-	-	50%
	CWOD	77%	87%	88%	81%	87%	89%	*	100%	*	86%	84%	91%	-	88%	87%	88%	89%	-	20%	40%	92%
	EL	61%	71%	81%	-	81%	*	-	*	*	-	76%	97%	40%	87%	81%	79%	84%	-	-	-	-
	Male	71%	80%	81%	*	78%	82%	*	*	*	85%	73%	87%	39%	88%	79%	81%	-	-	*	*	82%
	Female	74%	82%	83%	75%	87%	83%	*	100%	*	71%	77%	89%	42%	89%	84%	-	83%	-	*	*	85%
Reading	All Students	74%	81%	87%	100%	86%	87%	*	*	*	89%	81%	91%	43%	93%	82%	82%	90%	-	*	*	92%
	CWD	44%	42%	43%	-	40%	43%	*	-	*	*	32%	59%	43%	-	40%	39%	49%	-	-	-	*
	CWOD	80%	87%	93%	100%	92%	93%	*	*	*	93%	91%	94%	-	93%	89%	90%	96%	-	*	*	91%
	EL	59%	67%	82%	-	81%	*	-	*	*	-	76%	100%	40%	89%	82%	80%	85%	-	-	-	-
	Male	70%	78%	82%	*	79%	84%	*	*	*	82%	76%	87%	39%	90%	80%	82%	-	-	*	*	80%
	Female	78%	84%	90%	100%	93%	89%	*	*	*	100%	85%	95%	49%	96%	85%	-	90%	-	*	*	100%
Mathematics	All Students	70%	81%	78%	71%	78%	79%	*	*	*	72%	72%	83%	39%	84%	78%	78%	79%	-	*	*	85%
	CWD	45%	50%	39%	-	40%	38%	*	-	*	*	36%	44%	39%	-	40%	36%	43%	-	-	-	*
	CWOD	75%	86%	84%	71%	83%	85%	*	*	*	80%	80%	88%	-	84%	84%	85%	83%	-	*	*	91%
	EL	62%	75%	78%	-	78%	*	-	*	*	-	73%	94%	40%	84%	78%	73%	85%	-	-	-	-
	Male	71%	80%	78%	*	74%	79%	*	*	*	82%	71%	84%	36%	85%	73%	78%	-	-	*	*	80%
	Female	70%	81%	79%	60%	81%	79%	*	*	*	57%	73%	83%	43%	83%	85%	-	79%	-	*	*	88%
Science	All Students	73%	83%	81%	*	84%	81%	-	*	-	71%	68%	89%	35%	87%	89%	86%	77%	-	*	*	60%
	CWD	49%	49%	35%	-	*	39%	-	-	-	*	25%	44%	35%	-	-	50%	18%	-	-	-	*
	CWOD	77%	89%	87%	*	86%	87%	-	*	-	83%	75%	92%	-	87%	89%	89%	84%	-	*	*	*
	EL	61%	72%	89%	-	89%	-	-	-	-	-	79%	100%	-	89%	89%	86%	80%	-	-	-	-
	Male	74%	85%	86%	-	84%	86%	-	-	-	*	73%	91%	50%	89%	86%	86%	-	-	-	-	*
	Female	72%	81%	77%	*	85%	77%	-	*	-	*	63%	87%	18%	84%	80%	-	77%	-	*	*	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	55%	58%	63%	52%	59%	38%	100%	*	58%	46%	66%	12%	64%	43%	53%	62%	-	0%	0%	61%
	CWD	22%	20%	12%	-	20%	10%	*	-	*	0%	12%	12%	12%	-	15%	13%	11%	-	-	-	0%
	CWOD	51%	61%	64%	63%	57%	66%	*	100%	*	69%	53%	71%	-	64%	48%	59%	69%	-	0%	0%	76%
	EL	31%	38%	43%	-	42%	*	-	*	*	-	39%	57%	15%	48%	43%	38%	53%	-	-	-	-
	Male	45%	54%	53%	*	43%	55%	*	*	*	69%	40%	61%	13%	59%	38%	53%	-	-	*	*	55%
	Female	48%	57%	62%	67%	62%	63%	*	100%	*	41%	52%	71%	11%	69%	53%	-	62%	-	*	*	65%
Reading	All Students	52%	57%	64%	86%	59%	65%	*	*	*	61%	52%	72%	14%	71%	46%	53%	74%	-	*	*	69%
	CWD	23%	18%	14%	-	20%	13%	*	-	*	*	13%	16%	14%	-	0%	9%	20%	-	-	-	*
	CWOD	58%	64%	71%	86%	64%	73%	*	*	*	73%	61%	78%	-	71%	54%	61%	81%	-	*	*	82%
	EL	34%	36%	46%	-	46%	*	-	*	*	-	39%	69%	0%	54%	46%	34%	65%	-	-	-	-
	Male	48%	51%	53%	*	40%	58%	*	*	*	64%	39%	64%	9%	61%	34%	53%	-	-	*	*	60%
	Female	57%	64%	74%	100%	78%	72%	*	*	*	57%	65%	81%	20%	81%	65%	-	74%	-	*	*	75%

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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	42%	53%	53%	43%	49%	54%	*	*	*	50%	44%	59%	11%	59%	42%	52%	54%	-	*	*	54%	
	CWD	22%	22%	11%	-	20%	8%	*	-	*	*	11%	13%	11%	-	30%	16%	6%	-	-	-	*	
	CWOD	46%	58%	59%	43%	53%	61%	*	*	*	60%	51%	64%	-	59%	44%	58%	60%	-	*	*	64%	
	EL	31%	43%	42%	-	40%	*	-	*	*	-	43%	38%	30%	44%	42%	41%	42%	-	-	-	-	
	Male	43%	54%	52%	*	47%	52%	*	*	*	64%	44%	57%	16%	58%	41%	52%	-	-	*	*	40%	
	Female	40%	51%	54%	40%	51%	56%	*	*	*	29%	44%	61%	6%	60%	42%	-	54%	-	*	*	63%	
Science	All Students	42%	54%	54%	*	42%	56%	-	*	-	71%	31%	66%	10%	59%	39%	54%	53%	-	*	*	60%	
	CWD	21%	18%	10%	-	*	11%	-	-	-	*	17%	0%	10%	-	-	20%	0%	-	-	-	*	
	CWOD	45%	59%	59%	*	43%	63%	-	*	-	83%	33%	71%	-	59%	39%	57%	60%	-	*	*	*	
	EL	24%	30%	39%	-	39%	-	-	-	-	-	21%	80%	-	39%	39%	36%	40%	-	-	-	-	
	Male	44%	57%	54%	-	40%	57%	-	-	-	*	30%	65%	20%	57%	36%	54%	-	-	-	-	-	*
	Female	40%	50%	53%	*	45%	56%	-	*	-	*	32%	68%	0%	60%	40%	-	53%	-	*	*	*	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	20%	26%	25%	20%	28%	25%	78%	*	14%	17%	33%	3%	29%	16%	23%	28%	-	0%	0%	32%	
	CWD	6%	5%	3%	-	5%	2%	*	-	*	0%	1%	5%	3%	-	0%	4%	1%	-	-	-	0%	
	CWOD	21%	23%	29%	25%	21%	32%	*	78%	*	17%	20%	35%	-	29%	18%	26%	32%	-	0%	0%	40%	
	EL	9%	10%	16%	-	15%	*	-	*	*	-	11%	30%	0%	18%	16%	15%	18%	-	-	-	-	
	Male	18%	20%	23%	*	16%	26%	*	*	*	19%	14%	30%	4%	26%	15%	23%	-	-	*	*	27%	
	Female	19%	20%	28%	33%	23%	31%	*	60%	*	6%	19%	35%	1%	32%	18%	-	28%	-	*	*	35%	
Reading	All Students	21%	21%	32%	29%	28%	33%	*	*	*	22%	23%	39%	4%	36%	19%	26%	38%	-	*	*	54%	
	CWD	6%	5%	4%	-	5%	4%	*	-	*	*	2%	6%	4%	-	0%	5%	3%	-	-	-	*	
	CWOD	24%	24%	36%	29%	31%	38%	*	*	*	27%	27%	43%	-	36%	23%	29%	43%	-	*	*	64%	
	EL	10%	10%	19%	-	19%	*	-	*	*	-	14%	38%	0%	23%	19%	17%	23%	-	-	-	-	
	Male	18%	19%	26%	*	21%	27%	*	*	*	27%	19%	31%	5%	29%	17%	26%	-	-	*	*	40%	
	Female	24%	24%	38%	40%	35%	40%	*	*	*	14%	26%	47%	3%	43%	23%	-	38%	-	*	*	63%	
Mathematics	All Students	17%	20%	22%	29%	13%	25%	*	*	*	6%	13%	28%	3%	24%	15%	22%	21%	-	*	*	15%	
	CWD	6%	6%	3%	-	5%	2%	*	-	*	*	0%	6%	3%	-	0%	5%	0%	-	-	-	*	
	CWOD	19%	23%	24%	29%	14%	28%	*	*	*	7%	16%	30%	-	24%	18%	25%	24%	-	*	*	18%	
	EL	10%	11%	15%	-	13%	*	-	*	*	-	12%	25%	0%	18%	15%	17%	12%	-	-	-	-	
	Male	18%	23%	22%	*	12%	25%	*	*	*	9%	12%	29%	5%	25%	17%	22%	-	-	*	*	0%	
	Female	15%	17%	21%	40%	14%	25%	*	*	*	0%	14%	28%	0%	24%	12%	-	21%	-	*	*	25%	
Science	All Students	15%	17%	20%	*	13%	23%	-	*	-	14%	8%	27%	0%	22%	6%	20%	20%	-	*	*	20%	
	CWD	5%	4%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	-	-	*	
	CWOD	17%	19%	22%	*	14%	26%	-	*	-	17%	10%	29%	-	22%	6%	22%	22%	-	*	*	*	
	EL	5%	5%	6%	-	6%	-	-	-	-	-	0%	20%	-	6%	6%	0%	20%	-	-	-	-	
	Male	16%	19%	20%	-	12%	23%	-	-	-	*	0%	29%	0%	22%	0%	20%	-	-	-	-	-	*
	Female	14%	14%	20%	*	15%	23%	-	*	-	*	15%	23%	0%	22%	20%	-	20%	-	*	*	*	

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	71	68	67	*	*	*	56	63	41	62
CWD	41	-	58	35	*	-	*	*	38	41	63
CWOD	71	71	69	72	*	*	*	64	68	-	62
EL ◇	62	-	63	*	-	-	*	-	59	63	62
Male	62	*	57	63	*	-	*	65	56	42	62
Female	72	80	80	70	*	*	*	42	69	39	63
Mathematics											
All Students	57	75	55	57	*	*	*	44	55	50	53
CWD	50	-	58	50	*	-	*	*	51	50	53
CWOD	57	75	55	59	*	*	*	50	56	-	54
EL ◇	53	-	53	*	-	-	*	-	56	53	53
Male	50	*	45	50	*	-	*	59	46	42	44
Female	63	60	66	64	*	*	*	17	65	61	67

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

Part (iii)(II): Graduation Rate

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

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

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
68	32	47%

- 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	55	56	51	56	42	93	*	50	46	18	47
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

		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
Participation Rate																	
All Subjects	All Students	100%	100%	99%	100%	100%	100%	*	100%	99%	100%	99%	100%	99%	100%	100%	-
	CWD	99%	-	98%	100%	*	-	*	100%	99%	100%	99%	-	95%	99%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	99%	-	99%	*	-	*	*	-	99%	100%	95%	100%	99%	99%	100%	-
	Male	100%	*	99%	100%	*	*	*	100%	99%	100%	99%	100%	99%	100%	-	-
	Female	100%	100%	99%	100%	*	100%	*	100%	99%	100%	100%	100%	100%	100%	-	100%
Reading	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%	-
	Male	100%	*	100%	99%	*	*	*	100%	99%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	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%	-
	Male	100%	*	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	100%

Texas Education Agency
2024 Federal Report Card
TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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	All Students	99%	*	96%	99%	-	*	-	100%	96%	100%	95%	99%	95%	99%	98%	-
	CWD	95%	-	* 100%	-	-	-	-	*	92%	100%	95%	-	*	90%	100%	-
	CWOD	99%	*	98%	99%	-	*	-	100%	97%	100%	-	99%	100%	100%	98%	-
	EL	95%	-	95%	-	-	-	-	-	93%	100%	*	100%	95%	93%	100%	-
	Male	99%	-	96%	100%	-	-	-	*	97%	100%	90%	100%	93%	99%	-	-
	Female	98%	*	95%	99%	-	*	-	*	95%	100%	100%	98%	100%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	1%	0%	0%	0%	*	0%	1%	0%	1%	0%	1%	0%	0%	-
	CWD	1%	-	2%	0%	*	-	*	0%	1%	0%	1%	-	5%	1%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	1%	0%	-	0%	0%	0%	0%	-
	EL	1%	-	1%	*	-	*	*	-	1%	0%	5%	0%	1%	1%	0%	-
	Male	0%	*	1%	0%	*	*	*	0%	1%	0%	1%	0%	1%	0%	-	-
	Female	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	-	0%	-
Reading	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%	-
	Male	0%	*	0%	1%	*	*	*	0%	1%	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%	-
	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%	-
	Male	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%	*	4%	1%	-	*	-	0%	4%	0%	5%	1%	5%	1%	2%	-
	CWD	5%	-	* 0%	-	-	-	-	*	8%	0%	5%	-	*	10%	0%	-
	CWOD	1%	*	2%	1%	-	*	-	0%	3%	0%	-	1%	0%	0%	2%	-
	EL	5%	-	5%	-	-	-	-	-	7%	0%	*	0%	5%	7%	0%	-
	Male	1%	-	4%	0%	-	-	-	*	3%	0%	10%	0%	7%	1%	-	-

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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	2%	*	5%	1%	-	*	-	*	5%	0%	0%	2%	0%	-	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)

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	42	2	12	27	1	0	0	0	5		
	Female	23	0	4	18	0	0	0	1	0		
	Total	65	2	16	45	1	0	0	1	5		
Out-of-School Suspensions												
	Male	22	1	8	8	1	1	0	3	3		
	Female	2	0	1	1	0	0	0	0	0		
	Total	24	1	9	9	1	1	0	3	3		
Expulsions												
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		

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												
	Male	13	0	5	8	0	0	0	0	2		13
	Female	1	0	0	1	0	0	0	0	0		1
	Total	14	0	5	9	0	0	0	0	2		14
Out-of-School Suspensions												
	Male	11	0	2	9	0	0	0	0	2		7
	Female	2	0	0	2	0	0	0	0	0		1
	Total	13	0	2	11	0	0	0	0	2		8
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON 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
All Students												
Chronic Absenteeism												
	Male	21	-8	2	19	-8	-8	-8	-8	1	11	1
	Female	24	-8	2	21	-8	-8	-8	1	-8	5	7
	Total	45	-8	4	40	-8	-8	-8	1	1	16	8

	Total
Incidents of Violence	
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
Allegations of Harassment or bullying	
On the basis of sex	7
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

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

Accelerated Coursework

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

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

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

Part (ix): Teacher Quality Data

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

Texas Education Agency
2024 Federal Report Card
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	10.8%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.1	7.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$511		\$492	\$492		\$19	\$19
Food services		\$573				\$516	\$57	\$573
Instruction		\$6,296	\$6,106	\$75	\$6,181	\$1	\$114	\$115
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$442	\$322	\$8	\$330		\$112	\$112
Support services, operation and maintenance of plant		\$1,431	\$549	\$868	\$1,417	\$4	\$10	\$14
Support services, pupils		\$593	\$439	\$2	\$441		\$152	\$152
Support services, school administration		\$816	\$816	\$0	\$816			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	605	\$11,388	\$8,232	\$2,166	\$10,398	\$522	\$468	\$990

Blank cell indicates there are no data available in the group.
 Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	-	-
Mathematics	6,033	2%	*	0%	-	-
Science	6,033	2%	*	0%	-	-
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	-	-
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	-	-
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	1%	-	-
Reading	44,764	1%	27	1%	-	-
Mathematics	40,054	1%	21	1%	-	-
Science	16,044	1%	10	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	10%	29%	9%	9%	0%	*	*	19%	15%	20%	4%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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	72%	79%	57%	-	48%	68%	-	-	-	*	50%	79%	14%	72%	55%	57%	58%	-	-	-	-
	CWD	48%	50%	14%	-	8%	22%	-	-	-	-	16%	*	14%	-	*	23%	0%	-	-	-	-
	CWOD	78%	86%	72%	-	62%	86%	-	-	-	*	66%	88%	-	72%	63%	70%	76%	-	-	-	-
	EL	62%	56%	55%	-	55%	-	-	-	-	-	52%	*	*	63%	55%	64%	45%	-	-	-	-
	Male	70%	76%	57%	-	50%	61%	-	-	-	*	49%	82%	23%	70%	64%	57%	-	-	-	-	-
	Female	75%	83%	58%	-	45%	77%	-	-	-	-	52%	75%	0%	76%	45%	-	58%	-	-	-	-
Mathematics	All Students	68%	81%	65%	-	61%	68%	-	-	-	*	58%	84%	19%	81%	64%	65%	64%	-	-	-	-
	CWD	46%	50%	19%	-	17%	22%	-	-	-	-	16%	*	19%	-	*	31%	0%	-	-	-	-
	CWOD	74%	89%	81%	-	76%	86%	-	-	-	*	78%	88%	-	81%	74%	79%	84%	-	-	-	-
	EL	61%	70%	64%	-	64%	-	-	-	-	-	67%	*	*	74%	64%	73%	55%	-	-	-	-
	Male	70%	82%	65%	-	65%	61%	-	-	-	*	57%	91%	31%	79%	73%	65%	-	-	-	-	-
	Female	66%	80%	64%	-	55%	77%	-	-	-	-	60%	75%	0%	84%	55%	-	64%	-	-	-	-
Grade 4																						
Reading	All Students	79%	85%	76%	*	74%	78%	-	-	-	*	72%	87%	39%	84%	73%	76%	77%	-	-	-	-
	CWD	55%	55%	39%	-	33%	38%	-	-	-	*	36%	*	39%	-	60%	45%	29%	-	-	-	-
	CWOD	85%	91%	84%	*	81%	88%	-	-	-	*	81%	92%	-	84%	76%	83%	85%	-	-	-	-
	EL	68%	74%	73%	-	73%	-	-	-	-	-	75%	*	60%	76%	73%	76%	69%	-	-	-	-
	Male	77%	84%	76%	-	78%	73%	-	-	-	*	71%	88%	45%	83%	76%	76%	-	-	-	-	-
	Female	81%	87%	77%	*	69%	83%	-	-	-	*	74%	85%	29%	85%	69%	-	77%	-	-	-	-
Mathematics	All Students	67%	78%	59%	*	56%	60%	-	-	-	*	54%	73%	11%	69%	43%	63%	55%	-	-	-	-
	CWD	42%	43%	11%	-	0%	13%	-	-	-	*	7%	*	11%	-	0%	18%	0%	-	-	-	-
	CWOD	73%	85%	69%	*	66%	72%	-	-	-	*	65%	81%	-	69%	52%	73%	65%	-	-	-	-
	EL	62%	65%	43%	-	43%	-	-	-	-	-	43%	*	0%	52%	43%	53%	31%	-	-	-	-
	Male	69%	78%	63%	-	61%	64%	-	-	-	*	57%	76%	18%	73%	53%	63%	-	-	-	-	-
	Female	65%	79%	55%	*	50%	56%	-	-	-	*	50%	69%	0%	65%	31%	-	55%	-	-	-	-
Grade 5																						
Reading	All Students	78%	82%	65%	*	61%	69%	-	*	-	-	56%	86%	26%	76%	58%	66%	63%	-	-	-	-
	CWD	48%	47%	26%	*	21%	25%	-	-	-	-	23%	*	26%	-	20%	23%	30%	-	-	-	-
	CWOD	84%	90%	76%	*	73%	82%	-	*	-	-	71%	85%	-	76%	71%	78%	73%	-	-	-	-
	EL	70%	70%	58%	-	58%	-	-	-	-	-	55%	71%	20%	71%	58%	68%	44%	-	-	-	-
	Male	75%	82%	66%	*	67%	64%	-	*	-	-	59%	92%	23%	78%	68%	66%	-	-	-	-	-
	Female	80%	82%	63%	-	54%	79%	-	-	-	-	52%	80%	30%	73%	44%	-	63%	-	-	-	-
Mathematics	All Students	75%	88%	74%	*	78%	69%	-	*	-	-	67%	93%	48%	83%	78%	69%	82%	-	-	-	-
	CWD	52%	65%	48%	*	50%	38%	-	-	-	-	45%	*	48%	-	50%	38%	60%	-	-	-	-
	CWOD	80%	94%	83%	*	86%	79%	-	*	-	-	77%	93%	-	83%	89%	78%	90%	-	-	-	-
	EL	70%	84%	78%	-	78%	-	-	-	-	-	73%	100%	50%	89%	78%	77%	80%	-	-	-	-
	Male	75%	85%	69%	*	76%	59%	-	*	-	-	61%	100%	38%	78%	77%	69%	-	-	-	-	-
	Female	75%	91%	82%	-	80%	86%	-	-	-	-	79%	87%	60%	90%	80%	-	82%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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	56%	75%	49%	*	38%	67%	-	*	-	-	37%	79%	9%	61%	27%	49%	49%	-	-	-	-
	CWD	34%	43%	9%	*	0%	25%	-	-	-	-	9%	*	9%	-	0%	8%	10%	-	-	-	-
	CWOD	61%	83%	61%	*	50%	79%	-	*	-	-	50%	81%	-	61%	37%	61%	62%	-	-	-	-
	EL	43%	57%	27%	-	27%	-	-	-	-	-	23%	43%	0%	37%	27%	32%	20%	-	-	-	-
	Male	59%	77%	49%	*	42%	59%	-	*	-	-	37%	92%	8%	61%	32%	49%	-	-	-	-	-
	Female	54%	73%	49%	-	32%	79%	-	-	-	-	38%	67%	10%	62%	20%	-	49%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	58%	34%	-	33%	35%	-	-	-	*	32%	42%	5%	45%	41%	24%	48%	-	-	-	-
	CWD	25%	26%	5%	-	8%	0%	-	-	-	-	5%	*	5%	-	*	8%	0%	-	-	-	-
	CWOD	52%	66%	45%	-	41%	50%	-	-	-	*	44%	47%	-	45%	47%	30%	64%	-	-	-	-
	EL	34%	29%	41%	-	41%	-	-	-	-	-	43%	*	*	47%	41%	36%	45%	-	-	-	-
	Male	44%	50%	24%	-	23%	22%	-	-	-	*	23%	27%	8%	30%	36%	24%	-	-	-	-	-
	Female	50%	66%	48%	-	45%	54%	-	-	-	-	44%	63%	0%	64%	45%	-	48%	-	-	-	-
Mathematics	All Students	41%	55%	30%	-	30%	26%	-	-	-	*	27%	42%	14%	36%	36%	28%	33%	-	-	-	-
	CWD	24%	24%	14%	-	17%	11%	-	-	-	-	11%	*	14%	-	*	23%	0%	-	-	-	-
	CWOD	44%	63%	36%	-	35%	32%	-	-	-	*	34%	41%	-	36%	42%	30%	44%	-	-	-	-
	EL	32%	46%	36%	-	36%	-	-	-	-	-	38%	*	*	42%	36%	36%	36%	-	-	-	-
	Male	44%	58%	28%	-	31%	17%	-	-	-	*	23%	45%	23%	30%	36%	28%	-	-	-	-	-
	Female	37%	53%	33%	-	30%	38%	-	-	-	-	32%	38%	0%	44%	36%	-	33%	-	-	-	-
Grade 4																						
Reading	All Students	50%	48%	34%	*	34%	33%	-	-	-	*	32%	40%	6%	40%	30%	34%	34%	-	-	-	-
	CWD	24%	18%	6%	-	0%	0%	-	-	-	*	0%	*	6%	-	0%	9%	0%	-	-	-	-
	CWOD	56%	54%	40%	*	40%	41%	-	-	-	*	39%	42%	-	40%	36%	40%	40%	-	-	-	-
	EL	39%	38%	30%	-	30%	-	-	-	-	-	32%	*	0%	36%	30%	29%	31%	-	-	-	-
	Male	47%	48%	34%	-	33%	32%	-	-	-	*	33%	35%	9%	40%	29%	34%	-	-	-	-	-
	Female	53%	49%	34%	*	35%	33%	-	-	-	*	29%	46%	0%	40%	31%	-	34%	-	-	-	-
Mathematics	All Students	44%	56%	46%	*	42%	48%	-	-	-	*	41%	60%	6%	55%	30%	51%	40%	-	-	-	-
	CWD	24%	25%	6%	-	0%	0%	-	-	-	*	0%	*	6%	-	0%	9%	0%	-	-	-	-
	CWOD	49%	61%	55%	*	49%	59%	-	-	-	*	50%	65%	-	55%	36%	60%	48%	-	-	-	-
	EL	38%	43%	30%	-	30%	-	-	-	-	-	29%	*	0%	36%	30%	35%	23%	-	-	-	-
	Male	47%	59%	51%	-	50%	50%	-	-	-	*	45%	65%	9%	60%	35%	51%	-	-	-	-	-
	Female	41%	52%	40%	*	31%	44%	-	-	-	*	35%	54%	0%	48%	23%	-	40%	-	-	-	-
Grade 5																						
Reading	All Students	53%	52%	35%	*	36%	33%	-	*	-	-	27%	57%	9%	43%	26%	34%	38%	-	-	-	-
	CWD	25%	19%	9%	*	7%	13%	-	-	-	-	5%	*	9%	-	0%	8%	10%	-	-	-	-
	CWOD	59%	59%	43%	*	44%	39%	-	*	-	-	37%	56%	-	43%	36%	41%	47%	-	-	-	-
	EL	41%	33%	26%	-	26%	-	-	-	-	-	23%	43%	0%	36%	26%	27%	25%	-	-	-	-
	Male	51%	51%	34%	*	33%	32%	-	*	-	-	26%	62%	8%	41%	27%	34%	-	-	-	-	-
	Female	56%	52%	38%	-	38%	36%	-	-	-	-	28%	53%	10%	47%	25%	-	38%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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	49%	67%	51%	*	50%	53%	-	*	-	-	41%	75%	9%	64%	38%	49%	54%	-	-	-	-
	CWD	26%	31%	9%	*	14%	0%	-	-	-	-	5%	*	9%	-	0%	0%	20%	-	-	-	-
	CWOD	54%	75%	64%	*	61%	68%	-	*	-	-	58%	74%	-	64%	52%	63%	66%	-	-	-	-
	EL	41%	56%	38%	-	38%	-	-	-	-	-	33%	57%	0%	52%	38%	45%	27%	-	-	-	-
	Male	50%	67%	49%	*	52%	45%	-	*	-	-	37%	92%	0%	63%	45%	49%	-	-	-	-	-
	Female	47%	66%	54%	-	48%	64%	-	-	-	-	50%	60%	20%	66%	27%	-	54%	-	-	-	-
Science	All Students	27%	43%	23%	*	19%	31%	-	*	-	-	16%	43%	4%	29%	5%	27%	18%	-	-	-	-
	CWD	16%	18%	4%	*	0%	13%	-	-	-	-	5%	*	4%	-	0%	8%	0%	-	-	-	-
	CWOD	29%	49%	29%	*	25%	36%	-	*	-	-	21%	44%	-	29%	7%	33%	24%	-	-	-	-
	EL	15%	22%	5%	-	5%	-	-	-	-	-	7%	0%	0%	7%	5%	9%	0%	-	-	-	-
	Male	30%	50%	27%	*	24%	32%	-	*	-	-	20%	54%	8%	33%	9%	27%	-	-	-	-	-
	Female	23%	35%	18%	-	12%	29%	-	-	-	-	8%	33%	0%	24%	0%	-	18%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	24%	8%	-	7%	10%	-	-	-	*	7%	11%	0%	10%	9%	0%	18%	-	-	-	-
	CWD	6%	5%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	28%	10%	-	9%	14%	-	-	-	*	10%	12%	-	10%	11%	0%	24%	-	-	-	-
	EL	13%	13%	9%	-	9%	-	-	-	-	-	10%	*	*	11%	9%	0%	18%	-	-	-	-
	Male	18%	21%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	22%	26%	18%	-	15%	23%	-	-	-	-	16%	25%	0%	24%	18%	-	18%	-	-	-	-
Mathematics	All Students	15%	19%	1%	-	2%	0%	-	-	-	*	2%	0%	5%	0%	0%	2%	0%	-	-	-	-
	CWD	7%	10%	5%	-	8%	0%	-	-	-	-	5%	*	5%	-	*	8%	0%	-	-	-	-
	CWOD	17%	22%	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	10%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	21%	2%	-	4%	0%	-	-	-	*	3%	0%	8%	0%	0%	2%	-	-	-	-	-
	Female	12%	18%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Grade 4																						
Reading	All Students	22%	20%	8%	*	6%	10%	-	-	-	*	8%	7%	0%	9%	10%	7%	9%	-	-	-	-
	CWD	6%	10%	0%	-	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	26%	21%	9%	*	8%	13%	-	-	-	*	10%	8%	-	9%	12%	8%	10%	-	-	-	-
	EL	14%	12%	10%	-	10%	-	-	-	-	-	11%	*	0%	12%	10%	6%	15%	-	-	-	-
	Male	20%	18%	7%	-	6%	9%	-	-	-	*	7%	6%	0%	8%	6%	7%	-	-	-	-	-
	Female	24%	21%	9%	*	8%	11%	-	-	-	*	9%	8%	0%	10%	15%	-	9%	-	-	-	-
Mathematics	All Students	20%	24%	18%	*	11%	28%	-	-	-	*	16%	23%	0%	22%	3%	22%	13%	-	-	-	-
	CWD	7%	12%	0%	-	0%	0%	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	23%	27%	22%	*	13%	34%	-	-	-	*	19%	27%	-	22%	4%	27%	15%	-	-	-	-
	EL	15%	11%	3%	-	3%	-	-	-	-	-	4%	*	0%	4%	3%	0%	8%	-	-	-	-
	Male	22%	29%	22%	-	17%	32%	-	-	-	*	19%	29%	0%	27%	0%	22%	-	-	-	-	-
	Female	17%	20%	13%	*	4%	22%	-	-	-	*	12%	15%	0%	15%	8%	-	13%	-	-	-	-
Grade 5																						

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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	28%	23%	9%	*	8%	8%	-	*	-	-	6%	18%	0%	12%	3%	7%	13%	-	-	-	-
	CWD	8%	7%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	32%	27%	12%	*	11%	11%	-	*	-	-	8%	19%	-	12%	4%	9%	17%	-	-	-	-
	EL	17%	8%	3%	-	3%	-	-	-	-	-	3%	0%	0%	4%	3%	0%	6%	-	-	-	-
	Male	25%	25%	7%	*	6%	5%	-	*	-	-	4%	15%	0%	9%	0%	7%	-	-	-	-	-
	Female	30%	20%	13%	-	12%	14%	-	-	-	-	8%	20%	0%	17%	6%	-	13%	-	-	-	-
Mathematics	All Students	19%	29%	22%	*	19%	25%	-	*	-	-	16%	39%	0%	29%	11%	27%	15%	-	-	-	-
	CWD	7%	7%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	34%	29%	*	25%	32%	-	*	-	-	23%	41%	-	29%	15%	35%	21%	-	-	-	-
	EL	12%	15%	11%	-	11%	-	-	-	-	-	10%	14%	0%	15%	11%	18%	0%	-	-	-	-
	Male	21%	33%	27%	*	24%	27%	-	*	-	-	17%	62%	0%	35%	18%	27%	-	-	-	-	-
	Female	17%	24%	15%	-	12%	21%	-	-	-	-	13%	20%	0%	21%	0%	-	15%	-	-	-	-
Science	All Students	11%	19%	6%	*	5%	6%	-	*	-	-	3%	14%	0%	8%	0%	7%	5%	-	-	-	-
	CWD	5%	6%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	23%	8%	*	7%	7%	-	*	-	-	4%	15%	-	8%	0%	9%	7%	-	-	-	-
	EL	5%	8%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	13%	24%	7%	*	9%	0%	-	*	-	-	4%	15%	0%	9%	0%	7%	-	-	-	-	-
	Female	9%	14%	5%	-	0%	14%	-	-	-	-	0%	13%	0%	7%	0%	-	5%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	81%	64%	64%	60%	68%	-	*	-	100%	57%	83%	24%	75%	56%	64%	64%	-	-	-	-
	CWD	46%	46%	24%	*	19%	26%	-	-	-	*	22%	40%	24%	-	22%	26%	20%	-	-	-	-
	CWOD	77%	87%	75%	63%	71%	81%	-	*	-	100%	70%	87%	-	75%	66%	75%	76%	-	-	-	-
	EL	61%	71%	56%	-	56%	-	-	-	-	-	55%	67%	22%	66%	56%	62%	49%	-	-	-	-
	Male	71%	80%	64%	56%	63%	63%	-	*	-	100%	56%	88%	26%	75%	62%	64%	-	-	-	-	-
	Female	74%	82%	64%	*	55%	76%	-	-	-	*	58%	77%	20%	76%	49%	-	64%	-	-	-	-
Reading	All Students	74%	81%	67%	*	62%	72%	-	*	-	100%	60%	84%	26%	78%	62%	67%	67%	-	-	-	-
	CWD	44%	42%	26%	*	20%	28%	-	-	-	*	24%	43%	26%	-	28%	30%	20%	-	-	-	-
	CWOD	80%	87%	78%	*	73%	85%	-	*	-	*	74%	89%	-	78%	71%	78%	79%	-	-	-	-
	EL	59%	67%	62%	-	62%	-	-	-	-	-	61%	70%	28%	71%	62%	70%	53%	-	-	-	-
	Male	70%	78%	67%	*	66%	66%	-	*	-	*	60%	88%	30%	78%	70%	67%	-	-	-	-	-
	Female	78%	84%	67%	*	57%	80%	-	-	-	*	61%	81%	20%	79%	53%	-	67%	-	-	-	-
Mathematics	All Students	70%	81%	66%	*	65%	65%	-	*	-	100%	60%	83%	27%	77%	63%	66%	66%	-	-	-	-
	CWD	45%	50%	27%	*	26%	24%	-	-	-	*	25%	43%	27%	-	28%	30%	24%	-	-	-	-
	CWOD	75%	86%	77%	*	76%	78%	-	*	-	*	72%	87%	-	77%	72%	76%	78%	-	-	-	-
	EL	62%	75%	63%	-	63%	-	-	-	-	-	61%	80%	28%	72%	63%	68%	56%	-	-	-	-
	Male	71%	80%	66%	*	67%	61%	-	*	-	*	59%	88%	30%	76%	68%	66%	-	-	-	-	-
	Female	70%	81%	66%	*	62%	71%	-	-	-	*	61%	78%	24%	78%	56%	-	66%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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	73%	83%	49%	*	38%	67%	-	*	-	-	37%	79%	9%	61%	27%	49%	49%	-	-	-	-
	CWD	49%	49%	9%	*	0%	25%	-	-	-	-	9%	*	9%	-	0%	8%	10%	-	-	-	-
	CWOD	77%	89%	61%	*	50%	79%	-	*	-	-	50%	81%	-	61%	37%	61%	62%	-	-	-	-
	EL	61%	72%	27%	-	27%	-	-	-	-	-	23%	43%	0%	37%	27%	32%	20%	-	-	-	-
	Male	74%	85%	49%	*	42%	59%	-	*	-	-	37%	92%	8%	61%	32%	49%	-	-	-	-	-
	Female	72%	81%	49%	-	32%	79%	-	-	-	-	38%	67%	10%	62%	20%	-	49%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																							
All Subjects	All Students	47%	55%	37%	27%	35%	37%	-	*	-	80%	31%	52%	7%	45%	28%	36%	38%	-	-	-	-	
	CWD	22%	20%	7%	*	7%	5%	-	-	-	*	5%	33%	7%	-	0%	9%	5%	-	-	-	-	
	CWOD	51%	61%	45%	38%	43%	47%	-	*	-	75%	41%	54%	-	45%	36%	44%	47%	-	-	-	-	
	EL	31%	38%	28%	-	28%	-	-	-	-	-	28%	30%	0%	36%	28%	30%	26%	-	-	-	-	
	Male	45%	54%	36%	22%	36%	34%	-	*	-	83%	30%	55%	9%	44%	30%	36%	-	-	-	-	-	
	Female	48%	57%	38%	*	34%	42%	-	-	-	*	32%	49%	5%	47%	26%	-	38%	-	-	-	-	
Reading	All Students	52%	57%	35%	*	34%	34%	-	*	-	60%	30%	47%	6%	42%	31%	31%	39%	-	-	-	-	
	CWD	23%	18%	6%	*	6%	4%	-	-	-	*	4%	29%	6%	-	0%	8%	4%	-	-	-	-	
	CWOD	58%	64%	42%	*	42%	43%	-	*	-	*	39%	49%	-	42%	39%	38%	48%	-	-	-	-	
	EL	34%	36%	31%	-	31%	-	-	-	-	-	31%	30%	0%	39%	31%	30%	33%	-	-	-	-	
	Male	48%	51%	31%	*	31%	29%	-	*	-	*	28%	41%	8%	38%	30%	31%	-	-	-	-	-	
	Female	57%	64%	39%	*	39%	40%	-	-	-	*	33%	53%	4%	48%	33%	-	39%	-	-	-	-	
Mathematics	All Students	42%	53%	43%	*	42%	43%	-	*	-	100%	37%	61%	10%	53%	35%	44%	43%	-	-	-	-	
	CWD	22%	22%	10%	*	11%	4%	-	-	-	*	5%	43%	10%	-	0%	11%	8%	-	-	-	-	
	CWOD	46%	58%	53%	*	50%	55%	-	*	-	*	48%	63%	-	53%	44%	54%	52%	-	-	-	-	
	EL	31%	43%	35%	-	35%	-	-	-	-	-	33%	50%	0%	44%	35%	40%	28%	-	-	-	-	
	Male	43%	54%	44%	*	45%	39%	-	*	-	*	36%	68%	11%	54%	40%	44%	-	-	-	-	-	
	Female	40%	51%	43%	*	37%	49%	-	-	-	*	39%	53%	8%	52%	28%	-	43%	-	-	-	-	
Science	All Students	42%	54%	23%	*	19%	31%	-	*	-	-	16%	43%	4%	29%	5%	27%	18%	-	-	-	-	
	CWD	21%	18%	4%	*	0%	13%	-	-	-	-	5%	*	4%	-	0%	8%	0%	-	-	-	-	
	CWOD	45%	59%	29%	*	25%	36%	-	*	-	-	21%	44%	-	29%	7%	33%	24%	-	-	-	-	
	EL	24%	30%	5%	-	5%	-	-	-	-	-	7%	0%	0%	7%	5%	9%	0%	-	-	-	-	
	Male	44%	57%	27%	*	24%	32%	-	*	-	-	20%	54%	8%	33%	9%	27%	-	-	-	-	-	
	Female	40%	50%	18%	-	12%	29%	-	-	-	-	8%	33%	0%	24%	0%	-	18%	-	-	-	-	

STAAR Percent at Masters Grade Level

All Grades																							
All Subjects	All Students	18%	20%	11%	9%	9%	13%	-	*	-	10%	8%	17%	1%	14%	5%	11%	10%	-	-	-	-	
	CWD	6%	5%	1%	*	1%	0%	-	-	-	*	1%	0%	1%	-	0%	1%	0%	-	-	-	-	
	CWOD	21%	23%	14%	13%	11%	17%	-	*	-	13%	11%	19%	-	14%	6%	14%	13%	-	-	-	-	
	EL	9%	10%	5%	-	5%	-	-	-	-	-	5%	4%	0%	6%	5%	4%	6%	-	-	-	-	
	Male	18%	20%	11%	11%	10%	11%	-	*	-	0%	8%	19%	1%	14%	4%	11%	-	-	-	-	-	
	Female	19%	20%	10%	*	7%	15%	-	-	-	*	8%	15%	0%	13%	6%	-	10%	-	-	-	-	

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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	21%	21%	8%	*	7%	9%	-	*	-	0%	7%	12%	0%	10%	7%	5%	13%	-	-	-	-
	CWD	6%	5%	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	24%	10%	*	9%	12%	-	*	-	*	9%	13%	-	10%	8%	6%	16%	-	-	-	-
	EL	10%	10%	7%	-	7%	-	-	-	-	-	8%	0%	0%	8%	7%	2%	13%	-	-	-	-
	Male	18%	19%	5%	*	4%	5%	-	*	-	*	4%	7%	0%	6%	2%	5%	-	-	-	-	-
	Female	24%	24%	13%	*	11%	16%	-	-	-	*	11%	17%	0%	16%	13%	-	13%	-	-	-	-
Mathematics	All Students	17%	20%	15%	*	11%	19%	-	*	-	20%	12%	23%	2%	19%	6%	18%	10%	-	-	-	-
	CWD	6%	6%	2%	*	3%	0%	-	-	-	*	2%	0%	2%	-	0%	3%	0%	-	-	-	-
	CWOD	19%	23%	19%	*	14%	24%	-	*	-	*	15%	26%	-	19%	7%	23%	13%	-	-	-	-
	EL	10%	11%	6%	-	6%	-	-	-	-	-	5%	10%	0%	7%	6%	8%	3%	-	-	-	-
	Male	18%	23%	18%	*	16%	21%	-	*	-	*	14%	32%	3%	23%	8%	18%	-	-	-	-	-
	Female	15%	17%	10%	*	6%	16%	-	-	-	*	8%	14%	0%	13%	3%	-	10%	-	-	-	-
Science	All Students	15%	17%	6%	*	5%	6%	-	*	-	-	3%	14%	0%	8%	0%	7%	5%	-	-	-	-
	CWD	5%	4%	0%	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	19%	8%	*	7%	7%	-	*	-	-	4%	15%	-	8%	0%	9%	7%	-	-	-	-
	EL	5%	5%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	16%	19%	7%	*	9%	0%	-	*	-	-	4%	15%	0%	9%	0%	7%	-	-	-	-	-
	Female	14%	14%	5%	-	0%	14%	-	-	-	-	0%	13%	0%	7%	0%	-	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	58	*	62	50	-	*	-	*	56	43	66
CWD	43	*	38	42	-	-	-	*	36	43	52
CWOD	61	*	68	52	-	*	-	*	63	-	70
EL ◇	66	-	66	-	-	-	-	-	68	52	66
Male	57	*	61	47	-	*	-	*	57	48	65
Female	59	*	63	54	-	-	-	*	54	35	68

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	71	*	70	69	-	*	-	*	65	52	69
CWD	52	*	50	47	-	-	-	*	48	52	52
CWOD	76	*	75	75	-	*	-	*	71	-	74
EL ◇	69	-	69	-	-	-	-	-	65	52	69
Male	67	*	71	58	-	*	-	*	62	40	74
Female	76	*	69	85	-	-	-	*	70	69	63

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
177	29	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.

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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	37	33	35	39	-	*	-	63	32	11	30
School Quality (College, Career, and Military Readiness Performance)											
%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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	N		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	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%

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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	
Participation Rate																		
All Subjects	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%	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%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	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%	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%	-
Mathematics	All Students	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	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%	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%	-
Science	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%	100%	-
	Male	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																		

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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
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%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	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%	0%	-
	Female	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%
	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%	0%	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
Science	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%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
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

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON 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
Out-of-School Suspensions												
	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
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	19	-8	8	11	-8	-8	-8	-8	2	6	3
	Female	16	-8	6	10	-8	-8	-8	-8	-8	2	3
	Total	35	-8	14	21	-8	-8	-8	-8	2	8	6

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

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	24
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	17	0	8	8	0	0	0	1	4	1
Female	8	0	5	2	0	0	0	1	3	0
Total	25	0	13	10	0	0	0	2	7	1

Accelerated Coursework

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

Texas Education Agency
2024 Federal Report Card
 CADDO GROVE EL (126905106) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.0	27.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.1	0.3%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$513	\$2	\$492	\$494		\$19	\$19
Food services		\$651				\$594	\$57	\$651
Instruction		\$5,838	\$5,040	\$75	\$5,115	\$609	\$114	\$723
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$483	\$356	\$8	\$364	\$7	\$112	\$119
Support services, operation and maintenance of plant		\$1,315	\$432	\$868	\$1,300	\$5	\$10	\$15
Support services, pupils		\$400	\$246	\$2	\$248		\$152	\$152

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$567	\$557	\$0	\$557	\$10		\$10
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	594	\$10,491	\$6,632	\$2,166	\$8,798	\$1,225	\$468	\$1,693

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	-	-
Mathematics	6,033	2%	*	0%	-	-
Science	6,033	2%	*	0%	-	-
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	-	-
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	-	-
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	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
Reading	44,764	1%	27	1%	-	-
Mathematics	40,054	1%	21	1%	-	-
Science	16,044	1%	10	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
English Language Learners	31	48	69	52	26	14	3	2		

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	11%	12%	16%	*	*	-	39%	16%	18%	6%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	72%	79%	73%	*	62%	84%	*	-	*	*	69%	79%	55%	76%	50%	72%	74%	-	*	-	*
	CWD	48%	50%	55%	-	40%	67%	-	-	-	-	*	50%	55%	-	*	60%	50%	-	-	-	-
	CWOD	78%	86%	76%	*	65%	86%	*	-	*	*	69%	86%	-	76%	52%	74%	77%	-	*	-	*
	EL	62%	56%	50%	-	52%	*	-	-	-	-	52%	40%	*	52%	50%	55%	47%	-	-	-	-
	Male	70%	76%	72%	-	67%	82%	*	-	-	-	71%	72%	60%	74%	55%	72%	-	-	-	-	-
	Female	75%	83%	74%	*	57%	84%	*	-	*	*	67%	84%	50%	77%	47%	-	74%	-	*	-	*
Mathematics	All Students	68%	81%	78%	*	69%	84%	*	-	*	*	74%	84%	55%	81%	65%	87%	72%	-	*	-	*
	CWD	46%	50%	55%	-	40%	67%	-	-	-	-	*	63%	55%	-	*	80%	33%	-	-	-	-
	CWOD	74%	89%	81%	*	73%	86%	*	-	*	*	76%	89%	-	81%	68%	88%	77%	-	*	-	*
	EL	61%	70%	65%	-	68%	*	-	-	-	-	67%	60%	*	68%	65%	82%	53%	-	-	-	-
	Male	70%	82%	87%	-	86%	88%	*	-	-	-	86%	89%	80%	88%	82%	87%	-	-	-	-	-
	Female	66%	80%	72%	*	52%	81%	*	-	*	*	67%	80%	33%	77%	53%	-	72%	-	*	-	*
Grade 4																						
Reading	All Students	79%	85%	90%	*	80%	96%	-	-	*	*	92%	86%	67%	91%	72%	90%	89%	*	-	-	-
	CWD	55%	55%	67%	-	*	*	-	-	-	-	*	*	67%	-	*	*	*	*	*	-	-
	CWOD	85%	91%	91%	*	82%	98%	-	-	*	*	93%	88%	-	91%	74%	91%	91%	-	-	-	-
	EL	68%	74%	72%	-	72%	-	-	-	-	-	79%	50%	*	74%	72%	75%	67%	-	-	-	-
	Male	77%	84%	90%	*	78%	100%	-	-	*	*	91%	88%	*	91%	75%	90%	-	*	-	-	-
	Female	81%	87%	89%	*	82%	92%	-	-	-	-	92%	84%	*	91%	67%	-	89%	-	-	-	-
Mathematics	All Students	67%	78%	94%	*	92%	96%	-	-	*	*	93%	94%	67%	96%	88%	96%	91%	*	-	-	-
	CWD	42%	43%	67%	-	*	*	-	-	-	-	*	*	67%	-	*	*	*	*	*	-	-
	CWOD	73%	85%	96%	*	95%	98%	-	-	*	*	95%	97%	-	96%	91%	98%	93%	-	-	-	-
	EL	62%	65%	88%	-	88%	-	-	-	-	-	89%	80%	*	91%	88%	87%	89%	-	-	-	-
	Male	69%	78%	96%	*	91%	100%	-	-	*	*	97%	94%	*	98%	87%	96%	-	*	-	-	-
	Female	65%	79%	91%	*	94%	92%	-	-	-	-	88%	95%	*	93%	89%	-	91%	-	-	-	-
Grade 5																						
Reading	All Students	78%	82%	93%	*	91%	93%	*	*	-	*	94%	91%	80%	95%	93%	94%	91%	-	-	-	-
	CWD	48%	47%	80%	-	89%	73%	-	-	-	-	79%	83%	80%	-	83%	79%	83%	-	-	-	-
	CWOD	84%	90%	95%	*	91%	98%	*	*	-	*	100%	92%	-	95%	96%	98%	92%	-	-	-	-
	EL	70%	70%	93%	-	93%	-	-	-	-	-	100%	75%	83%	96%	93%	88%	100%	-	-	-	-
	Male	75%	82%	94%	*	91%	95%	*	*	-	*	94%	94%	79%	98%	88%	94%	-	-	-	-	-
	Female	80%	82%	91%	-	91%	90%	-	-	-	*	95%	88%	83%	92%	100%	-	91%	-	-	-	-
Mathematics	All Students	75%	88%	96%	*	95%	97%	*	*	-	*	96%	96%	90%	98%	100%	95%	98%	-	-	-	-
	CWD	52%	65%	90%	-	89%	91%	-	-	-	-	86%	100%	90%	-	100%	86%	100%	-	-	-	-
	CWOD	80%	94%	98%	*	97%	98%	*	*	-	*	100%	96%	-	98%	100%	98%	97%	-	-	-	-
	EL	70%	84%	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
	Male	75%	85%	95%	*	95%	95%	*	*	-	*	94%	97%	86%	98%	100%	95%	-	-	-	-	-
	Female	75%	91%	98%	-	95%	100%	-	-	-	*	100%	96%	100%	97%	100%	-	98%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	56%	75%	94%	*	95%	95%	*	*	-	*	94%	95%	85%	97%	97%	95%	93%	-	-	-	-
	CWD	34%	43%	85%	-	89%	82%	-	-	-	-	86%	83%	85%	-	83%	93%	67%	-	-	-	-
	CWOD	61%	83%	97%	*	97%	98%	*	*	-	*	97%	96%	-	97%	100%	96%	97%	-	-	-	-
	EL	43%	57%	97%	-	97%	-	-	-	-	-	95%	100%	83%	100%	97%	100%	92%	-	-	-	-
	Male	59%	77%	95%	*	100%	95%	*	*	-	*	94%	97%	93%	96%	100%	95%	-	-	-	-	-
	Female	54%	73%	93%	-	91%	95%	-	-	-	*	95%	92%	67%	97%	92%	-	93%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	58%	48%	*	24%	67%	*	-	*	*	44%	53%	18%	52%	12%	38%	55%	-	*	-	*
	CWD	25%	26%	18%	-	0%	33%	-	-	-	-	*	13%	18%	-	*	20%	17%	-	-	-	-
	CWOD	52%	66%	52%	*	27%	72%	*	-	*	*	45%	63%	-	52%	12%	41%	60%	-	*	-	*
	EL	34%	29%	12%	-	12%	*	-	-	-	-	10%	20%	*	12%	12%	9%	13%	-	-	-	-
	Male	44%	50%	38%	-	19%	65%	*	-	-	-	38%	39%	20%	41%	9%	38%	-	-	-	-	-
	Female	50%	66%	55%	*	29%	69%	*	-	*	*	48%	64%	17%	60%	13%	-	55%	-	*	-	*
Mathematics	All Students	41%	55%	59%	*	52%	67%	*	-	*	*	56%	63%	18%	64%	50%	69%	52%	-	*	-	*
	CWD	24%	24%	18%	-	20%	17%	-	-	-	-	*	25%	18%	-	*	40%	0%	-	-	-	-
	CWOD	44%	63%	64%	*	57%	74%	*	-	*	*	59%	71%	-	64%	52%	74%	58%	-	*	-	*
	EL	32%	46%	50%	-	52%	*	-	-	-	-	48%	60%	*	52%	50%	82%	27%	-	-	-	-
	Male	44%	58%	69%	-	71%	71%	*	-	-	-	76%	61%	40%	74%	82%	69%	-	-	-	-	-
	Female	37%	53%	52%	*	33%	66%	*	-	*	*	42%	64%	0%	58%	27%	-	52%	-	*	-	*
Grade 4																						
Reading	All Students	50%	48%	53%	*	43%	62%	-	-	*	*	43%	69%	0%	57%	40%	47%	60%	*	-	-	-
	CWD	24%	18%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	*	*	-	-
	CWOD	56%	54%	57%	*	45%	67%	-	-	*	*	46%	74%	-	57%	43%	51%	63%	-	-	-	-
	EL	39%	38%	40%	-	40%	-	-	-	-	-	42%	33%	*	43%	40%	31%	56%	-	-	-	-
	Male	47%	48%	47%	*	39%	54%	-	-	*	*	35%	71%	*	51%	31%	47%	-	*	-	-	-
	Female	53%	49%	60%	*	47%	69%	-	-	-	-	54%	68%	*	63%	56%	-	60%	-	-	-	-
Mathematics	All Students	44%	56%	63%	*	54%	72%	-	-	*	*	62%	66%	33%	65%	58%	66%	60%	*	-	-	-
	CWD	24%	25%	33%	-	*	*	-	-	-	-	*	*	33%	-	*	*	*	*	*	-	-
	CWOD	49%	61%	65%	*	54%	76%	-	-	*	*	63%	70%	-	65%	59%	67%	63%	-	-	-	-
	EL	38%	43%	58%	-	58%	-	-	-	-	-	63%	40%	*	59%	58%	53%	67%	-	-	-	-
	Male	47%	59%	66%	*	55%	75%	-	-	*	*	62%	75%	*	67%	53%	66%	-	*	-	-	-
	Female	41%	52%	60%	*	53%	69%	-	-	-	-	62%	58%	*	63%	67%	-	60%	-	-	-	-
Grade 5																						
Reading	All Students	53%	52%	57%	*	45%	66%	*	*	-	*	48%	66%	25%	65%	41%	60%	53%	-	-	-	-
	CWD	25%	19%	25%	-	0%	45%	-	-	-	-	14%	50%	25%	-	0%	29%	17%	-	-	-	-
	CWOD	59%	59%	65%	*	57%	70%	*	*	-	*	61%	68%	-	65%	52%	69%	59%	-	-	-	-
	EL	41%	33%	41%	-	41%	-	-	-	-	-	38%	50%	0%	52%	41%	38%	46%	-	-	-	-
	Male	51%	51%	60%	*	41%	71%	*	*	-	*	48%	72%	29%	69%	38%	60%	-	-	-	-	-
	Female	56%	52%	53%	-	50%	55%	-	-	-	*	47%	58%	17%	59%	46%	-	53%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	49%	67%	76%	*	75%	76%	*	*	-	*	77%	75%	65%	78%	83%	82%	67%	-	-	-	-
	CWD	26%	31%	65%	-	67%	64%	-	-	-	-	50%	100%	65%	-	83%	64%	67%	-	-	-	-
	CWOD	54%	75%	78%	*	77%	79%	*	*	-	*	87%	72%	-	78%	83%	86%	68%	-	-	-	-
	EL	41%	56%	83%	-	83%	-	-	-	-	-	90%	63%	83%	83%	83%	88%	77%	-	-	-	-
	Male	50%	67%	82%	*	82%	82%	*	*	-	*	79%	84%	64%	86%	88%	82%	-	-	-	-	-
	Female	47%	66%	67%	-	68%	65%	-	-	-	*	74%	63%	67%	68%	77%	-	67%	-	-	-	-
Science	All Students	27%	43%	62%	*	48%	72%	*	*	-	*	58%	66%	35%	68%	45%	75%	42%	-	-	-	-
	CWD	16%	18%	35%	-	11%	55%	-	-	-	-	21%	67%	35%	-	0%	43%	17%	-	-	-	-
	CWOD	29%	49%	68%	*	57%	77%	*	*	-	*	71%	66%	-	68%	57%	84%	46%	-	-	-	-
	EL	15%	22%	45%	-	45%	-	-	-	-	-	43%	50%	0%	57%	45%	50%	38%	-	-	-	-
	Male	30%	50%	75%	*	55%	87%	*	*	-	*	70%	81%	43%	84%	50%	75%	-	-	-	-	-
	Female	23%	35%	42%	-	41%	45%	-	-	-	*	37%	46%	17%	46%	38%	-	42%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	24%	27%	*	12%	41%	*	-	*	*	26%	28%	0%	30%	4%	21%	31%	-	*	-	*
	CWD	6%	5%	0%	-	0%	0%	-	-	-	-	*	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	28%	30%	*	14%	47%	*	-	*	*	27%	34%	-	30%	4%	24%	35%	-	*	-	*
	EL	13%	13%	4%	-	4%	*	-	-	-	-	0%	20%	*	4%	4%	0%	7%	-	-	-	-
	Male	18%	21%	21%	-	10%	35%	*	-	-	-	19%	22%	0%	24%	0%	21%	-	-	-	-	-
	Female	22%	26%	31%	*	14%	44%	*	-	*	*	30%	32%	0%	35%	7%	-	31%	-	*	-	*
Mathematics	All Students	15%	19%	19%	*	10%	27%	*	-	*	*	20%	16%	9%	20%	4%	18%	19%	-	*	-	*
	CWD	7%	10%	9%	-	0%	17%	-	-	-	-	*	13%	9%	-	*	20%	0%	-	-	-	-
	CWOD	17%	22%	20%	*	11%	28%	*	-	*	*	22%	17%	-	20%	4%	18%	21%	-	*	-	*
	EL	10%	8%	4%	-	4%	*	-	-	-	-	5%	0%	*	4%	4%	9%	0%	-	-	-	-
	Male	17%	21%	18%	-	10%	29%	*	-	-	-	19%	17%	20%	18%	9%	18%	-	-	-	-	-
	Female	12%	18%	19%	*	10%	25%	*	-	*	*	21%	16%	0%	21%	0%	-	19%	-	*	-	*
Grade 4																						
Reading	All Students	22%	20%	22%	*	10%	30%	-	-	*	*	17%	31%	0%	23%	12%	22%	22%	*	-	-	-
	CWD	6%	10%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	*	-	-	-
	CWOD	26%	21%	23%	*	11%	33%	-	-	*	*	18%	32%	-	23%	13%	23%	23%	-	-	-	-
	EL	14%	12%	12%	-	12%	-	-	-	-	-	11%	17%	*	13%	12%	13%	11%	-	-	-	-
	Male	20%	18%	22%	*	13%	25%	-	-	*	*	15%	35%	*	23%	13%	22%	-	*	-	-	-
	Female	24%	21%	22%	*	6%	35%	-	-	-	-	19%	26%	*	23%	11%	-	22%	-	-	-	-
Mathematics	All Students	20%	24%	23%	*	15%	30%	-	-	*	*	18%	31%	0%	25%	17%	32%	13%	*	-	-	-
	CWD	7%	12%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	*	-	-	-
	CWOD	23%	27%	25%	*	16%	33%	-	-	*	*	20%	33%	-	25%	18%	35%	14%	-	-	-	-
	EL	15%	11%	17%	-	17%	-	-	-	-	-	21%	0%	*	18%	17%	20%	11%	-	-	-	-
	Male	22%	29%	32%	*	23%	42%	-	-	*	*	26%	44%	*	35%	20%	32%	-	*	-	-	-
	Female	17%	20%	13%	*	6%	19%	-	-	-	-	8%	21%	*	14%	11%	-	13%	-	-	-	-
Grade 5																						

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	28%	23%	27%	*	16%	36%	*	*	-	*	17%	36%	15%	30%	10%	32%	19%	-	-	-	-
	CWD	8%	7%	15%	-	0%	27%	-	-	-	-	7%	33%	15%	-	0%	21%	0%	-	-	-	-
	CWOD	32%	27%	30%	*	20%	38%	*	*	-	*	21%	36%	-	30%	13%	35%	22%	-	-	-	-
	EL	17%	8%	10%	-	10%	-	-	-	-	-	0%	38%	0%	13%	10%	6%	15%	-	-	-	-
	Male	25%	25%	32%	*	14%	45%	*	*	-	*	21%	44%	21%	35%	6%	32%	-	-	-	-	-
	Female	30%	20%	19%	-	18%	20%	-	-	-	*	11%	25%	0%	22%	15%	-	19%	-	-	-	-
Mathematics	All Students	19%	29%	28%	*	23%	31%	*	*	-	*	19%	36%	10%	32%	17%	35%	16%	-	-	-	-
	CWD	7%	7%	10%	-	11%	9%	-	-	-	-	0%	33%	10%	-	0%	14%	0%	-	-	-	-
	CWOD	21%	34%	32%	*	26%	36%	*	*	-	*	26%	36%	-	32%	22%	41%	19%	-	-	-	-
	EL	12%	15%	17%	-	17%	-	-	-	-	-	19%	13%	0%	22%	17%	19%	15%	-	-	-	-
	Male	21%	33%	35%	*	27%	39%	*	*	-	*	27%	44%	14%	41%	19%	35%	-	-	-	-	-
	Female	17%	24%	16%	-	18%	15%	-	-	-	*	5%	25%	0%	19%	15%	-	16%	-	-	-	-
Science	All Students	11%	19%	34%	*	25%	41%	*	*	-	*	23%	45%	10%	40%	21%	38%	28%	-	-	-	-
	CWD	5%	6%	10%	-	0%	18%	-	-	-	-	7%	17%	10%	-	0%	14%	0%	-	-	-	-
	CWOD	12%	23%	40%	*	31%	47%	*	*	-	*	29%	48%	-	40%	26%	45%	32%	-	-	-	-
	EL	5%	8%	21%	-	21%	-	-	-	-	-	10%	50%	0%	26%	21%	19%	23%	-	-	-	-
	Male	13%	24%	38%	*	23%	47%	*	*	-	*	24%	53%	14%	45%	19%	38%	-	-	-	-	-
	Female	9%	14%	28%	-	27%	30%	-	-	-	*	21%	33%	0%	32%	23%	-	28%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	81%	89%	85%	84%	92%	80%	*	100%	100%	88%	90%	76%	91%	81%	91%	86%	*	*	-	*
	CWD	46%	46%	76%	-	73%	77%	-	-	-	-	79%	71%	76%	-	75%	82%	65%	*	-	-	-
	CWOD	77%	87%	91%	85%	85%	95%	80%	*	100%	100%	89%	92%	-	91%	82%	93%	88%	-	*	-	*
	EL	61%	71%	81%	-	82%	*	-	-	-	-	83%	76%	75%	82%	81%	85%	77%	-	-	-	-
	Male	71%	80%	91%	80%	87%	94%	88%	*	*	100%	91%	92%	82%	93%	85%	91%	-	*	-	-	-
	Female	74%	82%	86%	88%	80%	90%	*	-	*	100%	83%	88%	65%	88%	77%	-	86%	-	*	-	*
Reading	All Students	74%	81%	85%	100%	78%	91%	*	*	*	*	85%	86%	70%	88%	73%	87%	84%	*	*	-	*
	CWD	44%	42%	70%	-	69%	71%	-	-	-	-	76%	63%	70%	-	67%	74%	64%	*	-	-	-
	CWOD	80%	87%	88%	100%	79%	94%	*	*	*	*	86%	89%	-	88%	73%	89%	86%	-	*	-	*
	EL	59%	67%	73%	-	73%	*	-	-	-	-	77%	58%	67%	73%	73%	74%	70%	-	-	-	-
	Male	70%	78%	87%	*	79%	94%	*	*	*	*	88%	87%	74%	89%	74%	87%	-	*	-	-	-
	Female	78%	84%	84%	*	77%	88%	*	-	*	*	82%	85%	64%	86%	70%	-	84%	-	*	-	*
Mathematics	All Students	70%	81%	90%	83%	86%	92%	*	*	*	*	88%	92%	76%	92%	85%	94%	86%	*	*	-	*
	CWD	45%	50%	76%	-	69%	81%	-	-	-	-	76%	75%	76%	-	78%	83%	64%	*	-	-	-
	CWOD	75%	86%	92%	83%	88%	94%	*	*	*	*	90%	94%	-	92%	86%	95%	88%	-	*	-	*
	EL	62%	75%	85%	-	86%	*	-	-	-	-	85%	83%	78%	86%	85%	90%	78%	-	-	-	-
	Male	71%	80%	94%	*	91%	95%	*	*	*	*	93%	94%	83%	95%	90%	94%	-	*	-	-	-
	Female	70%	81%	86%	*	80%	90%	*	-	*	*	82%	90%	64%	88%	78%	-	86%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	73%	83%	94%	*	95%	95%	*	*	-	*	94%	95%	85%	97%	97%	95%	93%	-	-	-	-
	CWD	49%	49%	85%	-	89%	82%	-	-	-	-	86%	83%	85%	-	83%	93%	67%	-	-	-	-
	CWOD	77%	89%	97%	*	97%	98%	*	*	-	*	97%	96%	-	97%	100%	96%	97%	-	-	-	-
	EL	61%	72%	97%	-	97%	-	-	-	-	-	95%	100%	83%	100%	97%	100%	92%	-	-	-	-
	Male	74%	85%	95%	*	100%	95%	*	*	-	*	94%	97%	93%	96%	100%	95%	-	-	-	-	-
	Female	72%	81%	93%	-	91%	95%	-	-	-	*	95%	92%	67%	97%	92%	-	93%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	47%	55%	60%	46%	49%	69%	50%	*	50%	80%	55%	66%	33%	64%	47%	64%	56%	*	*	-	*
	CWD	22%	20%	33%	-	22%	42%	-	-	-	-	27%	42%	33%	-	25%	40%	21%	*	-	-	-
	CWOD	51%	61%	64%	46%	53%	74%	50%	*	50%	80%	60%	69%	-	64%	51%	69%	59%	-	*	-	*
	EL	31%	38%	47%	-	48%	*	-	-	-	-	48%	47%	25%	51%	47%	50%	44%	-	-	-	-
	Male	45%	54%	64%	40%	52%	74%	63%	*	*	*	80%	58%	72%	40%	69%	50%	64%	-	*	-	-
	Female	48%	57%	56%	50%	46%	64%	*	-	*	*	80%	51%	60%	21%	59%	44%	-	56%	-	*	-
Reading	All Students	52%	57%	53%	67%	37%	65%	*	*	*	*	45%	63%	19%	58%	31%	50%	56%	*	*	-	*
	CWD	23%	18%	19%	-	0%	33%	-	-	-	-	14%	25%	19%	-	0%	22%	14%	*	-	-	-
	CWOD	58%	64%	58%	67%	43%	70%	*	*	*	*	50%	68%	-	58%	35%	55%	61%	-	*	-	*
	EL	34%	36%	31%	-	32%	*	-	-	-	-	30%	37%	0%	35%	31%	28%	35%	-	-	-	-
	Male	48%	51%	50%	*	33%	65%	*	*	*	*	41%	63%	22%	55%	28%	50%	-	*	-	-	-
	Female	57%	64%	56%	*	42%	65%	*	-	*	*	50%	63%	14%	61%	35%	-	56%	-	*	-	*
Mathematics	All Students	42%	53%	66%	33%	61%	72%	*	*	*	*	64%	69%	46%	69%	65%	73%	59%	*	*	-	*
	CWD	22%	22%	46%	-	50%	43%	-	-	-	-	43%	50%	46%	-	67%	57%	29%	*	-	-	-
	CWOD	46%	58%	69%	33%	62%	76%	*	*	*	*	68%	71%	-	69%	64%	76%	62%	-	*	-	*
	EL	31%	43%	65%	-	65%	*	-	-	-	-	67%	56%	67%	64%	65%	74%	54%	-	-	-	-
	Male	43%	54%	73%	*	69%	77%	*	*	*	*	72%	76%	57%	76%	74%	73%	-	*	-	-	-
	Female	40%	51%	59%	*	52%	67%	*	-	*	*	56%	62%	29%	62%	54%	-	59%	-	*	-	*
Science	All Students	42%	54%	62%	*	48%	72%	*	*	-	*	58%	66%	35%	68%	45%	75%	42%	-	-	-	-
	CWD	21%	18%	35%	-	11%	55%	-	-	-	-	21%	67%	35%	-	0%	43%	17%	-	-	-	-
	CWOD	45%	59%	68%	*	57%	77%	*	*	-	*	71%	66%	-	68%	57%	84%	46%	-	-	-	-
	EL	24%	30%	45%	-	45%	-	-	-	-	-	43%	50%	0%	57%	45%	50%	38%	-	-	-	-
	Male	44%	57%	75%	*	55%	87%	*	*	-	*	70%	81%	43%	84%	50%	75%	-	-	-	-	-
	Female	40%	50%	42%	-	41%	45%	-	-	-	*	37%	46%	17%	46%	38%	-	42%	-	-	-	-

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects	All Students	18%	20%	26%	15%	16%	34%	0%	*	33%	30%	20%	33%	9%	28%	12%	30%	21%	*	*	-	*
	CWD	6%	5%	9%	-	2%	13%	-	-	-	-	4%	16%	9%	-	0%	13%	0%	*	-	-	-
	CWOD	21%	23%	28%	15%	18%	37%	0%	*	33%	30%	23%	35%	-	28%	14%	33%	24%	-	*	-	*
	EL	9%	10%	12%	-	12%	*	-	-	-	-	9%	22%	0%	14%	12%	13%	11%	-	-	-	-
	Male	18%	20%	30%	20%	17%	39%	0%	*	*	40%	22%	39%	13%	33%	13%	30%	-	*	-	-	-
	Female	19%	20%	21%	13%	15%	28%	*	-	*	20%	18%	26%	0%	24%	11%	-	21%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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	21%	21%	25%	33%	13%	36%	*	*	*	*	20%	32%	8%	28%	9%	26%	25%	*	*	-	*
	CWD	6%	5%	8%	-	0%	14%	-	-	-	-	5%	13%	8%	-	0%	13%	0%	*	-	-	-
	CWOD	24%	24%	28%	33%	15%	39%	*	*	*	*	22%	34%	-	28%	10%	28%	27%	-	*	-	*
	EL	10%	10%	9%	-	9%	*	-	-	-	-	3%	26%	0%	10%	9%	7%	11%	-	-	-	-
	Male	18%	19%	26%	*	12%	37%	*	*	*	*	18%	36%	13%	28%	7%	26%	-	*	-	-	-
	Female	24%	24%	25%	*	13%	35%	*	-	*	*	22%	28%	0%	27%	11%	-	25%	-	*	-	*
Mathematics	All Students	17%	20%	23%	0%	16%	29%	*	*	*	*	19%	28%	8%	25%	13%	30%	16%	*	*	-	*
	CWD	6%	6%	8%	-	6%	10%	-	-	-	-	0%	19%	8%	-	0%	13%	0%	*	-	-	-
	CWOD	19%	23%	25%	0%	17%	32%	*	*	*	*	22%	30%	-	25%	14%	33%	18%	-	*	-	*
	EL	10%	11%	13%	-	13%	*	-	-	-	-	15%	6%	0%	14%	13%	17%	8%	-	-	-	-
	Male	18%	23%	30%	*	20%	38%	*	*	*	*	25%	36%	13%	33%	17%	30%	-	*	-	-	-
	Female	15%	17%	16%	*	12%	21%	*	-	*	*	13%	21%	0%	18%	8%	-	16%	-	*	-	*
Science	All Students	15%	17%	34%	*	25%	41%	*	*	-	*	23%	45%	10%	40%	21%	38%	28%	-	-	-	-
	CWD	5%	4%	10%	-	0%	18%	-	-	-	-	7%	17%	10%	-	0%	14%	0%	-	-	-	-
	CWOD	17%	19%	40%	*	31%	47%	*	*	-	*	29%	48%	-	40%	26%	45%	32%	-	-	-	-
	EL	5%	5%	21%	-	21%	-	-	-	-	-	10%	50%	0%	26%	21%	19%	23%	-	-	-	-
	Male	16%	19%	38%	*	23%	47%	*	*	-	*	24%	53%	14%	45%	19%	38%	-	-	-	-	-
	Female	14%	14%	28%	-	27%	30%	-	-	-	*	21%	33%	0%	32%	23%	-	28%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	77	*	75	79	*	*	*	*	77	83	77
CWD	83	-	86	80	-	-	-	-	83	83	75
CWOD	76	*	73	79	*	*	*	*	75	-	77
EL ◇	77	-	77	-	-	-	-	-	81	75	77
Male	81	*	83	79	*	*	*	*	78	76	74
Female	73	*	66	78	-	-	-	*	75	97	80

Texas Education Agency
2024 Federal Report Card
 A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	78	*	84	76	*	*	*	*	79	81	90
CWD	81	-	84	79	-	-	-	-	74	81	97
CWOD	78	*	83	76	*	*	*	*	80	-	89
EL ◇	90	-	90	-	-	-	-	-	91	97	90
Male	80	*	85	77	*	*	*	*	83	82	92
Female	77	*	82	76	-	-	-	*	74	78	88

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
 A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
156	22	14%

- 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	58	49	50	65	43	*	61	70	54	39	47
School Quality (College, Career, and Military Readiness Performance)											
%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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		N	Y					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%

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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
Participation Rate																	
All Subjects	All Students	100%	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%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	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%	-	100%
Mathematics	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%	-	100%
Science	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%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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		
All Subjects	All Students	0%	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%	0%	-		
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-		
	Male	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	*	
	Female	0%	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%	0%	*	
	CWD	0%	-	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%	-	
Mathematics	All Students	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	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%	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%	0%	-	*
	Female	0%	*	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	
Science	All Students	0%	*	0%	0%	*	*	-	*	0%	0%	0%	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%	0%	0%	-	
	EL	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%	-	
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

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON 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
Out-of-School Suspensions												
	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
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	14	-8	5	8	-8	-8	-8	1	2	3	2
	Female	15	-8	5	8	-8	-8	1	1	2	1	-8
	Total	29	-8	10	16	-8	-8	1	2	4	4	2

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

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

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

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	15	0	10	4	1	0	0	0	6	2
Female	20	0	17	3	0	0	0	0	13	1
Total	35	0	27	7	1	0	0	0	19	3

Accelerated Coursework

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

Texas Education Agency
2024 Federal Report Card
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	4.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	2.9%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$512	\$1	\$492	\$493		\$19	\$19
Food services		\$562				\$505	\$57	\$562
Instruction		\$6,225	\$5,440	\$75	\$5,515	\$597	\$114	\$711
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$560	\$440	\$8	\$448		\$112	\$112
Support services, operation and maintenance of plant		\$1,269	\$387	\$868	\$1,255	\$4	\$10	\$14
Support services, pupils		\$412	\$258	\$2	\$260		\$152	\$152

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$556	\$556	\$0	\$556			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	608	\$10,821	\$7,082	\$2,166	\$9,248	\$1,105	\$468	\$1,573

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	-	-
Mathematics	6,620	2%	*	1%	-	-
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	-	-
Mathematics	6,033	2%	*	0%	-	-
Science	6,033	2%	*	0%	-	-
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	-	-
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	-	-
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	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
Reading	44,764	1%	27	1%	-	-
Mathematics	40,054	1%	21	1%	-	-
Science	16,044	1%	10	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	12%	0%	15%	9%	13%	*	*	18%	15%	22%	9%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON 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	72%	79%	88%	80%	82%	90%	-	*	-	100%	66%	96%	65%	92%	60%	80%	96%	-	-	-	*	
	CWD	48%	50%	65%	-	60%	67%	-	-	-	-	29%	85%	65%	-	-	50%	88%	-	-	-	-	
	CWOD	78%	86%	92%	80%	88%	94%	-	*	-	100%	76%	97%	-	92%	60%	87%	98%	-	-	-	*	
	EL	62%	56%	60%	-	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-	-
	Male	70%	76%	80%	*	71%	84%	-	*	-	*	55%	93%	50%	87%	*	80%	-	-	-	-	-	*
	Female	75%	83%	96%	*	100%	95%	-	*	-	*	90%	98%	88%	98%	*	-	96%	-	-	-	-	*
Mathematics	All Students	68%	81%	87%	80%	86%	86%	-	*	-	100%	72%	92%	55%	93%	100%	83%	91%	-	-	-	*	
	CWD	46%	50%	55%	-	40%	60%	-	-	-	-	14%	77%	55%	-	-	33%	88%	-	-	-	-	
	CWOD	74%	89%	93%	80%	100%	92%	-	*	-	100%	88%	95%	-	93%	100%	94%	92%	-	-	-	*	
	EL	61%	70%	100%	-	*	*	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-	-
	Male	70%	82%	83%	*	79%	84%	-	*	-	*	68%	91%	33%	94%	*	83%	-	-	-	-	-	*
	Female	66%	80%	91%	*	100%	88%	-	*	-	*	80%	94%	88%	92%	*	-	91%	-	-	-	-	*
Grade 4																							
Reading	All Students	79%	85%	91%	*	90%	91%	*	*	-	100%	84%	94%	63%	97%	*	90%	92%	-	-	-	*	
	CWD	55%	55%	63%	-	*	64%	*	-	-	*	43%	75%	63%	-	-	60%	67%	-	-	-	-	
	CWOD	85%	91%	97%	*	100%	97%	*	*	-	100%	96%	97%	-	97%	*	96%	98%	-	-	-	*	
	EL	68%	74%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	77%	84%	90%	*	92%	90%	*	*	-	*	80%	93%	60%	96%	-	90%	-	-	-	-	-	-
	Female	81%	87%	92%	*	89%	92%	-	*	-	*	88%	95%	67%	98%	*	-	92%	-	-	-	-	*
Mathematics	All Students	67%	78%	84%	*	86%	82%	*	*	-	100%	74%	88%	58%	89%	*	82%	87%	-	-	-	*	
	CWD	42%	43%	58%	-	*	57%	*	-	-	*	57%	58%	58%	-	-	60%	56%	-	-	-	-	
	CWOD	73%	85%	89%	*	94%	88%	*	*	-	100%	79%	93%	-	89%	*	86%	93%	-	-	-	*	
	EL	62%	65%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	69%	78%	82%	*	83%	80%	*	*	-	*	60%	89%	60%	86%	-	82%	-	-	-	-	-	-
	Female	65%	79%	87%	*	89%	84%	-	*	-	*	88%	86%	56%	93%	*	-	87%	-	-	-	-	*
Grade 5																							
Reading	All Students	78%	82%	90%	*	91%	90%	-	*	-	*	81%	94%	56%	97%	*	89%	92%	-	*	-	*	
	CWD	48%	47%	56%	*	*	50%	-	-	-	*	25%	80%	56%	-	*	38%	70%	-	-	-	-	
	CWOD	84%	90%	97%	*	100%	97%	-	*	-	*	100%	96%	-	97%	*	98%	96%	-	*	-	*	
	EL	70%	70%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	75%	82%	89%	*	78%	90%	-	*	-	*	69%	95%	38%	98%	*	89%	-	-	-	-	-	-
	Female	80%	82%	92%	*	100%	90%	-	*	-	*	89%	93%	70%	96%	*	-	92%	-	*	-	-	*
Mathematics	All Students	75%	88%	96%	*	96%	95%	-	*	-	*	84%	100%	72%	100%	*	94%	97%	-	*	-	*	
	CWD	52%	65%	72%	*	*	67%	-	-	-	*	38%	100%	72%	-	*	63%	80%	-	-	-	-	
	CWOD	80%	94%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	*	-	*	
	EL	70%	84%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	75%	85%	94%	*	89%	95%	-	*	-	*	77%	100%	63%	100%	*	94%	-	-	-	-	-	-
	Female	75%	91%	97%	*	100%	95%	-	*	-	*	89%	100%	80%	100%	*	-	97%	-	*	-	-	*

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON 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	56%	75%	74%	*	65%	75%	-	*	-	*	61%	79%	33%	81%	*	77%	72%	-	*	-	*		
	CWD	34%	43%	33%	*	*	33%	-	-	-	*	0%	60%	33%	-	*	38%	30%	-	-	-	-		
	CWOD	61%	83%	81%	*	74%	81%	-	*	-	*	79%	82%	-	81%	*	84%	78%	-	*	-	*		
	EL	43%	57%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-	
	Male	59%	77%	77%	*	56%	80%	-	*	-	*	54%	85%	38%	84%	*	77%	-	-	-	-	-	-	
	Female	54%	73%	72%	*	71%	70%	-	*	-	*	67%	74%	30%	78%	*	-	72%	-	*	-	-	*	
STAAR Percent at Meets Grade Level or Above																								
Grade 3																								
Reading	All Students	47%	58%	71%	60%	64%	72%	-	*	-	100%	56%	77%	25%	80%	60%	65%	79%	-	-	-	*		
	CWD	25%	26%	25%	-	20%	27%	-	-	-	-	0%	38%	25%	-	-	17%	38%	-	-	-	-	-	
	CWOD	52%	66%	80%	60%	76%	82%	-	*	-	100%	72%	83%	-	80%	60%	75%	86%	-	-	-	-	*	
	EL	34%	29%	60%	-	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-	-	
	Male	44%	50%	65%	*	57%	66%	-	*	-	*	45%	74%	17%	75%	*	65%	-	-	-	-	-	*	
	Female	50%	66%	79%	*	75%	79%	-	*	-	*	80%	79%	38%	86%	*	-	79%	-	-	-	-	-	*
Mathematics	All Students	41%	55%	73%	80%	73%	71%	-	*	-	100%	66%	76%	30%	81%	60%	72%	74%	-	-	-	*		
	CWD	24%	24%	30%	-	20%	33%	-	-	-	-	14%	38%	30%	-	-	25%	38%	-	-	-	-	-	
	CWOD	44%	63%	81%	80%	88%	79%	-	*	-	100%	80%	82%	-	81%	60%	83%	80%	-	-	-	-	*	
	EL	32%	46%	60%	-	*	*	-	*	-	-	*	*	-	60%	60%	*	*	-	-	-	-	-	
	Male	44%	58%	72%	*	64%	75%	-	*	-	*	59%	79%	25%	83%	*	72%	-	-	-	-	-	-	*
	Female	37%	53%	74%	*	88%	67%	-	*	-	*	80%	72%	38%	80%	*	-	74%	-	-	-	-	-	*
Grade 4																								
Reading	All Students	50%	48%	62%	*	52%	64%	*	*	-	83%	42%	70%	37%	67%	*	65%	58%	-	-	-	*		
	CWD	24%	18%	37%	-	*	43%	*	-	-	*	14%	50%	37%	-	-	20%	56%	-	-	-	-	-	
	CWOD	56%	54%	67%	*	61%	69%	*	*	-	80%	50%	73%	-	67%	*	74%	59%	-	-	-	-	*	
	EL	39%	38%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-	-
	Male	47%	48%	65%	*	50%	71%	*	*	-	*	40%	73%	20%	74%	-	65%	-	-	-	-	-	-	-
	Female	53%	49%	58%	*	56%	57%	-	*	-	*	44%	65%	56%	59%	*	-	58%	-	-	-	-	-	*
Mathematics	All Students	44%	56%	64%	*	52%	65%	*	*	-	67%	42%	72%	42%	68%	*	67%	60%	-	-	-	*		
	CWD	24%	25%	42%	-	*	50%	*	-	-	*	29%	50%	42%	-	-	40%	44%	-	-	-	-	-	
	CWOD	49%	61%	68%	*	61%	69%	*	*	-	60%	46%	76%	-	68%	*	72%	64%	-	-	-	-	*	
	EL	38%	43%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-	-
	Male	47%	59%	67%	*	50%	71%	*	*	-	*	33%	78%	40%	72%	-	67%	-	-	-	-	-	-	-
	Female	41%	52%	60%	*	56%	59%	-	*	-	*	50%	65%	44%	64%	*	-	60%	-	-	-	-	-	*
Grade 5																								
Reading	All Students	53%	52%	68%	*	65%	69%	-	*	-	*	47%	77%	33%	75%	*	70%	67%	-	*	-	*		
	CWD	25%	19%	33%	*	*	42%	-	-	-	*	0%	60%	33%	-	*	25%	40%	-	-	-	-	-	
	CWOD	59%	59%	75%	*	74%	74%	-	*	-	*	63%	79%	-	75%	*	78%	73%	-	*	-	-	*	
	EL	41%	33%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-	-
	Male	51%	51%	70%	*	67%	70%	-	*	-	*	31%	83%	25%	78%	*	70%	-	-	-	-	-	-	-
	Female	56%	52%	67%	*	64%	68%	-	*	-	*	58%	71%	40%	73%	*	-	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	49%	67%	82%	*	78%	81%	-	*	-	*	66%	88%	39%	90%	*	83%	80%	-	*	-	*	
	CWD	26%	31%	39%	*	*	33%	-	-	-	*	13%	60%	39%	-	*	38%	40%	-	-	-	-	
	CWOD	54%	75%	90%	*	89%	90%	-	*	-	*	83%	92%	-	90%	*	91%	88%	-	*	-	*	
	EL	41%	56%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	50%	67%	83%	*	78%	83%	-	*	-	*	54%	93%	38%	91%	*	83%	-	-	-	-	-	-
	Female	47%	66%	80%	*	79%	80%	-	*	-	*	74%	83%	40%	88%	*	-	80%	-	*	-	-	*
Science	All Students	27%	43%	42%	*	35%	43%	-	*	-	*	32%	45%	17%	46%	*	47%	37%	-	*	-	*	
	CWD	16%	18%	17%	*	*	17%	-	-	-	*	0%	30%	17%	-	*	13%	20%	-	-	-	-	
	CWOD	29%	49%	46%	*	37%	46%	-	*	-	*	42%	47%	-	46%	*	53%	39%	-	*	-	*	
	EL	15%	22%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	30%	50%	47%	*	33%	48%	-	*	-	*	23%	55%	13%	53%	*	47%	-	-	-	-	-	-
	Female	23%	35%	37%	*	36%	38%	-	*	-	*	39%	36%	20%	39%	*	-	37%	-	*	-	-	*
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	20%	24%	32%	20%	32%	31%	-	*	-	43%	25%	34%	0%	38%	40%	31%	33%	-	-	-	*	
	CWD	6%	5%	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWOD	23%	28%	38%	20%	41%	38%	-	*	-	43%	32%	40%	-	38%	40%	38%	39%	-	-	-	*	
	EL	13%	13%	40%	-	*	*	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-	-
	Male	18%	21%	31%	*	29%	30%	-	*	-	*	23%	35%	0%	38%	*	31%	-	-	-	-	-	*
	Female	22%	26%	33%	*	38%	33%	-	*	-	*	30%	34%	0%	39%	*	-	33%	-	-	-	-	*
Mathematics	All Students	15%	19%	30%	20%	27%	30%	-	*	-	43%	19%	34%	20%	32%	40%	29%	32%	-	-	-	*	
	CWD	7%	10%	20%	-	20%	20%	-	-	-	-	0%	31%	20%	-	-	17%	25%	-	-	-	-	
	CWOD	17%	22%	32%	20%	29%	32%	-	*	-	43%	24%	35%	-	32%	40%	32%	33%	-	-	-	*	
	EL	10%	8%	40%	-	*	*	-	*	-	-	*	*	-	40%	40%	*	*	-	-	-	-	-
	Male	17%	21%	29%	*	21%	32%	-	*	-	*	18%	35%	17%	32%	*	29%	-	-	-	-	-	*
	Female	12%	18%	32%	*	38%	29%	-	*	-	*	20%	34%	25%	33%	*	-	32%	-	-	-	-	*
Grade 4																							
Reading	All Students	22%	20%	33%	*	24%	38%	*	*	-	17%	16%	39%	26%	34%	*	33%	32%	-	-	-	*	
	CWD	6%	10%	26%	-	*	36%	*	-	-	*	0%	42%	26%	-	-	20%	33%	-	-	-	-	
	CWOD	26%	21%	34%	*	28%	39%	*	*	-	20%	21%	39%	-	34%	*	36%	32%	-	-	-	*	
	EL	14%	12%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	20%	18%	33%	*	25%	41%	*	*	-	*	13%	40%	20%	36%	-	33%	-	-	-	-	-	-
	Female	24%	21%	32%	*	22%	35%	-	*	-	*	19%	38%	33%	32%	*	-	32%	-	-	-	-	*
Mathematics	All Students	20%	24%	33%	*	19%	37%	*	*	-	0%	23%	37%	26%	34%	*	40%	25%	-	-	-	*	
	CWD	7%	12%	26%	-	*	36%	*	-	-	*	14%	33%	26%	-	-	20%	33%	-	-	-	-	
	CWOD	23%	27%	34%	*	22%	38%	*	*	-	0%	25%	37%	-	34%	*	44%	23%	-	-	-	*	
	EL	15%	11%	*	-	*	-	-	*	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	22%	29%	40%	*	17%	51%	*	*	-	*	27%	44%	20%	44%	-	40%	-	-	-	-	-	-
	Female	17%	20%	25%	*	22%	22%	-	*	-	*	19%	27%	33%	23%	*	-	25%	-	-	-	-	*
Grade 5																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	28%	23%	39%	*	39%	37%	-	*	-	*	31%	41%	11%	44%	*	43%	34%	-	*	-	*	
	CWD	8%	7%	11%	*	*	17%	-	-	-	*	0%	20%	11%	-	*	13%	10%	-	-	-	-	
	CWOD	32%	27%	44%	*	47%	41%	-	*	-	*	42%	44%	-	44%	*	49%	39%	-	*	-	*	
	EL	17%	8%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	25%	25%	43%	*	33%	43%	-	*	-	*	23%	50%	13%	49%	*	43%	-	-	-	-	-	-
	Female	30%	20%	34%	*	43%	32%	-	*	-	*	37%	33%	10%	39%	*	-	34%	-	*	-	-	*
Mathematics	All Students	19%	29%	39%	*	39%	38%	-	*	-	*	25%	45%	17%	44%	*	45%	34%	-	*	-	*	
	CWD	7%	7%	17%	*	*	17%	-	-	-	*	0%	30%	17%	-	*	13%	20%	-	-	-	-	
	CWOD	21%	34%	44%	*	42%	42%	-	*	-	*	33%	47%	-	44%	*	51%	37%	-	*	-	*	
	EL	12%	15%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	21%	33%	45%	*	33%	45%	-	*	-	*	23%	53%	13%	51%	*	45%	-	-	-	-	-	-
	Female	17%	24%	34%	*	43%	32%	-	*	-	*	26%	38%	20%	37%	*	-	34%	-	*	-	-	*
Science	All Students	11%	19%	15%	*	9%	16%	-	*	-	*	3%	20%	11%	16%	*	23%	8%	-	*	-	*	
	CWD	5%	6%	11%	*	*	17%	-	-	-	*	0%	20%	11%	-	*	13%	10%	-	-	-	-	
	CWOD	12%	23%	16%	*	11%	16%	-	*	-	*	4%	19%	-	16%	*	24%	8%	-	*	-	*	
	EL	5%	8%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	13%	24%	23%	*	11%	23%	-	*	-	*	8%	28%	13%	24%	*	23%	-	-	-	-	-	-
	Female	9%	14%	8%	*	7%	10%	-	*	-	*	0%	12%	10%	8%	*	-	8%	-	*	-	-	*
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	81%	87%	82%	85%	87%	*	91%	-	100%	75%	92%	58%	93%	87%	85%	90%	-	*	-	94%	
	CWD	46%	46%	58%	*	46%	58%	*	-	-	100%	29%	76%	58%	-	*	49%	68%	-	-	-	-	
	CWOD	77%	87%	93%	84%	94%	93%	*	91%	-	100%	88%	94%	-	93%	93%	92%	94%	-	*	-	94%	
	EL	61%	71%	87%	-	84%	*	-	86%	-	-	84%	91%	*	93%	87%	60%	100%	-	-	-	-	-
	Male	71%	80%	85%	64%	78%	86%	*	90%	-	100%	65%	92%	49%	92%	60%	85%	-	-	-	-	-	*
	Female	74%	82%	90%	94%	92%	88%	-	92%	-	100%	84%	91%	68%	94%	100%	-	90%	-	*	-	-	93%
Reading	All Students	74%	81%	90%	83%	88%	90%	*	78%	-	100%	77%	94%	61%	95%	77%	86%	94%	-	*	-	100%	
	CWD	44%	42%	61%	*	50%	61%	*	-	-	*	32%	80%	61%	-	*	50%	74%	-	-	-	-	
	CWOD	80%	87%	95%	82%	96%	96%	*	78%	-	100%	90%	97%	-	95%	83%	93%	97%	-	*	-	100%	
	EL	59%	67%	77%	-	75%	*	-	*	-	-	75%	80%	*	83%	77%	*	100%	-	-	-	-	-
	Male	70%	78%	86%	60%	80%	88%	*	*	-	100%	66%	94%	50%	93%	*	86%	-	-	-	-	-	*
	Female	78%	84%	94%	100%	97%	93%	-	80%	-	100%	89%	95%	74%	97%	100%	-	94%	-	*	-	-	100%
Mathematics	All Students	70%	81%	89%	83%	89%	88%	*	100%	-	100%	77%	93%	61%	94%	100%	86%	92%	-	*	-	100%	
	CWD	45%	50%	61%	*	50%	61%	*	-	-	*	36%	77%	61%	-	*	50%	74%	-	-	-	-	
	CWOD	75%	86%	94%	82%	98%	93%	*	100%	-	100%	89%	96%	-	94%	100%	93%	95%	-	*	-	100%	
	EL	62%	75%	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	*	100%	-	-	-	-	-
	Male	71%	80%	86%	60%	83%	86%	*	*	-	100%	68%	93%	50%	93%	*	86%	-	-	-	-	-	*
	Female	70%	81%	92%	100%	97%	89%	-	100%	-	100%	87%	94%	74%	95%	100%	-	92%	-	*	-	-	100%

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Science	All Students	73%	83%	74%	*	65%	75%	-	*	-	*	61%	79%	33%	81%	*	77%	72%	-	*	-	*	
	CWD	49%	49%	33%	*	*	33%	-	-	-	*	0%	60%	33%	-	*	38%	30%	-	-	-	-	
	CWOD	77%	89%	81%	*	74%	81%	-	*	-	*	79%	82%	-	81%	*	84%	78%	-	*	-	*	
	EL	61%	72%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	74%	85%	77%	*	56%	80%	-	*	-	*	54%	85%	38%	84%	*	77%	-	-	-	-	-	-
	Female	72%	81%	72%	*	71%	70%	-	*	-	*	67%	74%	30%	78%	*	-	72%	-	*	-	-	*

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All Students	47%	55%	66%	68%	60%	67%	*	77%	-	78%	50%	72%	32%	73%	63%	67%	65%	-	*	-	69%	
	CWD	22%	20%	32%	*	18%	35%	*	-	-	60%	10%	46%	32%	-	*	25%	40%	-	-	-	-	
	CWOD	51%	61%	73%	72%	69%	73%	*	77%	-	81%	62%	76%	-	73%	70%	75%	70%	-	*	-	69%	
	EL	31%	38%	63%	-	53%	*	-	71%	-	-	58%	73%	*	70%	63%	20%	85%	-	-	-	-	
	Male	45%	54%	67%	64%	57%	69%	*	70%	-	87%	42%	76%	25%	75%	20%	67%	-	-	-	-	*	
	Female	48%	57%	65%	71%	63%	64%	-	83%	-	71%	58%	68%	40%	70%	85%	-	65%	-	*	-	64%	
Reading	All Students	52%	57%	67%	58%	61%	69%	*	67%	-	87%	48%	74%	32%	74%	69%	66%	68%	-	*	-	71%	
	CWD	23%	18%	32%	*	17%	37%	*	-	-	*	5%	49%	32%	-	*	20%	44%	-	-	-	-	
	CWOD	58%	64%	74%	64%	70%	75%	*	67%	-	92%	62%	79%	-	74%	75%	76%	73%	-	*	-	71%	
	EL	34%	36%	69%	-	63%	*	-	*	-	-	63%	80%	*	75%	69%	*	89%	-	-	-	-	
	Male	48%	51%	66%	60%	57%	69%	*	*	-	86%	40%	77%	20%	76%	*	66%	-	-	-	-	*	
	Female	57%	64%	68%	57%	65%	68%	-	80%	-	88%	58%	72%	44%	73%	89%	-	68%	-	*	-	67%	
Mathematics	All Students	42%	53%	73%	83%	68%	73%	*	89%	-	80%	58%	78%	37%	80%	69%	74%	72%	-	*	-	71%	
	CWD	22%	22%	37%	*	17%	39%	*	-	-	*	18%	49%	37%	-	*	33%	41%	-	-	-	-	
	CWOD	46%	58%	80%	82%	80%	79%	*	89%	-	77%	70%	83%	-	80%	75%	82%	78%	-	*	-	71%	
	EL	31%	43%	69%	-	63%	*	-	*	-	-	63%	80%	*	75%	69%	*	89%	-	-	-	-	
	Male	43%	54%	74%	60%	63%	76%	*	*	-	100%	50%	83%	33%	82%	*	74%	-	-	-	-	*	
	Female	40%	51%	72%	100%	74%	69%	-	100%	-	63%	67%	74%	41%	78%	89%	-	72%	-	*	-	67%	
Science	All Students	42%	54%	42%	*	35%	43%	-	*	-	*	32%	45%	17%	46%	*	47%	37%	-	*	-	*	
	CWD	21%	18%	17%	*	*	17%	-	-	-	*	0%	30%	17%	-	*	13%	20%	-	-	-	-	
	CWOD	45%	59%	46%	*	37%	46%	-	*	-	*	42%	47%	-	46%	*	53%	39%	-	*	-	*	
	EL	24%	30%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	44%	57%	47%	*	33%	48%	-	*	-	*	23%	55%	13%	53%	*	47%	-	-	-	-	-	-
	Female	40%	50%	37%	*	36%	38%	-	*	-	*	39%	36%	20%	39%	*	-	37%	-	*	-	-	*

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All Students	18%	20%	32%	32%	27%	33%	*	55%	-	22%	20%	36%	16%	35%	33%	35%	28%	-	*	-	38%
	CWD	6%	5%	16%	*	7%	20%	*	-	-	0%	2%	25%	16%	-	*	13%	19%	-	-	-	-
	CWOD	21%	23%	35%	36%	31%	35%	*	55%	-	26%	26%	37%	-	35%	37%	39%	30%	-	*	-	38%
	EL	9%	10%	33%	-	26%	*	-	43%	-	-	37%	27%	*	37%	33%	10%	45%	-	-	-	-
	Male	18%	20%	35%	36%	24%	38%	*	60%	-	27%	19%	41%	13%	39%	10%	35%	-	-	-	-	*
	Female	19%	20%	28%	29%	30%	28%	-	50%	-	18%	21%	31%	19%	30%	45%	-	28%	-	*	-	36%

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON 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	21%	21%	34%	25%	32%	36%	*	56%	-	27%	24%	38%	12%	39%	38%	35%	33%	-	*	-	57%
	CWD	6%	5%	12%	*	0%	17%	*	-	-	*	0%	20%	12%	-	*	10%	15%	-	-	-	-
	CWOD	24%	24%	39%	27%	39%	39%	*	56%	-	31%	32%	41%	-	39%	42%	41%	37%	-	*	-	57%
	EL	10%	10%	38%	-	25%	*	-	*	-	-	50%	20%	*	42%	38%	*	56%	-	-	-	-
	Male	18%	19%	35%	40%	29%	38%	*	*	-	29%	20%	41%	10%	41%	*	35%	-	-	-	-	*
	Female	24%	24%	33%	14%	35%	33%	-	60%	-	25%	29%	35%	15%	37%	56%	-	33%	-	*	-	50%
Mathematics	All Students	17%	20%	34%	50%	29%	35%	*	56%	-	20%	22%	39%	21%	37%	38%	38%	30%	-	*	-	29%
	CWD	6%	6%	21%	*	17%	24%	*	-	-	*	5%	31%	21%	-	*	17%	26%	-	-	-	-
	CWOD	19%	23%	37%	55%	31%	37%	*	56%	-	23%	27%	40%	-	37%	42%	42%	31%	-	*	-	29%
	EL	10%	11%	38%	-	38%	*	-	*	-	-	38%	40%	*	42%	38%	*	44%	-	-	-	-
	Male	18%	23%	38%	40%	23%	42%	*	*	-	29%	22%	44%	17%	42%	*	38%	-	-	-	-	*
	Female	15%	17%	30%	57%	35%	28%	-	60%	-	13%	22%	33%	26%	31%	44%	-	30%	-	*	-	33%
Science	All Students	15%	17%	15%	*	9%	16%	-	*	-	*	3%	20%	11%	16%	*	23%	8%	-	*	-	*
	CWD	5%	4%	11%	*	*	17%	-	-	-	*	0%	20%	11%	-	*	13%	10%	-	-	-	-
	CWOD	17%	19%	16%	*	11%	16%	-	*	-	*	4%	19%	-	16%	*	24%	8%	-	*	-	*
	EL	5%	5%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	16%	19%	23%	*	11%	23%	-	*	-	*	8%	28%	13%	24%	*	23%	-	-	-	-	-
	Female	14%	14%	8%	*	7%	10%	-	*	-	*	0%	12%	10%	8%	*	-	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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	68	68	68	*	67	-	86	66	67	89
CWD	67	*	*	64	*	-	-	*	41	67	-
CWOD	69	58	71	69	*	67	-	80	72	-	89
EL ◇	89	-	85	-	-	*	-	-	80	-	89
Male	71	*	63	74	*	*	-	*	66	59	*
Female	66	*	72	62	-	*	-	*	66	73	88

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	78	93	77	78	*	100	-	75	78	73	86
CWD	73	*	40	78	*	-	-	*	57	73	-
CWOD	79	92	82	78	*	100	-	60	83	-	86
EL ◇	86	-	80	-	-	*	-	-	80	-	86
Male	76	*	71	77	*	*	-	*	67	63	*
Female	81	*	83	79	-	*	-	*	86	81	83

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

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

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

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

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
30	13	43%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	62	61	57	62	*	74	-	67	48	35	61
School Quality (College, Career, and Military Readiness Performance)											
%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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y	Y	Y	Y				Y	Y	Y	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y	Y	Y	Y				Y	Y	N	Y
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	Y	Y	Y	N				Y	N	N	Y
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON 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
Participation Rate																	
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	*	100%	99%	*	-	-	100%	98%	100%	99%	-	*	100%	98%	-
	CWOD	100%	100%	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%	100%	100%	100%	-
	Female	100%	100%	100%	100%	-	100%	-	100%	99%	100%	98%	100%	100%	100%	-	100%
Reading	All Students	100%	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%	100%	-
	EL	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%	100%	-	100%
Mathematics	All Students	100%	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%	100%	-
	EL	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%	100%	-	100%
Science	All Students	99%	*	100%	99%	-	*	-	*	97%	100%	94%	100%	*	100%	98%	-
	CWD	94%	*	*	92%	-	-	-	*	88%	100%	94%	-	*	100%	90%	-
	CWOD	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	100%	-
	Female	98%	*	100%	98%	-	*	-	*	95%	100%	90%	100%	100%	*	-	98%
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON 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
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	*	0%	1%	*	-	-	0%	2%	0%	1%	-	*	0%	2%	-
	CWOD	0%	0%	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%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	-	0%	1%	0%	2%	0%	0%	-	0%	-
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%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	*	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*	0%	-
	Female	0%	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%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	*	0%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*	0%	-
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	*	0%	1%	-	*	-	*	3%	0%	6%	0%	*	0%	2%	-
	CWD	6%	*	*	8%	-	-	-	*	12%	0%	6%	-	*	0%	10%	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	2%	*	0%	2%	-	*	-	*	5%	0%	10%	0%	*	-	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

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON 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
Out-of-School Suspensions												
	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
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	8	-8	2	5	1	-8	-8	-8	-8	2	1
	Female	11	1	4	6	-8	-8	-8	-8	-8	1	6
	Total	19	1	6	11	1	-8	-8	-8	-8	3	7

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

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

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

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	5	0	3	2	0	0	0	0	0	2
Female	6	0	3	3	0	0	0	0	0	0
Total	11	0	6	5	0	0	0	0	0	2

Accelerated Coursework

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

Texas Education Agency
2024 Federal Report Card
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (ix): Teacher Quality Data

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

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	8.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$512	\$1	\$492	\$493		\$19	\$19
Food services		\$515				\$458	\$57	\$515
Instruction		\$5,624	\$5,234	\$75	\$5,309	\$201	\$114	\$315
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$430	\$310	\$8	\$318		\$112	\$112
Support services, operation and maintenance of plant		\$1,276	\$396	\$868	\$1,264	\$2	\$10	\$12

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$418	\$264	\$2	\$266		\$152	\$152
Support services, school administration		\$671	\$671	\$0	\$671			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	683	\$10,170	\$6,875	\$2,166	\$9,041	\$661	\$468	\$1,129

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	58	1%	*	0%
Reading	44,764	1%	27	1%	*	0%
Mathematics	40,054	1%	21	1%	*	0%
Science	16,044	1%	10	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7%	12%	9%	7%	*	0%	*	4%	12%	16%	7%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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	72%	79%	88%	-	76%	96%	-	*	-	-	84%	94%	53%	97%	50%	86%	91%	-	-	-	*	
	CWD	48%	50%	53%	-	43%	71%	-	*	-	-	44%	67%	53%	-	*	56%	50%	-	-	-	-	
	CWOD	78%	86%	97%	-	89%	100%	-	-	-	-	94%	100%	-	97%	*	96%	97%	-	-	-	*	
	EL	62%	56%	50%	-	50%	-	-	-	-	-	40%	*	*	*	50%	*	60%	-	-	-	-	
	Male	70%	76%	86%	-	73%	92%	-	-	-	-	85%	87%	56%	96%	*	86%	-	-	-	-	-	*
	Female	75%	83%	91%	-	79%	100%	-	*	-	-	83%	100%	50%	97%	60%	-	91%	-	-	-	-	-
Mathematics	All Students	68%	81%	89%	-	72%	96%	-	*	-	-	84%	94%	67%	94%	67%	91%	86%	-	-	-	*	
	CWD	46%	50%	67%	-	43%	86%	-	*	-	-	44%	100%	67%	-	*	67%	67%	-	-	-	-	
	CWOD	74%	89%	94%	-	83%	98%	-	-	-	-	94%	93%	-	94%	*	100%	89%	-	-	-	*	
	EL	61%	70%	67%	-	67%	-	-	-	-	-	60%	*	*	*	67%	*	80%	-	-	-	-	
	Male	70%	82%	91%	-	82%	96%	-	-	-	-	85%	100%	67%	100%	*	91%	-	-	-	-	-	*
	Female	66%	80%	86%	-	64%	97%	-	*	-	-	84%	89%	67%	89%	80%	-	86%	-	-	-	-	-
Grade 4																							
Reading	All Students	79%	85%	82%	-	88%	80%	-	-	*	-	79%	84%	57%	88%	*	75%	90%	-	-	-	-	
	CWD	55%	55%	57%	-	*	50%	-	-	-	-	70%	*	57%	-	-	50%	*	-	-	-	-	
	CWOD	85%	91%	88%	-	92%	86%	-	-	*	-	83%	93%	-	88%	*	86%	90%	-	-	-	-	
	EL	68%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	77%	84%	75%	-	89%	70%	-	-	*	-	74%	76%	50%	86%	*	75%	-	-	-	-	-	
	Female	81%	87%	90%	-	86%	92%	-	-	-	-	88%	88%	*	90%	*	-	90%	-	-	-	-	
Mathematics	All Students	67%	78%	82%	-	75%	84%	-	-	*	-	74%	91%	50%	90%	*	75%	91%	-	-	-	-	
	CWD	42%	43%	50%	-	*	50%	-	-	-	-	50%	*	50%	-	-	42%	*	-	-	-	-	
	CWOD	73%	85%	90%	-	83%	91%	-	-	*	-	83%	97%	-	90%	*	89%	90%	-	-	-	-	
	EL	62%	65%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	69%	78%	75%	-	78%	73%	-	-	*	-	65%	88%	42%	89%	*	75%	-	-	-	-	-	
	Female	65%	79%	91%	-	71%	96%	-	-	-	-	88%	94%	*	90%	*	-	91%	-	-	-	-	
Grade 5																							
Reading	All Students	78%	82%	85%	-	92%	80%	-	*	-	*	78%	94%	43%	96%	*	86%	85%	-	-	-	-	
	CWD	48%	47%	43%	-	*	40%	-	-	-	-	33%	60%	43%	-	*	50%	38%	-	-	-	-	
	CWOD	84%	90%	96%	-	100%	94%	-	*	-	*	93%	100%	-	96%	*	93%	100%	-	-	-	-	
	EL	70%	70%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	75%	82%	86%	-	93%	78%	-	*	-	*	79%	94%	50%	93%	*	86%	-	-	-	-	-	
	Female	80%	82%	85%	-	90%	83%	-	-	-	-	78%	93%	38%	100%	*	-	85%	-	-	-	-	
Mathematics	All Students	75%	88%	90%	-	88%	90%	-	*	-	*	81%	100%	64%	96%	*	89%	91%	-	-	-	-	
	CWD	52%	65%	64%	-	*	70%	-	-	-	-	44%	100%	64%	-	*	67%	63%	-	-	-	-	
	CWOD	80%	94%	96%	-	95%	97%	-	*	-	*	93%	100%	-	96%	*	93%	100%	-	-	-	-	
	EL	70%	84%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	75%	85%	89%	-	87%	89%	-	*	-	*	79%	100%	67%	93%	*	89%	-	-	-	-	-	
	Female	75%	91%	91%	-	90%	91%	-	-	-	-	83%	100%	63%	100%	*	-	91%	-	-	-	-	

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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	56%	75%	85%	-	88%	83%	-	*	-	*	81%	90%	50%	94%	*	86%	85%	-	-	-	-	
	CWD	34%	43%	50%	-	*	50%	-	-	-	-	44%	60%	50%	-	*	50%	50%	-	-	-	-	
	CWOD	61%	83%	94%	-	95%	94%	-	*	-	*	93%	96%	-	94%	*	93%	96%	-	-	-	-	
	EL	43%	57%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	59%	77%	86%	-	87%	83%	-	*	-	*	79%	94%	50%	93%	*	86%	-	-	-	-	-	-
	Female	54%	73%	85%	-	90%	83%	-	-	-	-	83%	87%	50%	96%	*	-	85%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	47%	58%	69%	-	60%	75%	-	*	-	-	64%	76%	27%	79%	33%	66%	72%	-	-	-	*	
	CWD	25%	26%	27%	-	14%	43%	-	*	-	-	22%	33%	27%	-	*	22%	33%	-	-	-	-	
	CWOD	52%	66%	79%	-	78%	80%	-	-	-	-	74%	86%	-	79%	*	81%	78%	-	-	-	*	
	EL	34%	29%	33%	-	33%	-	-	-	-	-	20%	*	*	*	33%	*	40%	-	-	-	-	
	Male	44%	50%	66%	-	55%	71%	-	-	-	-	65%	67%	22%	81%	*	66%	-	-	-	-	-	*
	Female	50%	66%	72%	-	64%	79%	-	*	-	-	63%	84%	33%	78%	40%	-	72%	-	-	-	-	-
Mathematics	All Students	41%	55%	59%	-	44%	68%	-	*	-	-	51%	71%	20%	69%	50%	69%	52%	-	-	-	*	
	CWD	24%	24%	20%	-	0%	43%	-	*	-	-	22%	17%	20%	-	*	11%	33%	-	-	-	-	
	CWOD	44%	63%	69%	-	61%	72%	-	-	-	-	58%	82%	-	69%	*	88%	55%	-	-	-	*	
	EL	32%	46%	50%	-	50%	-	-	-	-	-	40%	*	*	*	50%	*	60%	-	-	-	-	
	Male	44%	58%	69%	-	45%	79%	-	-	-	-	70%	67%	11%	88%	*	69%	-	-	-	-	-	*
	Female	37%	53%	52%	-	43%	59%	-	*	-	-	36%	74%	33%	55%	60%	-	52%	-	-	-	-	-
Grade 4																							
Reading	All Students	50%	48%	49%	-	38%	52%	-	-	*	-	38%	63%	21%	56%	*	48%	52%	-	-	-	-	
	CWD	24%	18%	21%	-	*	30%	-	-	-	-	20%	*	21%	-	-	17%	*	-	-	-	-	
	CWOD	56%	54%	56%	-	50%	57%	-	-	*	-	45%	68%	-	56%	*	61%	52%	-	-	-	-	
	EL	39%	38%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	47%	48%	48%	-	33%	50%	-	-	*	-	30%	71%	17%	61%	*	48%	-	-	-	-	-	
	Female	53%	49%	52%	-	43%	54%	-	-	-	-	50%	50%	*	52%	*	-	52%	-	-	-	-	
Mathematics	All Students	44%	56%	53%	-	44%	55%	-	-	*	-	41%	67%	29%	59%	*	53%	53%	-	-	-	-	
	CWD	24%	25%	29%	-	*	30%	-	-	-	-	30%	*	29%	-	-	25%	*	-	-	-	-	
	CWOD	49%	61%	59%	-	50%	60%	-	-	*	-	45%	72%	-	59%	*	64%	53%	-	-	-	-	
	EL	38%	43%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	47%	59%	53%	-	56%	50%	-	-	*	-	39%	71%	25%	64%	*	53%	-	-	-	-	-	
	Female	41%	52%	53%	-	29%	60%	-	-	-	-	44%	63%	*	53%	*	-	53%	-	-	-	-	
Grade 5																							
Reading	All Students	53%	52%	51%	-	60%	46%	-	*	-	*	46%	58%	21%	59%	*	54%	48%	-	-	-	-	
	CWD	25%	19%	21%	-	*	10%	-	-	-	-	11%	40%	21%	-	*	50%	0%	-	-	-	-	
	CWOD	59%	59%	59%	-	62%	58%	-	*	-	*	57%	62%	-	59%	*	55%	64%	-	-	-	-	
	EL	41%	33%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	51%	51%	54%	-	60%	50%	-	*	-	*	53%	56%	50%	55%	*	54%	-	-	-	-	-	
	Female	56%	52%	48%	-	60%	43%	-	-	-	-	39%	60%	0%	64%	*	-	48%	-	-	-	-	

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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	49%	67%	65%	-	72%	59%	-	*	-	*	57%	74%	29%	74%	*	66%	64%	-	-	-	-	
	CWD	26%	31%	29%	-	*	20%	-	-	-	-	22%	40%	29%	-	*	50%	13%	-	-	-	-	
	CWOD	54%	75%	74%	-	76%	71%	-	*	-	*	68%	81%	-	74%	*	69%	80%	-	-	-	-	
	EL	41%	56%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	50%	67%	66%	-	73%	56%	-	*	-	*	53%	81%	50%	69%	*	66%	-	-	-	-	-	-
	Female	47%	66%	64%	-	70%	61%	-	-	-	-	61%	67%	13%	80%	*	-	64%	-	-	-	-	-
Science	All Students	27%	43%	54%	-	52%	56%	-	*	-	*	46%	65%	29%	61%	*	60%	48%	-	-	-	-	
	CWD	16%	18%	29%	-	*	30%	-	-	-	-	22%	40%	29%	-	*	33%	25%	-	-	-	-	
	CWOD	29%	49%	61%	-	57%	65%	-	*	-	*	54%	69%	-	61%	*	66%	56%	-	-	-	-	
	EL	15%	22%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-	
	Male	30%	50%	60%	-	53%	67%	-	*	-	*	53%	69%	33%	66%	*	60%	-	-	-	-	-	
	Female	23%	35%	48%	-	50%	48%	-	-	-	-	39%	60%	25%	56%	*	-	48%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	20%	24%	23%	-	20%	25%	-	*	-	-	20%	26%	13%	25%	33%	29%	19%	-	-	-	*	
	CWD	6%	5%	13%	-	0%	29%	-	*	-	-	22%	0%	13%	-	*	11%	17%	-	-	-	-	
	CWOD	23%	28%	25%	-	28%	24%	-	-	-	-	20%	32%	-	25%	*	35%	19%	-	-	-	*	
	EL	13%	13%	33%	-	33%	-	-	-	-	-	20%	*	*	*	33%	*	40%	-	-	-	-	
	Male	18%	21%	29%	-	18%	33%	-	-	-	-	30%	27%	11%	35%	*	29%	-	-	-	-	*	
	Female	22%	26%	19%	-	21%	18%	-	*	-	-	13%	26%	17%	19%	40%	-	19%	-	-	-	-	
Mathematics	All Students	15%	19%	22%	-	16%	25%	-	*	-	-	16%	29%	7%	25%	17%	29%	16%	-	-	-	*	
	CWD	7%	10%	7%	-	0%	14%	-	*	-	-	11%	0%	7%	-	*	11%	0%	-	-	-	-	
	CWOD	17%	22%	25%	-	22%	26%	-	-	-	-	17%	36%	-	25%	*	35%	18%	-	-	-	*	
	EL	10%	8%	17%	-	17%	-	-	-	-	-	0%	*	*	*	17%	*	20%	-	-	-	-	
	Male	17%	21%	29%	-	27%	29%	-	-	-	-	30%	27%	11%	35%	*	29%	-	-	-	-	*	
	Female	12%	18%	16%	-	7%	21%	-	*	-	-	4%	32%	0%	18%	20%	-	16%	-	-	-	-	
Grade 4																							
Reading	All Students	22%	20%	18%	-	6%	22%	-	-	*	-	13%	25%	7%	21%	*	15%	23%	-	-	-	-	
	CWD	6%	10%	7%	-	*	10%	-	-	-	-	0%	*	7%	-	-	0%	*	-	-	-	-	
	CWOD	26%	21%	21%	-	8%	25%	-	-	*	-	17%	25%	-	21%	*	21%	21%	-	-	-	-	
	EL	14%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	20%	18%	15%	-	0%	20%	-	-	*	-	9%	24%	0%	21%	*	15%	-	-	-	-	-	
	Female	24%	21%	23%	-	14%	25%	-	-	-	-	19%	25%	*	21%	*	-	23%	-	-	-	-	
Mathematics	All Students	20%	24%	21%	-	13%	24%	-	-	*	-	10%	33%	7%	24%	*	18%	25%	-	-	-	-	
	CWD	7%	12%	7%	-	*	10%	-	-	-	-	0%	*	7%	-	-	0%	*	-	-	-	-	
	CWOD	23%	27%	24%	-	17%	27%	-	-	*	-	14%	34%	-	24%	*	25%	23%	-	-	-	-	
	EL	15%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	22%	29%	18%	-	11%	20%	-	-	*	-	13%	24%	0%	25%	*	18%	-	-	-	-	-	
	Female	17%	20%	25%	-	14%	28%	-	-	-	-	6%	44%	*	23%	*	-	25%	-	-	-	-	
Grade 5																							

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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	28%	23%	21%	-	28%	15%	-	*	-	*	22%	19%	7%	24%	*	31%	9%	-	-	-	-	
	CWD	8%	7%	7%	-	*	10%	-	-	-	-	0%	20%	7%	-	*	17%	0%	-	-	-	-	
	CWOD	32%	27%	24%	-	33%	16%	-	*	-	*	29%	19%	-	24%	*	34%	12%	-	-	-	-	
	EL	17%	8%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	25%	25%	31%	-	27%	33%	-	*	-	*	37%	25%	17%	34%	*	31%	-	-	-	-	-	-
	Female	30%	20%	9%	-	30%	0%	-	-	-	-	6%	13%	0%	12%	*	-	9%	-	-	-	-	-
Mathematics	All Students	19%	29%	29%	-	40%	24%	-	*	-	*	24%	35%	7%	35%	*	31%	27%	-	-	-	-	
	CWD	7%	7%	7%	-	*	10%	-	-	-	-	0%	20%	7%	-	*	17%	0%	-	-	-	-	
	CWOD	21%	34%	35%	-	48%	29%	-	*	-	*	32%	38%	-	35%	*	34%	36%	-	-	-	-	
	EL	12%	15%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	21%	33%	31%	-	33%	33%	-	*	-	*	26%	38%	17%	34%	*	31%	-	-	-	-	-	-
	Female	17%	24%	27%	-	50%	17%	-	-	-	-	22%	33%	0%	36%	*	-	27%	-	-	-	-	-
Science	All Students	11%	19%	25%	-	36%	17%	-	*	-	*	24%	26%	7%	30%	*	37%	12%	-	-	-	-	
	CWD	5%	6%	7%	-	*	10%	-	-	-	-	0%	20%	7%	-	*	17%	0%	-	-	-	-	
	CWOD	12%	23%	30%	-	43%	19%	-	*	-	*	32%	27%	-	30%	*	41%	16%	-	-	-	-	
	EL	5%	8%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	13%	24%	37%	-	47%	28%	-	*	-	*	37%	38%	17%	41%	*	37%	-	-	-	-	-	-
	Female	9%	14%	12%	-	20%	9%	-	-	-	-	11%	13%	0%	16%	*	-	12%	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	81%	86%	-	83%	87%	-	80%	*	*	81%	92%	55%	94%	63%	84%	88%	-	-	-	*	
	CWD	46%	46%	55%	-	50%	58%	-	*	-	-	48%	69%	55%	-	0%	53%	58%	-	-	-	-	
	CWOD	77%	87%	94%	-	92%	94%	-	*	*	*	91%	97%	-	94%	88%	93%	94%	-	-	-	*	
	EL	61%	71%	63%	-	57%	-	-	*	-	-	53%	100%	0%	88%	63%	71%	59%	-	-	-	-	
	Male	71%	80%	84%	-	85%	82%	-	*	*	*	78%	91%	53%	93%	71%	84%	-	-	-	-	-	*
	Female	74%	82%	88%	-	81%	92%	-	*	-	-	84%	94%	58%	94%	59%	-	88%	-	-	-	-	-
Reading	All Students	74%	81%	85%	-	85%	86%	-	*	*	*	81%	91%	51%	94%	64%	82%	89%	-	-	-	*	
	CWD	44%	42%	51%	-	53%	52%	-	*	-	-	50%	53%	51%	-	*	52%	50%	-	-	-	-	
	CWOD	80%	87%	94%	-	94%	93%	-	*	*	*	90%	98%	-	94%	88%	92%	96%	-	-	-	*	
	EL	59%	67%	64%	-	60%	-	-	*	-	-	56%	*	*	88%	64%	*	63%	-	-	-	-	
	Male	70%	78%	82%	-	86%	79%	-	*	*	*	79%	85%	52%	92%	*	82%	-	-	-	-	-	*
	Female	78%	84%	89%	-	84%	92%	-	*	-	-	83%	96%	50%	96%	63%	-	89%	-	-	-	-	-
Mathematics	All Students	70%	81%	87%	-	79%	90%	-	*	*	*	80%	95%	60%	93%	64%	85%	89%	-	-	-	*	
	CWD	45%	50%	60%	-	47%	67%	-	*	-	-	46%	87%	60%	-	*	56%	69%	-	-	-	-	
	CWOD	75%	86%	93%	-	88%	95%	-	*	*	*	90%	96%	-	93%	88%	94%	92%	-	-	-	*	
	EL	62%	75%	64%	-	60%	-	-	*	-	-	56%	*	*	88%	64%	*	63%	-	-	-	-	
	Male	71%	80%	85%	-	83%	85%	-	*	*	*	76%	96%	56%	94%	*	85%	-	-	-	-	-	*
	Female	70%	81%	89%	-	74%	95%	-	*	-	-	85%	94%	69%	92%	63%	-	89%	-	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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	73%	83%	85%	-	88%	83%	-	*	-	*	81%	90%	50%	94%	*	86%	85%	-	-	-	-	
	CWD	49%	49%	50%	-	*	50%	-	-	-	-	44%	60%	50%	-	*	50%	50%	-	-	-	-	
	CWOD	77%	89%	94%	-	95%	94%	-	*	-	*	93%	96%	-	94%	*	93%	96%	-	-	-	-	
	EL	61%	72%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	74%	85%	86%	-	87%	83%	-	*	-	*	79%	94%	50%	93%	*	86%	-	-	-	-	-	-
	Female	72%	81%	85%	-	90%	83%	-	-	-	-	83%	87%	50%	96%	*	-	85%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	55%	58%	-	54%	59%	-	20%	*	*	49%	68%	25%	66%	33%	59%	56%	-	-	-	*	
	CWD	22%	20%	25%	-	21%	28%	-	*	-	-	22%	31%	25%	-	0%	27%	23%	-	-	-	-	
	CWOD	51%	61%	66%	-	63%	66%	-	*	*	*	58%	74%	-	66%	47%	69%	63%	-	-	-	*	
	EL	31%	38%	33%	-	33%	-	-	*	-	-	26%	60%	0%	47%	33%	14%	41%	-	-	-	-	
	Male	45%	54%	59%	-	55%	60%	-	*	*	*	51%	69%	27%	69%	14%	59%	-	-	-	-	*	
	Female	48%	57%	56%	-	53%	58%	-	*	-	-	47%	67%	23%	63%	41%	-	56%	-	-	-	-	
Reading	All Students	52%	57%	57%	-	55%	59%	-	*	*	*	50%	66%	23%	66%	27%	55%	59%	-	-	-	*	
	CWD	23%	18%	23%	-	20%	26%	-	*	-	-	18%	33%	23%	-	*	26%	19%	-	-	-	-	
	CWOD	58%	64%	66%	-	65%	66%	-	*	*	*	60%	72%	-	66%	38%	65%	66%	-	-	-	*	
	EL	34%	36%	27%	-	30%	-	-	*	-	-	22%	*	*	38%	27%	*	38%	-	-	-	-	
	Male	48%	51%	55%	-	51%	57%	-	*	*	*	48%	65%	26%	65%	*	55%	-	-	-	-	*	
	Female	57%	64%	59%	-	58%	60%	-	*	-	-	52%	67%	19%	66%	38%	-	59%	-	-	-	-	
Mathematics	All Students	42%	53%	59%	-	55%	60%	-	*	*	*	50%	70%	26%	67%	45%	62%	56%	-	-	-	*	
	CWD	22%	22%	26%	-	20%	30%	-	*	-	-	25%	27%	26%	-	*	26%	25%	-	-	-	-	
	CWOD	46%	58%	67%	-	65%	67%	-	*	*	*	57%	78%	-	67%	63%	73%	61%	-	-	-	*	
	EL	31%	43%	45%	-	40%	-	-	*	-	-	33%	*	*	63%	45%	*	50%	-	-	-	-	
	Male	43%	54%	62%	-	60%	61%	-	*	*	*	53%	73%	26%	73%	*	62%	-	-	-	-	*	
	Female	40%	51%	56%	-	48%	60%	-	*	-	-	46%	68%	25%	61%	50%	-	56%	-	-	-	-	
Science	All Students	42%	54%	54%	-	52%	56%	-	*	-	*	46%	65%	29%	61%	*	60%	48%	-	-	-	-	
	CWD	21%	18%	29%	-	*	30%	-	-	-	-	22%	40%	29%	-	*	33%	25%	-	-	-	-	
	CWOD	45%	59%	61%	-	57%	65%	-	*	-	*	54%	69%	-	61%	*	66%	56%	-	-	-	-	
	EL	24%	30%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	44%	57%	60%	-	53%	67%	-	*	-	*	53%	69%	33%	66%	*	60%	-	-	-	-	-	
	Female	40%	50%	48%	-	50%	48%	-	-	-	-	39%	60%	25%	56%	*	-	48%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	20%	23%	-	24%	22%	-	0%	*	*	18%	28%	8%	26%	13%	27%	18%	-	-	-	*	
	CWD	6%	5%	8%	-	0%	13%	-	*	-	-	5%	14%	8%	-	0%	8%	8%	-	-	-	-	
	CWOD	21%	23%	26%	-	31%	24%	-	*	*	*	23%	30%	-	26%	18%	32%	21%	-	-	-	*	
	EL	9%	10%	13%	-	14%	-	-	*	-	-	5%	40%	0%	18%	13%	0%	18%	-	-	-	-	
	Male	18%	20%	27%	-	26%	27%	-	*	*	*	25%	29%	8%	32%	0%	27%	-	-	-	-	*	
	Female	19%	20%	18%	-	22%	17%	-	*	-	-	11%	27%	8%	21%	18%	-	18%	-	-	-	-	

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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	21%	21%	21%	-	20%	21%	-	*	*	*	18%	24%	9%	24%	18%	25%	17%	-	-	-	*
	CWD	6%	5%	9%	-	0%	15%	-	*	-	-	7%	13%	9%	-	*	7%	13%	-	-	-	-
	CWOD	24%	24%	24%	-	25%	23%	-	*	*	*	22%	26%	-	24%	25%	30%	18%	-	-	-	*
	EL	10%	10%	18%	-	20%	-	-	*	-	-	11%	*	*	25%	18%	*	25%	-	-	-	-
	Male	18%	19%	25%	-	17%	28%	-	*	*	*	24%	25%	7%	30%	*	25%	-	-	-	-	*
	Female	24%	24%	17%	-	23%	15%	-	*	-	-	12%	22%	13%	18%	25%	-	17%	-	-	-	-
Mathematics	All Students	17%	20%	24%	-	24%	24%	-	*	*	*	17%	33%	7%	28%	9%	25%	22%	-	-	-	*
	CWD	6%	6%	7%	-	0%	11%	-	*	-	-	4%	13%	7%	-	*	7%	6%	-	-	-	-
	CWOD	19%	23%	28%	-	31%	27%	-	*	*	*	20%	36%	-	28%	13%	31%	25%	-	-	-	*
	EL	10%	11%	9%	-	10%	-	-	*	-	-	0%	*	*	13%	9%	*	13%	-	-	-	-
	Male	18%	23%	25%	-	26%	26%	-	*	*	*	23%	29%	7%	31%	*	25%	-	-	-	-	*
	Female	15%	17%	22%	-	23%	22%	-	*	-	-	10%	36%	6%	25%	13%	-	22%	-	-	-	-
Science	All Students	15%	17%	25%	-	36%	17%	-	*	-	*	24%	26%	7%	30%	*	37%	12%	-	-	-	-
	CWD	5%	4%	7%	-	*	10%	-	-	-	-	0%	20%	7%	-	*	17%	0%	-	-	-	-
	CWOD	17%	19%	30%	-	43%	19%	-	*	-	*	32%	27%	-	30%	*	41%	16%	-	-	-	-
	EL	5%	5%	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	16%	19%	37%	-	47%	28%	-	*	-	*	37%	38%	17%	41%	*	37%	-	-	-	-	-
	Female	14%	14%	12%	-	20%	9%	-	-	-	-	11%	13%	0%	16%	*	-	12%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	59	-	64	56	-	*	*	*	57	44	70
CWD	44	-	50	42	-	-	-	-	53	44	*
CWOD	63	-	68	59	-	*	*	*	59	-	*
EL ◇	70	-	*	-	-	*	-	-	*	*	70
Male	58	-	61	54	-	*	*	*	58	41	*
Female	60	-	68	58	-	-	-	-	57	50	*

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	70	-	64	72	-	*	*	*	63	52	75
CWD	52	-	46	54	-	-	-	-	47	52	*
CWOD	74	-	68	76	-	*	*	*	68	-	*
EL ◇	75	-	*	-	-	*	-	-	*	*	75
Male	66	-	63	65	-	*	*	*	58	45	*
Female	75	-	66	78	-	-	-	-	69	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 2023

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

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

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

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
18	2	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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	56	-	54	56	-	33	*	*	49	29	36
School Quality (College, Career, and Military Readiness Performance)											
%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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		Y	N					Y	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%

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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	
Participation Rate																		
All Subjects	All Students	100%	-	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	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%	100%	-
	Male	100%	-	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	99%	-	*	-	-	100%	99%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	-	100%	99%	-	*	*	*	100%	99%	100%	99%	100%	100%	99%	99%	-
	CWD	100%	-	100%	100%	-	*	-	-	100%	100%	100%	-	*	100%	100%	100%	-
	CWOD	99%	-	100%	99%	-	*	*	*	100%	99%	-	99%	100%	100%	99%	99%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	*	100%	100%	*	100%	100%	-
	Male	100%	-	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	*	100%	-	-
	Female	99%	-	100%	99%	-	*	-	-	100%	98%	100%	99%	100%	100%	-	99%	-
Mathematics	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%	-
	Male	100%	-	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	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	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	*	-
	Male	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																		

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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
All Subjects	All Students	0%	-	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	-	*	*	*	0%	1%	-	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%	1%	-	*	-	-	0%	1%	0%	0%	0%	-	0%	-
Reading	All Students	0%	-	0%	1%	-	*	*	*	0%	1%	0%	1%	0%	0%	1%	-
	CWD	0%	-	0%	0%	-	*	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	1%	-	0%	1%	-	*	*	*	0%	1%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	0%	-
	Male	0%	-	0%	0%	-	*	*	*	0%	0%	0%	0%	*	0%	-	-
	Female	1%	-	0%	1%	-	*	-	-	0%	2%	0%	1%	0%	-	1%	-
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%	0%	-
	EL	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%	-
Science	All Students	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%	-
	EL	*	-	*	-	-	*	-	-	*	*	*	*	*	*	*	-
	Male	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	*	0%	-	-
	Female	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

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON 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
Out-of-School Suspensions												
	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
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	11	-8	2	9	-8	-8	-8	-8	1	3	1
	Female	7	-8	4	3	-8	-8	-8	-8	-8	2	1
	Total	18	-8	6	12	-8	-8	-8	-8	1	5	2

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

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

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

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	8	0	4	4	0	0	0	0	2	1
Female	6	0	1	5	0	0	0	0	0	1
Total	14	0	5	9	0	0	0	0	2	2

Accelerated Coursework

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

Texas Education Agency
2024 Federal Report Card
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.6	5.0%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$514	\$3	\$492	\$495		\$19	\$19
Food services		\$592				\$535	\$57	\$592
Instruction		\$6,340	\$5,751	\$75	\$5,826	\$399	\$114	\$513
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$492	\$372	\$8	\$380		\$112	\$112
Support services, operation and maintenance of plant		\$1,445	\$566	\$868	\$1,434	\$2	\$10	\$12
Support services, pupils		\$529	\$375	\$2	\$377		\$152	\$152

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$682	\$682	\$0	\$682			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	462	\$11,319	\$7,749	\$2,166	\$9,915	\$936	\$468	\$1,404

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	*	1%
Mathematics	6,620	2%	*	1%	*	1%
Grade 4						
Reading	6,491	2%	*	0%	*	1%
Mathematics	6,491	2%	*	0%	*	1%
Grade 5						
Reading	6,033	1%	*	0%	*	1%
Mathematics	6,033	2%	*	0%	*	1%
Science	6,033	2%	*	0%	*	1%
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	-	-
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	-	-
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	1%	7	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
Reading	44,764	1%	27	1%	*	1%
Mathematics	40,054	1%	21	1%	*	1%
Science	16,044	1%	10	1%	*	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										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
	English Language Learners	57	67	43	33	16	10	2	1	
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
Students with Disabilities		51	56	49	44	18	14	2	2	
English Language Learners	31	48	69	52	26	14	3	2		

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6%	*	4%	6%	*	*	*	29%	8%	4%	0%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	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%

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
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%

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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 ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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	72%	79%	89%	-	92%	86%	*	-	-	*	90%	88%	71%	96%	*	88%	91%	*	-	-	*	
	CWD	48%	50%	71%	-	80%	64%	-	-	-	*	75%	67%	71%	-	-	70%	71%	-	-	-	*	
	CWOD	78%	86%	96%	-	95%	96%	*	-	-	*	94%	100%	-	96%	*	96%	96%	*	-	-	-	
	EL	62%	56%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	*	-	-	-
	Male	70%	76%	88%	-	100%	76%	*	-	-	*	89%	86%	70%	96%	*	88%	-	*	-	-	-	-
	Female	75%	83%	91%	-	82%	95%	-	-	-	*	90%	91%	71%	96%	*	-	91%	-	-	-	-	*
Mathematics	All Students	68%	81%	86%	-	88%	84%	*	-	-	*	90%	80%	65%	94%	*	88%	84%	*	-	-	*	
	CWD	46%	50%	65%	-	80%	55%	-	-	-	*	75%	56%	65%	-	-	70%	57%	-	-	-	*	
	CWOD	74%	89%	94%	-	90%	96%	*	-	-	*	94%	94%	-	94%	*	96%	92%	*	-	-	-	
	EL	61%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	*	-	-	-
	Male	70%	82%	88%	-	93%	82%	*	-	-	*	95%	79%	70%	96%	*	88%	-	*	-	-	-	-
	Female	66%	80%	84%	-	82%	85%	-	-	-	*	86%	82%	57%	92%	*	-	84%	-	-	-	-	*
Grade 4																							
Reading	All Students	79%	85%	89%	*	78%	100%	-	*	-	-	85%	95%	60%	95%	*	92%	86%	-	-	*	*	
	CWD	55%	55%	60%	*	40%	*	-	-	-	-	50%	*	60%	-	*	67%	*	-	-	*	-	
	CWOD	85%	91%	95%	*	89%	100%	-	*	-	-	93%	100%	-	95%	*	100%	92%	-	-	-	*	
	EL	68%	74%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	77%	84%	92%	*	89%	100%	-	-	-	-	94%	89%	67%	100%	*	92%	-	-	-	-	-	-
	Female	81%	87%	86%	*	71%	100%	-	*	-	-	76%	100%	*	92%	*	-	86%	-	-	-	*	*
Mathematics	All Students	67%	78%	73%	*	65%	81%	-	*	-	-	65%	86%	50%	78%	*	72%	73%	-	-	*	*	
	CWD	42%	43%	50%	*	20%	*	-	-	-	-	33%	*	50%	-	*	67%	*	-	-	*	-	
	CWOD	73%	85%	78%	*	78%	78%	-	*	-	-	71%	88%	-	78%	*	74%	81%	-	-	-	*	
	EL	62%	65%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	69%	78%	72%	*	78%	79%	-	-	-	-	63%	89%	67%	74%	*	72%	-	-	-	-	-	-
	Female	65%	79%	73%	*	57%	85%	-	*	-	-	67%	83%	*	81%	*	-	73%	-	-	-	*	*
Grade 5																							
Reading	All Students	78%	82%	72%	*	67%	74%	*	*	-	-	75%	69%	23%	85%	43%	72%	72%	-	-	-	*	
	CWD	48%	47%	23%	-	*	20%	-	*	-	-	20%	25%	23%	-	*	33%	*	-	-	-	-	
	CWOD	84%	90%	85%	*	69%	91%	*	-	-	-	84%	86%	-	85%	60%	85%	84%	-	-	-	*	
	EL	70%	70%	43%	-	50%	-	-	*	-	-	43%	-	*	60%	43%	*	*	-	-	-	-	-
	Male	75%	82%	72%	*	73%	68%	*	-	-	-	81%	60%	33%	85%	*	72%	-	-	-	-	-	-
	Female	80%	82%	72%	-	57%	81%	-	*	-	-	67%	79%	*	84%	*	-	72%	-	-	-	-	*
Mathematics	All Students	75%	88%	80%	*	67%	86%	*	*	-	-	75%	86%	46%	88%	43%	78%	83%	-	-	-	*	
	CWD	52%	65%	46%	-	*	60%	-	*	-	-	40%	50%	46%	-	*	56%	*	-	-	-	-	
	CWOD	80%	94%	88%	*	75%	94%	*	-	-	-	81%	100%	-	88%	60%	85%	92%	-	-	-	*	
	EL	70%	84%	43%	-	50%	-	-	*	-	-	43%	-	*	60%	43%	*	*	-	-	-	-	-
	Male	75%	85%	78%	*	64%	82%	*	-	-	-	71%	87%	56%	85%	*	78%	-	-	-	-	-	-
	Female	75%	91%	83%	-	71%	90%	-	*	-	-	80%	86%	*	92%	*	-	83%	-	-	-	-	*

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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	56%	75%	72%	*	56%	81%	*	*	-	-	63%	83%	38%	80%	43%	77%	66%	-	-	-	*
	CWD	34%	43%	38%	-	* 50%		-	*	-	-	0%	63%	38%	-	*	56%	*	-	-	-	-
	CWOD	61%	83%	80%	*	63%	91%	*	-	-	-	73%	90%	-	80%	60%	85%	76%	-	-	-	*
	EL	43%	57%	43%	-	50%	-	-	*	-	-	43%	-	*	60%	43%	*	*	-	-	-	-
	Male	59%	77%	77%	*	64%	86%	*	-	-	-	70%	87%	56%	85%	*	77%	-	-	-	-	-
	Female	54%	73%	66%	-	43%	76%	-	*	-	-	53%	79%	*	76%	*	-	66%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	58%	65%	-	64%	65%	*	-	-	*	58%	76%	59%	67%	*	58%	72%	*	-	-	*
	CWD	25%	26%	59%	-	80%	45%	-	-	-	*	75%	44%	59%	-	-	50%	71%	-	-	-	*
	CWOD	52%	66%	67%	-	60%	73%	*	-	-	*	53%	94%	-	67%	*	61%	72%	*	-	-	-
	EL	34%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	-	-	-
	Male	44%	50%	58%	-	64%	53%	*	-	-	*	47%	71%	50%	61%	*	58%	-	*	-	-	-
	Female	50%	66%	72%	-	64%	75%	-	-	-	*	67%	82%	71%	72%	*	-	72%	-	-	-	-
Mathematics	All Students	41%	55%	42%	-	40%	41%	*	-	-	*	35%	52%	35%	44%	*	45%	38%	*	-	-	*
	CWD	24%	24%	35%	-	60%	18%	-	-	-	*	38%	33%	35%	-	-	40%	29%	-	-	-	*
	CWOD	44%	63%	44%	-	35%	50%	*	-	-	*	34%	63%	-	44%	*	48%	40%	*	-	-	-
	EL	32%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	-	-	-
	Male	44%	58%	45%	-	57%	35%	*	-	-	*	37%	57%	40%	48%	*	45%	-	*	-	-	-
	Female	37%	53%	38%	-	18%	45%	-	-	-	*	33%	45%	29%	40%	*	-	38%	-	-	-	-
Grade 4																						
Reading	All Students	50%	48%	37%	*	22%	46%	-	*	-	-	24%	57%	10%	43%	*	40%	34%	-	-	*	*
	CWD	24%	18%	10%	*	0%	*	-	-	-	-	0%	*	10%	-	*	17%	*	-	-	*	-
	CWOD	56%	54%	43%	*	28%	50%	-	*	-	-	30%	65%	-	43%	*	47%	40%	-	-	-	*
	EL	39%	38%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	47%	48%	40%	*	33%	43%	-	-	-	-	31%	56%	17%	47%	*	40%	-	-	-	-	-
	Female	53%	49%	34%	*	14%	50%	-	*	-	-	18%	58%	*	40%	*	-	34%	-	-	*	*
Mathematics	All Students	44%	56%	47%	*	39%	59%	-	*	-	-	29%	76%	20%	53%	*	56%	40%	-	-	*	*
	CWD	24%	25%	20%	*	0%	*	-	-	-	-	0%	*	20%	-	*	33%	*	-	-	*	-
	CWOD	49%	61%	53%	*	50%	61%	-	*	-	-	36%	82%	-	53%	*	63%	46%	-	-	-	*
	EL	38%	43%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	47%	59%	56%	*	67%	57%	-	-	-	-	50%	67%	33%	63%	*	56%	-	-	-	-	-
	Female	41%	52%	40%	*	21%	62%	-	*	-	-	11%	83%	*	46%	*	-	40%	-	-	*	*
Grade 5																						
Reading	All Students	53%	52%	37%	*	17%	49%	*	*	-	-	31%	45%	8%	44%	14%	31%	45%	-	-	-	*
	CWD	25%	19%	8%	-	*	10%	-	*	-	-	0%	13%	8%	-	*	11%	*	-	-	-	-
	CWOD	59%	59%	44%	*	19%	61%	*	-	-	-	35%	57%	-	44%	20%	37%	52%	-	-	-	*
	EL	41%	33%	14%	-	17%	-	-	*	-	-	14%	-	*	20%	14%	*	*	-	-	-	-
	Male	51%	51%	31%	*	27%	36%	*	-	-	-	33%	27%	11%	37%	*	31%	-	-	-	-	-
	Female	56%	52%	45%	-	0%	62%	-	*	-	-	27%	64%	*	52%	*	-	45%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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	49%	67%	51%	*	33%	56%	*	*	-	-	42%	62%	8%	62%	29%	50%	52%	-	-	-	*
	CWD	26%	31%	8%	-	*	10%	-	*	-	-	0%	13%	8%	-	*	11%	*	-	-	-	-
	CWOD	54%	75%	62%	*	38%	70%	*	-	-	-	48%	81%	-	62%	40%	63%	60%	-	-	-	*
	EL	41%	56%	29%	-	33%	-	-	*	-	-	29%	-	*	40%	29%	*	*	-	-	-	-
	Male	50%	67%	50%	*	36%	50%	*	-	-	-	48%	53%	11%	63%	*	50%	-	-	-	-	-
	Female	47%	66%	52%	-	29%	62%	-	*	-	-	33%	71%	*	60%	*	-	52%	-	-	-	-
Science	All Students	27%	43%	33%	*	17%	43%	*	*	-	-	26%	41%	8%	39%	14%	37%	28%	-	-	-	*
	CWD	16%	18%	8%	-	*	10%	-	*	-	-	0%	13%	8%	-	*	11%	*	-	-	-	-
	CWOD	29%	49%	39%	*	19%	53%	*	-	-	-	30%	52%	-	39%	20%	46%	32%	-	-	-	*
	EL	15%	22%	14%	-	17%	-	-	*	-	-	14%	-	*	20%	14%	*	*	-	-	-	-
	Male	30%	50%	37%	*	27%	48%	*	-	-	-	35%	40%	11%	46%	*	37%	-	-	-	-	-
	Female	23%	35%	28%	-	0%	38%	-	*	-	-	13%	43%	*	32%	*	-	28%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	24%	25%	-	24%	24%	*	-	-	*	20%	32%	12%	29%	*	24%	25%	*	-	-	*
	CWD	6%	5%	12%	-	20%	9%	-	-	-	*	13%	11%	12%	-	-	10%	14%	-	-	-	*
	CWOD	23%	28%	29%	-	25%	31%	*	-	-	*	22%	44%	-	29%	*	30%	28%	*	-	-	-
	EL	13%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	-	-	-
	Male	18%	21%	24%	-	21%	24%	*	-	-	*	16%	36%	10%	30%	*	24%	-	*	-	-	-
	Female	22%	26%	25%	-	27%	25%	-	-	-	*	24%	27%	14%	28%	*	-	25%	-	-	-	-
Mathematics	All Students	15%	19%	20%	-	20%	19%	*	-	-	*	15%	28%	6%	25%	*	27%	13%	*	-	-	*
	CWD	7%	10%	6%	-	20%	0%	-	-	-	*	0%	11%	6%	-	-	10%	0%	-	-	-	*
	CWOD	17%	22%	25%	-	20%	27%	*	-	-	*	19%	38%	-	25%	*	35%	16%	*	-	-	-
	EL	10%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	-	-	-
	Male	17%	21%	27%	-	29%	24%	*	-	-	*	16%	43%	10%	35%	*	27%	-	*	-	-	-
	Female	12%	18%	13%	-	9%	15%	-	-	-	*	14%	9%	0%	16%	*	-	13%	-	-	-	-
Grade 4																						
Reading	All Students	22%	20%	15%	*	4%	27%	-	*	-	-	6%	29%	10%	16%	*	8%	21%	-	-	*	*
	CWD	6%	10%	10%	*	0%	*	-	-	-	-	0%	*	10%	-	*	17%	*	-	-	*	-
	CWOD	26%	21%	16%	*	6%	27%	-	*	-	-	7%	29%	-	16%	*	5%	24%	-	-	-	*
	EL	14%	12%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	20%	18%	8%	*	0%	14%	-	-	-	-	6%	11%	17%	5%	*	8%	-	-	-	-	-
	Female	24%	21%	21%	*	7%	42%	-	*	-	-	6%	42%	*	24%	*	-	21%	-	-	*	*
Mathematics	All Students	20%	24%	27%	*	17%	37%	-	*	-	-	15%	48%	20%	29%	*	28%	27%	-	-	*	*
	CWD	7%	12%	20%	*	0%	*	-	-	-	-	0%	*	20%	-	*	33%	*	-	-	*	-
	CWOD	23%	27%	29%	*	22%	35%	-	*	-	-	18%	47%	-	29%	*	26%	31%	-	-	-	*
	EL	15%	11%	*	-	*	*	-	*	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	22%	29%	28%	*	22%	36%	-	-	-	-	25%	33%	33%	26%	*	28%	-	-	-	-	-
	Female	17%	20%	27%	*	14%	38%	-	*	-	-	6%	58%	*	31%	*	-	27%	-	-	-	*
Grade 5																						

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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Reading	All Students	28%	23%	11%	*	6%	14%	*	*	-	-	6%	17%	0%	13%	0%	8%	14%	-	-	-	*
	CWD	8%	7%	0%	-	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	32%	27%	13%	*	6%	18%	*	-	-	-	6%	24%	-	13%	0%	11%	16%	-	-	-	*
	EL	17%	8%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	25%	25%	8%	*	9%	9%	*	-	-	-	10%	7%	0%	11%	*	8%	-	-	-	-	-
	Female	30%	20%	14%	-	0%	19%	-	*	-	-	0%	29%	*	16%	*	-	14%	-	-	-	-
Mathematics	All Students	19%	29%	20%	*	11%	23%	*	*	-	-	17%	24%	0%	25%	14%	19%	21%	-	-	-	*
	CWD	7%	7%	0%	-	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	21%	34%	25%	*	13%	30%	*	-	-	-	19%	33%	-	25%	20%	26%	24%	-	-	-	*
	EL	12%	15%	14%	-	17%	-	-	*	-	-	14%	-	*	20%	14%	*	*	-	-	-	-
	Male	21%	33%	19%	*	18%	18%	*	-	-	-	24%	13%	0%	26%	*	19%	-	-	-	-	-
	Female	17%	24%	21%	-	0%	29%	-	*	-	-	7%	36%	*	24%	*	-	21%	-	-	-	-
Science	All Students	11%	19%	16%	*	6%	21%	*	*	-	-	14%	17%	0%	20%	0%	14%	17%	-	-	-	*
	CWD	5%	6%	0%	-	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	12%	23%	20%	*	6%	28%	*	-	-	-	17%	24%	-	20%	0%	19%	20%	-	-	-	*
	EL	5%	8%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	13%	24%	14%	*	9%	19%	*	-	-	-	20%	7%	0%	19%	*	14%	-	-	-	-	-
	Female	9%	14%	17%	-	0%	24%	-	*	-	-	7%	29%	*	20%	*	-	17%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	81%	80%	71%	75%	84%	100%	40%	-	*	78%	83%	52%	88%	57%	81%	80%	*	-	*	86%
	CWD	46%	46%	52%	*	46%	57%	-	*	-	*	47%	56%	52%	-	0%	59%	38%	-	-	*	*
	CWOD	77%	87%	88%	83%	81%	92%	100%	*	-	*	84%	94%	-	88%	72%	88%	88%	*	-	-	100%
	EL	61%	71%	57%	-	57%	*	-	40%	-	-	58%	*	0%	72%	57%	56%	58%	*	-	-	-
	Male	71%	80%	81%	60%	81%	81%	100%	-	-	*	80%	81%	59%	88%	56%	81%	-	*	-	-	-
	Female	74%	82%	80%	*	68%	87%	-	40%	-	*	75%	85%	38%	88%	58%	-	80%	-	-	*	86%
Reading	All Students	74%	81%	83%	83%	80%	85%	*	*	-	*	83%	83%	53%	92%	60%	83%	83%	*	-	*	*
	CWD	44%	42%	53%	*	58%	52%	-	*	-	*	53%	52%	53%	-	*	56%	47%	-	-	*	*
	CWOD	80%	87%	92%	100%	85%	95%	*	*	-	*	90%	94%	-	92%	75%	93%	91%	*	-	-	*
	EL	59%	67%	60%	-	58%	*	-	*	-	-	62%	*	*	75%	60%	57%	63%	*	-	-	-
	Male	70%	78%	83%	*	88%	79%	*	-	-	*	88%	76%	56%	93%	57%	83%	-	*	-	-	-
	Female	78%	84%	83%	*	72%	91%	-	*	-	*	79%	89%	47%	91%	63%	-	83%	-	-	*	*
Mathematics	All Students	70%	81%	80%	67%	74%	84%	*	*	-	*	77%	84%	55%	87%	60%	80%	80%	*	-	*	*
	CWD	45%	50%	55%	*	42%	64%	-	*	-	*	53%	57%	55%	-	*	64%	40%	-	-	*	*
	CWOD	75%	86%	87%	80%	81%	90%	*	*	-	*	82%	94%	-	87%	75%	86%	88%	*	-	-	*
	EL	62%	75%	60%	-	58%	*	-	*	-	-	62%	*	*	75%	60%	57%	63%	*	-	-	-
	Male	71%	80%	80%	*	79%	81%	*	-	-	*	77%	84%	64%	86%	57%	80%	-	*	-	-	-
	Female	70%	81%	80%	*	69%	87%	-	*	-	*	78%	84%	40%	88%	63%	-	80%	-	-	*	*

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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	73%	83%	72%	*	56%	81%	*	*	-	-	63%	83%	38%	80%	43%	77%	66%	-	-	-	*
	CWD	49%	49%	38%	-	* 50%		-	*	-	-	0%	63%	38%	-	*	56%	*	-	-	-	-
	CWOD	77%	89%	80%	*	63%	91%	*	-	-	-	73%	90%	-	80%	60%	85%	76%	-	-	-	*
	EL	61%	72%	43%	-	50%	-	-	*	-	-	43%	-	*	60%	43%	*	*	-	-	-	-
	Male	74%	85%	77%	*	64%	86%	*	-	-	-	70%	87%	56%	85%	*	77%	-	-	-	-	-
	Female	72%	81%	66%	-	43%	76%	-	*	-	-	53%	79%	*	76%	*	-	66%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	55%	45%	36%	35%	51%	60%	20%	-	*	35%	58%	24%	50%	27%	45%	44%	*	-	*	43%
	CWD	22%	20%	24%	*	27%	22%	-	*	-	*	21%	26%	24%	-	0%	25%	21%	-	-	*	*
	CWOD	51%	61%	50%	42%	36%	60%	60%	*	-	*	38%	70%	-	50%	34%	52%	49%	*	-	-	40%
	EL	31%	38%	27%	-	23%	*	-	20%	-	-	24%	*	0%	34%	27%	33%	21%	*	-	-	-
	Male	45%	54%	45%	30%	46%	46%	60%	-	-	*	40%	52%	25%	52%	33%	45%	-	*	-	-	-
	Female	48%	57%	44%	*	23%	56%	-	20%	-	*	30%	64%	21%	49%	21%	-	44%	-	-	*	43%
Reading	All Students	52%	57%	47%	33%	36%	54%	*	*	-	*	39%	59%	30%	51%	27%	43%	51%	*	-	*	*
	CWD	23%	18%	30%	*	33%	28%	-	*	-	*	32%	29%	30%	-	*	28%	33%	-	-	*	*
	CWOD	58%	64%	51%	40%	37%	62%	*	*	-	*	40%	70%	-	51%	33%	48%	55%	*	-	-	*
	EL	34%	36%	27%	-	17%	*	-	*	-	-	23%	*	*	33%	27%	29%	25%	*	-	-	-
	Male	48%	51%	43%	*	44%	43%	*	-	-	*	38%	50%	28%	48%	29%	43%	-	*	-	-	-
	Female	57%	64%	51%	*	28%	64%	-	*	-	*	40%	68%	33%	55%	25%	-	51%	-	-	*	*
Mathematics	All Students	42%	53%	46%	50%	38%	51%	*	*	-	*	35%	63%	23%	53%	33%	50%	43%	*	-	*	*
	CWD	22%	22%	23%	*	25%	20%	-	*	-	*	16%	29%	23%	-	*	28%	13%	-	-	*	*
	CWOD	46%	58%	53%	60%	41%	61%	*	*	-	*	40%	76%	-	53%	42%	58%	49%	*	-	-	*
	EL	31%	43%	33%	-	33%	*	-	*	-	-	31%	*	*	42%	33%	43%	25%	*	-	-	-
	Male	43%	54%	50%	*	53%	47%	*	-	-	*	45%	58%	28%	58%	43%	50%	-	*	-	-	-
	Female	40%	51%	43%	*	22%	56%	-	*	-	*	26%	68%	13%	49%	25%	-	43%	-	-	*	*
Science	All Students	42%	54%	33%	*	17%	43%	*	*	-	-	26%	41%	8%	39%	14%	37%	28%	-	-	-	*
	CWD	21%	18%	8%	-	* 10%		-	*	-	-	0%	13%	8%	-	*	11%	*	-	-	-	-
	CWOD	45%	59%	39%	*	19%	53%	*	-	-	-	30%	52%	-	39%	20%	46%	32%	-	-	-	*
	EL	24%	30%	14%	-	17%	-	-	*	-	-	14%	-	*	20%	14%	*	*	-	-	-	-
	Male	44%	57%	37%	*	27%	48%	*	-	-	-	35%	40%	11%	46%	*	37%	-	-	-	-	-
	Female	40%	50%	28%	-	0%	38%	-	*	-	-	13%	43%	*	32%	*	-	28%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	20%	19%	7%	13%	23%	60%	0%	-	*	13%	27%	6%	22%	14%	18%	20%	*	-	*	14%
	CWD	6%	5%	6%	*	8%	7%	-	*	-	*	2%	10%	6%	-	0%	8%	3%	-	-	*	*
	CWOD	21%	23%	22%	8%	15%	28%	60%	*	-	*	16%	33%	-	22%	17%	22%	23%	*	-	-	20%
	EL	9%	10%	14%	-	10%	*	-	0%	-	-	9%	*	0%	17%	14%	17%	11%	*	-	-	-
	Male	18%	20%	18%	0%	16%	20%	60%	-	-	*	17%	21%	8%	22%	17%	18%	-	*	-	-	-
	Female	19%	20%	20%	*	10%	26%	-	0%	-	*	10%	33%	3%	23%	11%	-	20%	-	-	*	14%

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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	21%	21%	17%	0%	12%	21%	*	*	-	*	11%	25%	8%	19%	13%	14%	20%	*	-	*	*
	CWD	6%	5%	8%	*	8%	8%	-	*	-	*	5%	10%	8%	-	*	8%	7%	-	-	*	*
	CWOD	24%	24%	19%	0%	13%	25%	*	*	-	*	12%	31%	-	19%	17%	16%	23%	*	-	-	*
	EL	10%	10%	13%	-	8%	*	-	*	-	-	8%	*	*	17%	13%	14%	13%	*	-	-	-
	Male	18%	19%	14%	*	12%	15%	*	-	-	*	11%	18%	8%	16%	14%	14%	-	*	-	-	-
	Female	24%	24%	20%	*	13%	26%	-	*	-	*	11%	32%	7%	23%	13%	-	20%	-	-	*	*
Mathematics	All Students	17%	20%	22%	17%	17%	25%	*	*	-	*	15%	32%	8%	26%	20%	24%	20%	*	-	*	*
	CWD	6%	6%	8%	*	8%	8%	-	*	-	*	0%	14%	8%	-	*	12%	0%	-	-	*	*
	CWOD	19%	23%	26%	20%	19%	30%	*	*	-	*	19%	39%	-	26%	25%	29%	24%	*	-	-	*
	EL	10%	11%	20%	-	17%	*	-	*	-	-	15%	*	*	25%	20%	29%	13%	*	-	-	-
	Male	18%	23%	24%	*	24%	25%	*	-	-	*	21%	29%	12%	29%	29%	24%	-	*	-	-	-
	Female	15%	17%	20%	*	9%	26%	-	*	-	*	9%	35%	0%	24%	13%	-	20%	-	-	*	*
Science	All Students	15%	17%	16%	*	6%	21%	*	*	-	-	14%	17%	0%	20%	0%	14%	17%	-	-	-	*
	CWD	5%	4%	0%	-	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	19%	20%	*	6%	28%	*	-	-	-	17%	24%	-	20%	0%	19%	20%	-	-	-	*
	EL	5%	5%	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	16%	19%	14%	*	9%	19%	*	-	-	-	20%	7%	0%	19%	*	14%	-	-	-	-	-
	Female	14%	14%	17%	-	0%	24%	-	*	-	-	7%	29%	*	20%	*	-	17%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	63	63	49	71	*	*	-	-	56	44	67
CWD	44	*	29	58	-	*	-	-	41	44	*
CWOD	68	75	53	74	*	*	-	-	60	-	86
EL ◇	67	-	67	*	-	*	-	-	63	*	67
Male	71	*	56	78	*	-	-	-	71	59	*
Female	55	*	44	63	-	*	-	-	40	14	63

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	70	79	60	76	*	*	-	-	59	48	58
CWD	48	*	25	58	-	*	-	-	27	48	*
CWOD	75	75	67	80	*	*	-	-	65	-	75
EL ◇	58	-	63	*	-	*	-	-	53	*	58
Male	71	*	69	69	*	-	-	-	64	61	*
Female	70	*	53	83	-	*	-	-	53	21	50

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

Part (iii)(II): Graduation Rate

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

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

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

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

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
25	4	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.

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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	48	38	41	53	73	20	-	*	42	27	33
School Quality (College, Career, and Military Readiness Performance)											
%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 +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		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	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%

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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
Participation Rate																	
All Subjects	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%	99%	100%	*	-	*	100%	100%	-	100%	100%	99%	100%	*
	EL	100%	-	100%	*	-	100%	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	99%	100%	-	-	*	99%	100%	100%	99%	100%	100%	-	*
	Female	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	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%	*
	Male	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	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%	*
	Male	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	98%	*	100%	98%	*	*	-	-	97%	100%	100%	98%	100%	97%	100%	-
	CWD	100%	-	*	100%	-	*	-	-	100%	100%	100%	-	*	100%	*	-
	CWOD	98%	*	100%	97%	*	-	-	-	97%	100%	-	98%	100%	96%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	-	*	100%	100%	*	*	-
	Male	97%	*	100%	95%	*	-	-	-	95%	100%	100%	96%	*	97%	-	-
	Female	100%	-	100%	100%	-	*	-	-	100%	100%	*	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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
All Subjects	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%	1%	0%	*	-	*	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	*	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	1%	0%	-	-	*	1%	0%	0%	1%	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%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	0%
Science	All Students	2%	*	0%	2%	*	*	-	-	3%	0%	0%	2%	0%	3%	0%	-
	CWD	0%	-	*	0%	-	*	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	2%	*	0%	3%	*	-	-	-	3%	0%	-	2%	0%	4%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	-	*	0%	0%	*	*	-
	Male	3%	*	0%	5%	*	-	-	-	5%	0%	0%	4%	*	3%	-	-
	Female	0%	-	0%	0%	-	*	-	-	0%	0%	*	0%	*	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	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		
Expulsions												
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		
School-Related Arrests												
	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		
Referrals to Law Enforcement												
	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		
Students With Disabilities												
In-School Suspensions												

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON 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
Out-of-School Suspensions												
	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
Expulsions												
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
School-Related Arrests												
	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
Referrals to Law Enforcement												
	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
All Students												
Chronic Absenteeism												
	Male	13	1	3	9	-8	-8	-8	-8	-8	2	5
	Female	18	1	6	11	-8	-8	-8	-8	-8	3	4
	Total	31	2	9	20	-8	-8	-8	-8	-8	5	9

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

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	11	0	6	5	0	0	0	0	0	1
Female	16	2	4	10	0	0	0	0	2	0
Total	27	2	10	15	0	0	0	0	2	1

Accelerated Coursework

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

Texas Education Agency
2024 Federal Report Card
H D STAPLES EL (126905101) - JOSHUA ISD - JOHNSON COUNTY

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	9.4%
Teachers Teaching with Emergency or Provisional Credentials	0.9	3.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	3.0%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$512	\$1	\$492	\$493		\$19	\$19
Food services		\$612				\$555	\$57	\$612
Instruction		\$6,350	\$5,597	\$75	\$5,672	\$563	\$114	\$677
Support services, general administration		\$232		\$232	\$232			
Support services, instructional staff		\$552	\$432	\$8	\$440		\$112	\$112
Support services, operation and maintenance of plant		\$1,549	\$669	\$868	\$1,537	\$2	\$10	\$12
Support services, pupils		\$484	\$330	\$2	\$332		\$152	\$152

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$692	\$692	\$0	\$692			
Support services, student transportation		\$493		\$489	\$489		\$4	\$4
Total	435	\$11,476	\$7,721	\$2,166	\$9,887	\$1,121	\$468	\$1,589

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	1%	*	5%
Mathematics	6,620	2%	*	1%	*	5%
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	*	0%	*	2%
Mathematics	6,033	2%	*	0%	*	2%
Science	6,033	2%	*	0%	*	2%
Grade 6						
Reading	5,586	1%	-	-	-	-
Mathematics	5,586	1%	-	-	-	-
Grade 7						
Reading	5,233	1%	*	1%	-	-
Mathematics	5,227	2%	*	1%	-	-
Grade 8						
Reading	4,985	1%	*	0%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	0%	-	-
End of Course						
English I	5,119	1%	7	1%	-	-
English II	4,683	1%	6	1%	-	-
Algebra I	5,112	1%	7	1%	-	-
Biology	5,027	1%	6	1%	-	-
All Grades						
All Subjects	100,862	1%	58	1%	9	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
Reading	44,764	1%	27	1%	*	2%
Mathematics	40,054	1%	21	1%	*	2%
Science	16,044	1%	10	1%	*	2%

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

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	18%	13%	14%	20%	*	*	*	14%	20%	21%	8%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Part (i): Description of State Accountability System

- (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;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (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;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (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;
- (VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023–24 school year. These results include all students tested, regardless of whether they were in the accountability subset.

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 without a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023. The six-year graduation rates for the class of 2022 will be updated in March 2025.

Part (iv): English Language Proficiency

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

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

This section provides information on the other indicator 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.

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. (Not applicable to district and state report cards)

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2020-21 Civil Rights Data Collection (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.

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.

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.

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.

Per-pupil Expenditure for the 2024 fiscal year will be updated by June 30th, 2025.

Part (xi): STAAR Alternate 2 Participation

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

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.

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

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

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K-12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year.

Part (xv): Section 1003 Fund

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

Section 1003 Funds for the 2023-24 school year will be updated by June 30th, 2025.

Part (xvi): Counts of First Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2023-24 State accountability.

Parte (i): Descripción del Sistema de Contabilidad del Estado de Texas

- (I) el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- (II) las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- (III) los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- (IV) el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
 - (aa) el peso específico de los indicadores en dicha diferenciación;
 - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
 - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
 - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- (V) el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- (VI) los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

Parte (ii): Logro Estudiantil por Nivel de Competencia

Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2023–24. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (I): Crecimiento académico

Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés)/lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2023-24. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii) (II): Tasa de graduación

Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2023. Las tasas de graduación de seis años para la clase de 2022 se actualizarán en marzo de 2025.

Parte (iv): Dominio del idioma inglés

Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2024 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

Parte (vi): Estado de cumplimiento de metas

Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés. (No se aplica a los reportes de distrito o estatal)

Parte (vii): Participación STAAR

Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés)/lectura y ciencias para el año escolar 2023-24.

Parte (viii): Datos de derechos civiles

Parte (viii)(I) La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2020-21, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

Parte (viii)(II) Esta sección proporciona información de las encuestas del CRDC 2020-21, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

Parte (ix): Datos de calidad de los maestros

Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

Parte (x): Gasto por alumno

Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

El gasto por alumno para el año fiscal 2024 se actualizará el 30 de junio de 2025.

Parte (xi): Participación en STAAR Alternate 2

Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2023-24.

Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en inglés)

Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2022.

Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria

Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2021-22 que se inscribieron en el año académico 2022-23 en (I) una institución pública de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

Parte (xiv): Información Adicional – Ausentismo Crónico

Esta sección proporciona información sobre el ausentismo crónico según la definición de EDFacts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2022-23.

Parte (xv): Fondos según la Sección 1003

Esta sección proporciona una lista de todas las agencias educativas y escuelas locales que recibieron fondos según la Sección 1003, incluida la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos para el año escolar 2022-23.

Los fondos de la Sección 1003 para el año escolar 2023-24 se actualizarán el 30 de junio de 2025.

Parte (xvi): Número de estudiantes de inglés de primer año excluidos de los reportes de responsabilidad estatal

Esta sección proporciona el número de estudiantes de inglés recién llegados exentos de una administración de las evaluaciones de lectura/artes del lenguaje y cuyos resultados están excluidos de los reportes de responsabilidad estatal de 2023-24.